

# LESSONS for IELTS



## WRITING

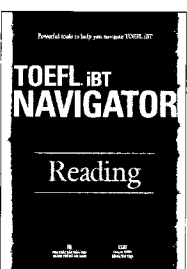
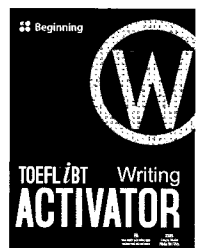
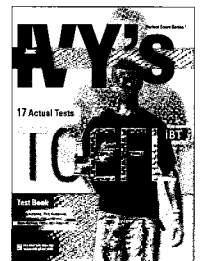
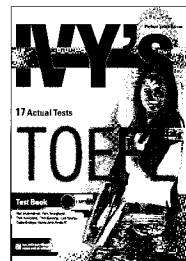
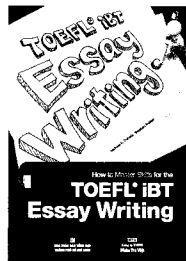
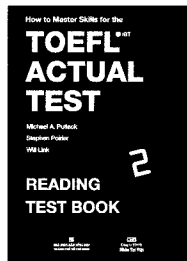
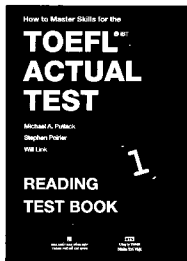
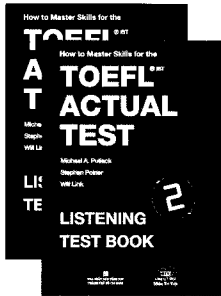
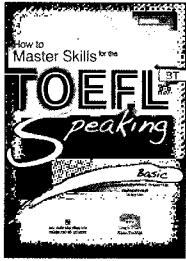
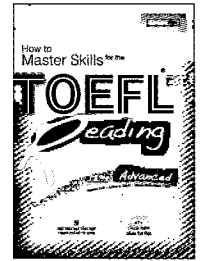
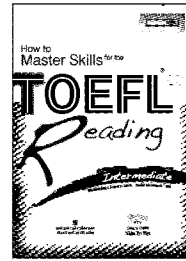
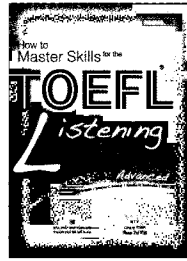
New Oriental Education & Technology Group IELTS Research Institute



NHÀ XUẤT BẢN TỔNG HỢP  
THÀNH PHỐ HỒ CHÍ MINH

**NTV**

Công ty TNHH  
Nhân Trí Việt





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## WRITING

New Oriental Education & Technology Group IELTS Research Institute



NHÀ XUẤT BẢN TỔNG HỢP  
THÀNH PHỐ HỒ CHÍ MINH



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Nhân Trí Việt

## **Lessons for IELTS Writing**

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Published in Vietnam, 2013

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## Dear Student,

Welcome to this New Oriental IELTS preparation course and the Writing Book in particular.

IELTS, the International English Language Testing System, is one of the world's most popular English language tests for entry into university or higher education where English is the language of communication. In other words, it is your academic passport!

One of the most difficult challenges you will face in an Academic Writing Test is being able to respond to Task 1 and Task 2 questions appropriately. In this book, you will be guided to produce the kind of writing that is required.

Grammar is very important. You will learn the most common verb tenses and how to use them as well as the correct grammar structures for a variety of language functions that you will need to answer Task 1 (comparing, contrasting, etc.) and Task 2 (evaluating, discussing, giving opinions, etc.).

You will learn coherence, that is, how to link your ideas together fluently and how to organise your writing into coherent paragraphs.

Specific vocabulary is targeted for Task 1 to enable you to write about data, trends, and changes. In addition, typical vocabulary related to common topics of Task 2 is introduced.

As you work through this book, you will become aware of how to respond appropriately, accurately, and relevantly to the requirements set out in each IELTS Writing task.

Thank you for choosing to study for the IELTS with New Oriental where the teaching team will be helping you to develop confidence and the ability to communicate in English with greater fluency.

**Rod Ellis**

# Preface

## Dear Reader,

Thank you for choosing to study for the IELTS with New Oriental.

This book is the long anticipated result of a close cooperation between New Oriental and international IELTS experts to develop our own IELTS training materials. We believe it offers a different approach with the following features:

First of all, the language used is likely what you will encounter in a real classroom or work setting while living abroad. The setting of each unit is also consistent with how you might encounter English as used by native speakers in their own country.

Also, under the guidance of renowned professor Rod Ellis, our partner international research team has delivered a proven methodology for ensuring the intended acquisition of needed skills for IELTS test takers in speaking, listening, reading, and writing.

And most importantly, this book incorporates ten years of IELTS training experience by the very best teachers at New Oriental, and therefore, has been customised to suit the needs of Asian students.

We sincerely hope that together with these materials, teachers can make their IELTS classrooms fruitful and rewarding.

Enjoy your time with New Oriental.

Xian Jiaotong University Press

# Overview

This book covers the following points:

**Grammar** – *This matches to ‘Grammar’ in the IELTS marking criteria.*

Useful and common grammar points that you will need to successfully complete both Task 1 and Task 2 IELTS writing:

For example:

- The most common verb tenses and how to use them
- Correct grammar structures for comparing, evaluating, discussing, giving opinions, etc.
- Correct prepositions to write about numbers, times, and dates

**Linking Ideas and Organising Your Writing** – *This matches to ‘Coherence’ in the IELTS marking criteria.*

For example:

- Useful and common ways to link ideas in sentences and between paragraphs
- Ways to avoid repeating information in your writing
- Writing clear topic sentences for paragraphs
- Writing clear introductions and conclusions

**Vocabulary** – *This matches to ‘Vocabulary’ in the IELTS marking criteria.*

Useful and common words for both Task 1 and Task 2 writing:

- Task 1 – vocabulary for writing about trends, changes, percentages, data, etc.
- Task 2 – topic-related vocabulary for common topics of Task 2

**Content and Language for Common IELTS Topics** – *This matches to ‘Task Achievement’ in IELTS Task 1 marking criteria and ‘Task Response’ in Task 2 marking criteria.*

- Task 1 – writing an overview of the chart, clearly describing data
- Task 2 – understanding different IELTS writing types, such as comparing, evaluating, or giving opinions, and using useful language for different types of essays

We hope you will enjoy using this book and that you will learn useful language and skills to help you to pass the IELTS Writing test.

Work hard, practise at home, enjoy your study, and succeed in the IELTS Writing test.

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# IELTS

## Writing

“Chance favours the prepared mind.”  
(Louis Pasteur)

# Writing UNIT 0

## Task 1

# Introduction

### This Unit and IELTS

In Task 1 of the IELTS Writing test, you are often asked to describe data from a chart or table. In this unit, you will learn how to write a paragraph where you describe the modules of the IELTS test, using data from a table.

## Getting Ready to Write — Model 1

The table below contains some information about the writing module of the IELTS test.

IELTS WRITING TEST		
<b>Total time</b>	1 hour Candidates must complete two tasks.	
<b>Tasks</b>	1	2
	describing the information from a chart, table, or process diagram	writing an essay discussing an issue such as education or the environment, illustrating with examples from own experience
<b>Words</b>	at least 150 words	at least 250 words
<b>Time</b>	approximately 20 minutes	approximately 40 minutes
<b>Topics</b>		topics of general interest — e.g. the environment, education, social issues
<b>Marking criteria</b>	grammar, vocabulary, ideas, and coherence	

1 Look at the table and discuss the questions below with a partner.

- a. How long is the IELTS Writing test?
- b. How many tasks does the IELTS Writing test have?
- c. What do you do in Task 1 of the test?
- d. How many words must you write?
- e. How many minutes should you take?
- f. What do you do in Task 2 of the test?
- g. How many words must you write?
- h. How many minutes should you take?
- i. What topics will you write about?
- j. How will your writing be marked?

2 Read Model 1 below. Check your answers to the questions.



### Model 1

The Writing test in IELTS takes one hour, and candidates must complete two tasks. In the first task, they have to write a report that describes the information from a chart, table, or process diagram. They must write at least 150 words, and they should spend about 20 minutes on this task. Task 2 is an essay where candidates must discuss an issue such as education or the environment. They need to illustrate their answer with examples which come from their own experience. In Task 2, which should take about 40 minutes, they must write at least 250 words. The marking criteria include grammar, vocabulary, ideas, and coherence. For the IELTS test, it is important that students learn useful vocabulary, correct grammar, and how to link ideas together.

## Key Vocabulary

3 Check the meanings of the words below in your dictionary. If possible, check them in an English-English dictionary as well as a translation dictionary.

<b>candidate</b>	<b>environment</b>	<b>passage</b>	<b>discuss</b>	<b>complete</b>
<b>illustrate</b>	<b>provide</b>	<b>experience</b>	<b>compare</b>	<b>include</b>
<b>section</b>	<b>criteria</b>	<b>issue</b>	<b>similar (to)</b>	<b>describe</b>
<b>length</b>	<b>task</b>			

Most words in English have several different endings, or suffixes, depending on how they are used in a sentence. Keep a notebook with a list of common suffixes and the words which use those suffixes, as this will help you to learn new words, to read them, and to use them correctly.

4 Complete the table below.

Base form verbs	Other verb endings	Nouns	Adjectives
<i>e.g. compare</i>	<i>compares compared comparing</i>	<i>comparison</i>	<i>comparative</i>
complete			
describe			
xxxxxxxx	xxxxxxxx	environment	
discuss			xxxxxxxx
illustrate			
include			

5 Write down the common word endings for nouns and adjectives that you have learned from Exercise 4.

Noun endings	Adjective endings
• -ment (environment)	• -ive (comparative)
•	•
	•

6 Complete the sentences, using the words below.

- You may need to change word forms and suffixes.
- You may need to use some words more than once.
- You will not need all the words.

<b>candidate</b>	<b>discuss</b>	<b>issue</b>	<b>complete</b>
<b>compare</b>	<b>environment</b>	<b>length</b>	<b>provide</b>
<b>criteria</b>	<b>illustrate</b>	<b>passage</b>	<b>section</b>
<b>describe</b>	<b>include</b>	<b>experience</b>	<b>task</b>

- a. \_\_\_\_\_ for the IELTS exam must bring their ID card with them to the test.
- b. In both the Speaking and Writing tests, you will need to \_\_\_\_\_ your answers with examples from your own \_\_\_\_\_.
- c. In some IELTS writing topics, you are asked to \_\_\_\_\_ two or more things. You may also be asked to write a \_\_\_\_\_ of a chart or diagram.
- d. It is very important to \_\_\_\_\_ some data when you describe a chart or graph.
- e. The Listening test has four \_\_\_\_\_, and the Reading test has three \_\_\_\_\_.
- f. Writing \_\_\_\_\_ include \_\_\_\_\_ a chart or table and writing a longer essay about a social issue.
- g. The Speaking test \_\_\_\_\_ a one- to two-minute talk.
- h. You will be \_\_\_\_\_ with all the paper and pens you need in the test.
- i. The Speaking and Writing tests are marked according to four different \_\_\_\_\_.
- j. One common topic in the IELTS test is \_\_\_\_\_ problems.

## Essential Grammar

— Verb tenses: facts

— Subject-verb agreement: singular and plural nouns

In English, we use the present simple tense for expressing facts. Present simple verbs are used approximately 75% of the time in English. The verb must agree with the subject.

### Examples

The Writing test **takes** one hour.

Topics **include** issues such as the environment and technology.

7 Look at the sentences below.

- *Put the verb into the correct tense for the sentence.*
  - *Pay attention to the subject and then decide if it is singular or plural.*
  - *Then, check subject-verb agreement.*
- a. People in western countries (speak) English.
  - b. The number of people who (speak) English is increasing in the world today.
  - c. IELTS (be) a test which (focus) on using English, rather than on grammar by itself.
  - d. Preparation for the IELTS test (include) speaking, listening, reading, and writing.
  - e. Thousands of people (take) the IELTS test every year.
  - f. English tests such as IELTS (be) very popular in Vietnam.
  - g. Last year, students in many provinces (take) the exam.
  - h. The number of IELTS centres in Vietnam (be) increasing all the time.
  - i. A new centre (be) built in Hanoi recently.
  - j. Successful candidates (work) hard and (do) a lot of practice every day.

8 Read Model 1 again. Find and mark all the verbs in the model and check verb tenses and subject-verb agreement.

9 Turn the notes below into sentences. Check subject-verb agreement and verb tenses carefully.

### English as a global language

- English ..... global language.
- It ..... about 1,500 years old.
- English ..... words from German, French, Latin, ..... other ..... such as Chinese.
- English ..... the official ..... of science and business.
- English ..... most common language on ..... Internet.
- There ..... 375 million native (first language) speakers of English and the same ..... of second language .....
- There ..... 750 million learners of English in the world today.

10 Turn the sentences above into a short paragraph below. Check subject-verb agreement and verb tenses carefully.

English ..... language ..... 1,500 ..... . It ..... words ..... , ..... , ..... , and ..... such as ..... . It ..... the ..... of ..... and business, ..... also the ..... on the ..... . There ..... 375 ..... (first language) ..... of ..... and ..... second language ..... . As well, ..... 750 million ..... of English ..... today.

## Modal verbs

Modal verbs, also known as modals, can be used in English to talk about rules. Common modals for this usage include: **can**, **can't**, **must**, **mustn't**, **have to**.

Modals are ALWAYS followed by base form verbs in English.

11 Find and mark all the modals in Model 1 about the IELTS Writing test. Notice the verb which follows the modal.

12 Complete the sentences below. Use a modal or a base form verb.

- In the IELTS Writing test, candidates ..... provide ID. This ID must ..... a passport or an official ID card.
- They ..... bring a cell phone into the test.
- If their cell phone rings during the test, they ..... continue the test.
- They must ..... the room, and then they must ..... another fee to resit the test.

- e. Candidates  be late for their test. If they are late, they  enter the test room and they will fail the test.
- f. The examiners can't  information about the answers to the candidates.

## Language Focus — Linking ideas: relative pronouns and relative adverbs

Relative pronouns and relative adverbs are very common and useful in English. They are used to join, or link, sentences together. They include words such as: **who**, **where**, **which**, **that**, **whose**, **when**, and **why**.

### Examples

The first writing task is a description. This description is about a chart or diagram.

The first writing task is a description **which** is about a chart or diagram.

Task 2 is an essay. In this essay, candidates must discuss an important issue.

Task 2 is an essay **where** candidates must discuss an important issue.

13 Read Model 1 again and find all the relative pronouns and relative adverbs.

14 Join these pairs of sentences together, using relative pronouns and relative adverbs.

- English is a global language. This language is at least 1,500 years old.
- It includes many languages. These languages were brought to Great Britain. (time) People came to trade or to make war there.
- The people came to Britain. They spoke different languages.
- As a result, English is a language. In this language, there are words from many different first languages.
- This is the reason. There are so many different ways to spell the same sound in English.
- It is also the reason. The same spelling can be pronounced in different ways.

## Apply the Language You Have Learned!

Talk about the rules for your school or for a test that you must take (such as the university entrance exam at the end of high school). Write a list of the rules. Use **can**, **can't**, **must**, **mustn't**, and **have to** in your writing.

## Guided Writing

The information in the table on the next page describes the reading module of the IELTS test.

15 Discuss the information in the table with a partner and write a paragraph about it, using the questions below it.

IELTS READING TEST	
<b>Total time</b>	One hour
<b>Reading passages</b>	<ul style="list-style-type: none"> <li>• three reading passages</li> <li>• total of 2,000 – 2,750 words</li> <li>• university-level material – general interest</li> <li>• newspapers, books, or magazines</li> <li>• sometimes including diagrams or illustrations</li> </ul>
<b>Questions</b>	<ul style="list-style-type: none"> <li>• forty questions</li> <li>• writing answers on the answer sheet</li> <li>• each question = 1 mark</li> <li>• short answers, multiple choice, gap-fill, matching</li> </ul>

- How long does the IELTS Reading test last?
- How many passages are there in the test?
- What is the total length of the three reading passages?
- At what level is the material in the passages?
- What types of topics are used?
- Where do the passages come from?
- What may they include?
- How many questions must candidates answer?
- Where do they write their answers?
- How much is each question worth?
- What types of questions are included?

16 Now, check your writing with Model 2 below.

### Model 2

The Reading test in IELTS lasts one hour. In the test, there are three reading passages which have a total length of 2,000 to 2,750 words. The material in the passages is at university level, and the topics are of general interest. The passages come from newspapers, magazines, or books. They sometimes include graphs or illustrations. During the test, candidates must answer forty questions, and they must write their answers on the answer sheet which is provided. Each question is worth one mark. Question types include multiple choice, short answers, gap-fill, and matching.



## Writing Practice

17 Write your own paragraph. Follow the two models in this unit and focus carefully on the grammar points that you have practised. Try to include some of the vocabulary words as well.

UNIT  
**0**

IELTS SPEAKING TEST			
<b>Total time</b>	11 – 14 minutes		
<b>Parts</b>	1	2	3
<b>Time</b>	4 – 5 minutes	1 – 2 minutes	4 – 5 minutes
<b>Types of answer</b>	Short answers	Monologue	Discussion
<b>Topics</b>	shopping, everyday habits, food, clothes	a famous person, a vacation, a newspaper article	similar topic to Part 2 – candidates need to describe, compare, talk about changes, future trends

# Writing UNIT 1

## Task 1

# Fast Food

### This Unit and IELTS

In Task 1 of the IELTS Writing test, you can be asked to describe different kinds of visuals such as graphs or diagrams. In this unit, we will practise describing a **pie chart**.

## Getting Ready to Write – Model 1

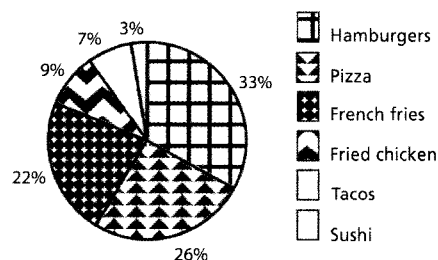
- 1 *What is fast food? Try to think of at least 5 international fast food chains in your city, for example, Lotteria.*
- 2 *What is your favourite fast food? Do you like burgers, or chips, or sushi, or maybe you like traditional Vietnamese food, such as spring rolls?*

Marketers often do surveys to find out what their customers like. This means that they ask many people the same questions, and then they make charts or graphs of the results. The pie chart on the next page shows the results of a survey about fast food.

- 3 *What question did the survey ask? Look at the pie chart and discuss this with your partner. Write down the question that was asked in the survey. Be careful to make the grammar correct!*
- 4 *Look closely at the chart and answer the questions on the next page with your partner. Try to speak in English if you can.*

- What is the most popular fast food?
- What percentage of teenagers prefer this kind of food?
- What are the three most popular fast foods?
- What percentage of teenagers prefer the second and third most popular kinds of food?
- Which is the least popular fast food?
- What percentage of teenagers prefer this kind of food?

Fast Food Preferences of Teenagers in the USA



- 5 Read the model paragraph below and check your answers.



### Model 1

The pie chart shows the fast foods that teenagers prefer in the USA. In general, teenagers prefer hamburgers, pizza, and French fries. Hamburgers are the most popular food of all, because they account for the largest proportion of the pie chart, at 33 per cent. Pizza is the second most popular, and this makes up 26 per cent of the total survey. Teenagers also like French fries, which represent 22 per cent of the chart. Only 9 and 7 per cent of teenagers choose fried chicken and tacos respectively, so they are less popular than the first three. The least popular fast food in this survey is sushi. Only 3 per cent of teenagers prefer this kind of food.

## Key Vocabulary

- 6 Check the meanings of the words below in your dictionary. If possible, check them in an English-English dictionary as well as a translation dictionary.

**account for**

**prefer**

**proportion**

**soda**

**represent**

**per cent**

**fast food**

**mineral water**

**popular**

**make up**

**respectively**

**choose**

**teenager**

**sushi**

**beverage**

**taco**

**French fries**

## Tip

## Using 'popular' and 'famous'

'Popular' means that many people know and like someone or something. For example, many people like French fries, or they like a person in their class.

'Famous' means that many people know about someone or something. However, they do not know the person or thing, and they may or may not like them. For example, Hitler is famous, but he is not popular!

7 Choose the correct adjective, *popular* or *famous*, for the sentences below.

- Beef is a ..... meat in western countries, but not in India.
- Madonna is a ..... pop singer and movie star.
- Many western people have heard about the Forbidden City, so it is a ..... place in China. Many people like to go there when they visit Beijing, so it is a ..... tourist destination.
- Lee has a lot of friends; he is very ..... However, he is not a movie star or a pop singer, so he is not .....
- The most ..... fast food in the survey is hamburgers, because 33% of teenagers prefer them. People all over the world know about McDonalds, and millions of people eat their burgers, so McDonalds is ..... and .....

## Useful words for describing graphs

- make up
- represent
- account for

These are useful verbs for describing percentages.

**Examples:** Pizza **makes up** 26% of the total survey.

Hamburgers **account for** the largest proportion of the pie chart.

French fries **represent** 55% of the total.

8 Write sentences using the information below. Use all three verbs and watch subject-verb agreement.

- French fries — 26% — fast food preferences
- ice cream — biggest percentage — pie chart
- chips — 55% — total
- fried chicken — 15% — survey
- tacos — 12% — total
- sushi — smallest percentage — fast food

9 Find and mark the useful words for describing graphs in Model 1.

## Essential Grammar — Comparatives and superlatives

In Task 1 of the IELTS writing, it is very important to be able to use comparatives and superlatives accurately.

UNIT  
**1**

### Comparing one thing with another thing = comparative

adjective + *-er* — one-syllable adjectives

- *bigger than*

*more* + adjective — 2 or more syllables

- *more expensive than*

*less* + adjective

- *less popular than*

### Comparing one thing with the rest of the group = superlative

adjective + *-est* — one-syllable adjectives

- *the biggest*

*most* + adjective — 2 or more syllables

- *the most expensive*

*least* + adjective

- *the least popular*

10 Find and mark all the comparatives and superlatives in Model 1.

11 Use the data from the pie graph to fill in the gaps in these sentences. You may need several words for each gap.

- a. French fries \_\_\_\_\_ sushi.
- b. Sushi \_\_\_\_\_ of the fast foods in the pie chart.
- c. Tacos \_\_\_\_\_ sushi, but \_\_\_\_\_ fried chicken.
- d. Fried chicken \_\_\_\_\_ pizza.
- e. Pizza is \_\_\_\_\_ second \_\_\_\_\_ fast food.
- f. French fries \_\_\_\_\_ fried chicken.
- g. Hamburgers \_\_\_\_\_ of the fast foods.
- h. \_\_\_\_\_ third \_\_\_\_\_ fast food is French fries.
- i. Tacos \_\_\_\_\_ fried chicken and French fries.
- j. Pizza \_\_\_\_\_ hamburgers, but \_\_\_\_\_ French fries.

12 Use the language structures above to write your own sentences, using the data on the next page. There are many possible correct answers. Try to use a variety of structures in your writing.

### Example

mineral water 22% — soda 20%

Mineral water is more popular than soda.

- a. fruit juice 45% — soda 22% — mineral water 10%
- b. coffee 10% — tea 15%
- c. ice cream 45% — frozen yoghurt 30%
- d. ice cream 30% — frozen yoghurt 45% — chocolate 25%
- e. pizza 20% — dumplings 40% — fried chicken 45%
- f. mineral water 10% — coffee 15% — soda 22%
- g. fruit juice 15% — soda 18%
- h. frozen yoghurt 19% — ice cream 17%

## Language Focus

### Varying your sentence structures

In IELTS Task 1, it is very important to vary your sentence structures. You will get a better score if you do this.

13 Find and mark the subject of each sentence below.

- a. Hamburgers are the most popular food of all.
- b. Pizza is less popular than hamburgers.
- c. Teenagers also like French fries.
- d. Only 9 and 7 per cent of teenagers choose fried chicken and tacos respectively.
- e. The least popular fast food in this survey is sushi.

**You will see that each sentence has a different subject:**

- |  |                             |
|--|-----------------------------|
| ● types of fast food — hamburgers, pizza | ● teenagers                 |
| ● (percentage of) teenagers              | ● (least popular) fast food |

14 Find and mark all the subjects in Model 1.

15 Rewrite the paragraph below, varying the sentence structures to match the examples above. You do NOT need to include all the words given below.

Pizza is the most popular fast food with teenagers. Hamburgers are less popular with teenagers than pizza. French fries are less popular with teenagers than hamburgers. Sushi is less popular with teenagers than French fries. Fried chicken is less popular with teenagers than sushi. Tacos are less popular with teenagers than fried chicken.

16 Now, add data to the paragraph you have written. Use *make up, represent, and account for*.

Pizza is the most popular fast food with teenagers (35%). Hamburgers are less popular with teenagers than pizza (23%). French fries are less popular with teenagers than hamburgers (20%). Sushi is less popular with teenagers than French fries (11%). Fried chicken is less popular with teenagers than sushi (9%). Tacos are less popular with teenagers than fried chicken (2%).

UNIT  
1

## Structuring a Task 1 answer

### A Task 1 IELTS answer must have three parts:

- the topic of the chart or graph
- an overview or general statement about the main trends or features in the chart
- a detailed description of the chart, including data

17 Look at Model 1. Find and mark:

- the topic sentence
- the overview sentence

## Apply the Language You Have Learned!

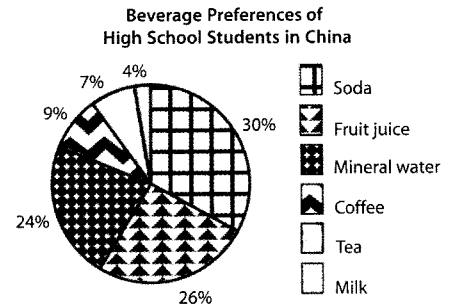
Choose a topic, such as a favourite band or a favourite food. Write a question for your classmates and survey 20 of them. Make a pie chart to show your results and write about it. Then, give your chart to your partner to write about and compare your answers.

## Guided Writing

The pie chart on the next page gives information about the beverage preferences of high school students in China.

18 Look at the chart and answer the following questions with a partner.

- What question did the surveyors ask?
- What is the most popular beverage?
- What percentage of teenagers prefer this kind of beverage?
- What are the three most popular beverages?
- What percentage of teenagers prefer these beverages?
- Which is the least popular beverage?
- What percentage of teenagers prefer this beverage?



19 Use your answers to the questions to fill in the gaps in this paragraph.

The pie chart shows \_\_\_\_\_

In general, \_\_\_\_\_

Soda is \_\_\_\_\_

High school students also like \_\_\_\_\_

\_\_\_\_\_ respectively.

Only 9 and 7 per cent \_\_\_\_\_

\_\_\_\_\_

The least \_\_\_\_\_

20 Check your answer with Model 2.

21 Look at Model 2. Find and mark:

- all the comparatives and superlatives
- the subjects of all the sentences
- the topic sentence
- the overview sentence
- the useful words for describing graphs





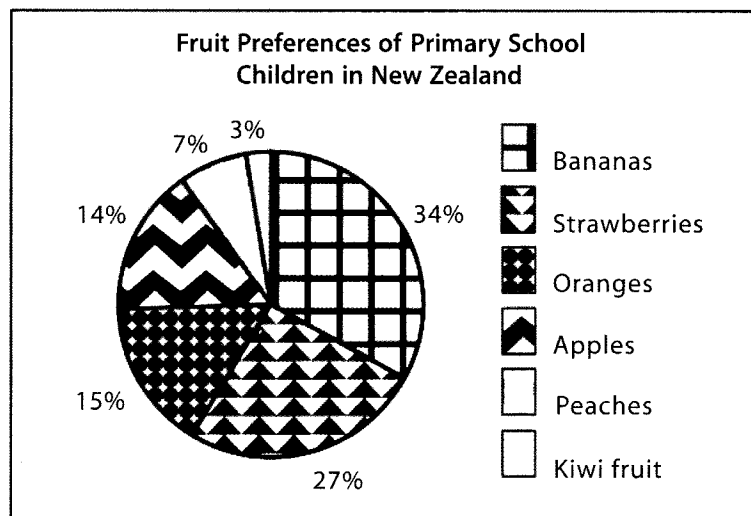
## Model 2

The pie chart shows the beverages that high school students prefer in China. In general, students prefer soda, fruit juice, and mineral water. Soda is the most popular beverage of all, because it represents the largest proportion of the pie chart, at 30 per cent. High school students also like fruit juice and mineral water, which make up 26 per cent and 24 per cent of the preferences respectively. Only 9 and 7 per cent of high school students choose coffee and tea, so they are less popular than the first three. The least popular beverage in this survey is milk. This accounts for only 4 per cent of high school students' preferences.

UNIT  
1

## Writing Practice

- 22 Write your own paragraph about the pie chart below. The chart shows the fruit preferences of primary school children in New Zealand. Follow the two models in this unit and focus carefully on the grammar point that you have practised. Try to include some of the vocabulary words as well.



# Writing UNIT 2

## Sport

### This Unit and IELTS

In Task 2 of the IELTS Writing test, you are asked to **write a 250-word essay**. This type of essay consists of an introduction, two or three body paragraphs, and a conclusion. In this unit, you will learn how to write the first body paragraph of an essay which describes the **benefits**, or **advantages**, of something.

#### The topic for the first model essay is:

Some people say that doing a team sport, such as soccer or basketball, is very popular because it has many benefits. What are the advantages of doing a team sport?

### Getting Ready to Write – Model 1

The photo shows soccer players celebrating after winning a competition.



- 1 Look at the photo and discuss these questions with a partner.
- How are these people feeling?
  - Have you ever felt like this when doing sport?
  - What is your favourite sport?
  - Do you prefer doing sport yourself or just watching others?
  - What are the benefits of doing team sports? Think of three or four benefits.
- 2 Read Model 1 below. Check your answer to question 'e'.



### Model 1

Doing team sports is popular all over the world, and participation in sporting activities, for example, soccer or basketball, has many benefits. Firstly, sport promotes the development of the body and muscles and helps to keep the players fit. Secondly, this increase in physical fitness enables players to avoid obesity and health problems, like heart disease and high blood pressure. In addition, sportspeople develop useful group skills, such as teamwork and strategies. These skills can help them in their later lives and also in their jobs. Finally, people often do sport for social reasons, as it is a good way of making new friends and enjoying activities together.

## Key Vocabulary

- 3 Check the meanings of the words below in your dictionary. If possible, check them in an English-English dictionary as well as a translation dictionary.

<b>enable</b>	<b>strategies</b>	<b>activity</b>	<b>disease</b>
<b>participation</b>	<b>develop</b>	<b>increase</b>	<b>obesity</b>
<b>heart disease</b>	<b>promote</b>	<b>muscle</b>	<b>avoid</b>
<b>fit</b>	<b>skill</b>	<b>group</b>	<b>blood pressure</b>
<b>teamwork</b>	<b>benefit</b>	<b>social</b>	<b>health problems</b>

### Vocabulary Tip

Don't forget to add new words and new suffixes to your word family notebook, as this will help you expand your vocabulary and use new words correctly. It is important to know whether a noun is countable or uncountable.

4 Use the words from the list on the previous page to complete the sentences below.

- Check word forms carefully.
  - You may need to use some words more than once.
  - You will not need all the words above.
- a. \_\_\_\_\_ in sport gives rise to a variety of health benefits.
  - b. One of the physical benefits of doing sport is the development of \_\_\_\_\_ and \_\_\_\_\_.
  - c. The \_\_\_\_\_ of fitness can enable you to \_\_\_\_\_ later health problems.
  - d. Sporting \_\_\_\_\_ is also good for developing \_\_\_\_\_ skills such as teamwork.
  - e. Workers find that 'business-house' sports competitions help develop \_\_\_\_\_.
  - f. Sport can help teenagers avoid the problem of \_\_\_\_\_ or being overweight.
  - g. To \_\_\_\_\_ something to happen means to make it possible.
  - h. Most companies value the skill of \_\_\_\_\_ thinking on the part of their employees.
  - i. High blood pressure, \_\_\_\_\_, and diabetes are three examples of \_\_\_\_\_ suffered by people who fail to exercise enough.
  - j. In general, a good level of \_\_\_\_\_ is \_\_\_\_\_ for everyone.

### Useful verbs for IELTS writing

- avoid     benefit     develop     enable     improve  
 increase     promote

The verbs above are common and useful for IELTS writing. Try to use and practise them many times in this unit and in all of your writing in this book.

5 Use the verbs above to fill in the gaps in these sentences.

- a. Sport.** Doing sport \_\_\_\_\_ fitness and \_\_\_\_\_ muscles. It \_\_\_\_\_ you to \_\_\_\_\_ illnesses, and you can \_\_\_\_\_ your teamwork skills and \_\_\_\_\_ your friendships.
- b. Saving petrol.** Choosing not to drive private cars \_\_\_\_\_ the environment, and it \_\_\_\_\_ the quality of air in the city. It also \_\_\_\_\_ the use of public transport, which \_\_\_\_\_ traffic congestion and \_\_\_\_\_ efficiency. It \_\_\_\_\_ all the people who live in the city.

6 Now you try! Choose ONE of these topics and see how many of the useful verbs you can include in two or three sentences.

- Practical education
- Regular health checks
- Using a cell phone

## Essential Grammar

### Word forms: countable and uncountable nouns

- 7 Find the words below in Model 1. Then, identify all the words in the list that are used as nouns in Model 1.

<b>enable</b>	<b>strategy</b>	<b>activity</b>	<b>development</b>
<b>participation</b>	<b>develop</b>	<b>increase</b>	<b>obesity</b>
<b>heart disease</b>	<b>promote</b>	<b>muscle</b>	<b>avoid</b>
<b>fit</b>	<b>skill</b>	<b>social</b>	<b>blood pressure</b>
<b>teamwork</b>	<b>benefit</b>	<b>health problem</b>	<b>fitness</b>

- 8 Classify the nouns in the list according to whether they are countable or uncountable.

Countable nouns	Uncountable nouns
<i>e.g. activity(ies)</i>	
•	•
•	•
•	•
•	•
•	•
•	•
•	•

### Use of plurals & articles

The indefinite article 'a' is not used with uncountable nouns. Also, uncountable nouns cannot be made plural.

#### Examples

A good reason (countable) for doing sport is the ability to control your weight.

Participation (uncountable) in sporting activities on a regular basis is beneficial for students.

**Note that there are a number of nouns which can be used as both countable and uncountable.**

#### Examples

sport: Sport is a universal leisure activity.

Jane excels at a number of sports, but her favourite is badminton.

9 Look at the sentences below. In each case, decide whether the indefinite article should be used.

- (A / -) participation in the company volleyball competition will be rewarded with an extra annual leave day.
- Basic fitness includes such things as muscle control and (a / -) balance.
- A lot of companies encourage the development of (a / -) teamwork by supporting friendly sporting competitions.
- When you join this company, they ask you to choose (a / -) sport for the weekly competition – either volleyball or indoor soccer.
- (A / -) promoting team sports is a good idea for companies.
- Doing sports such as badminton and tennis is a good way of improving (a / -) fitness.
- Strategic thinking is an example of (a / -) skill which is improved by doing team sports.
- (A / -) development of fitness is (a / -) result of doing team sports.

10 Choose the correct option in brackets to complete the sentences below. Check countable and uncountable nouns and the use of plurals carefully.

- Soccer is a popular sport for a variety of (*reason/reasons*).
- Firstly, (*player/players*) need to use their (*muscle/muscles*) and develop their (*fitness/fitnesses*) to play soccer.
- Developing a good level of fitness helps to avoid health (*problem/problems*) and (*disease/diseases*) such as high blood (*pressure/pressures*) and obesity.
- In addition, soccer helps in the development of (*skill/skills*) such as (*teamwork/teamworks*) and (*strategy/strategies*).
- Soccer is also fun for the (*spectators/spectator*), as it is an exciting (*sport/sports*) which involves fast action.
- The (*player/players*) can become very famous, and some of them can make a lot of (*money/monies*).
- Finally, soccer is an important international (*sport/sports*), and many (*competition/competitions*) are held throughout the world.

11 Fill in the gaps in the paragraph below.

Soccer is a popular \_\_\_\_\_ for a variety of \_\_\_\_\_. Firstly, players need to use their \_\_\_\_\_ and \_\_\_\_\_ their \_\_\_\_\_ to play soccer. \_\_\_\_\_ a good level of fitness helps to \_\_\_\_\_ and diseases such as high blood pressure and \_\_\_\_\_. In addition, soccer helps in the \_\_\_\_\_ of \_\_\_\_\_ such as \_\_\_\_\_ and strategies. Soccer is also fun for the spectators, as it is an \_\_\_\_\_ which involves fast action. The \_\_\_\_\_ can become very famous, and some of them can \_\_\_\_\_ a lot of \_\_\_\_\_. Finally, soccer is an important \_\_\_\_\_, and many competitions are held throughout the world.

## Verb tenses for Task 2 writing

In Task 2 of the IELTS writing, the most common verb tense is present simple. This is because we are mostly giving facts and opinions in these essays.

12 Find and mark all the present simple verbs in Model 1.

13 Find and mark all the subjects that go with those verbs.

14 Check whether the subjects are countable or uncountable.

Remember that words ending in ‘-ing’ are often used as nouns in English, and that they are always uncountable. Uncountable nouns always take singular verbs.

## Language Focus — Signpost words

You need signpost words to join your ideas together. In this paragraph, you are writing a list of benefits, so you can use these words:

**Firstly**

**Secondly**

**In addition**

**Finally**

### Examples

**Firstly**, sport promotes the development of ...

**Secondly**, this increase in physical fitness ...

15 Read Model 1 again and find all the signpost words.

16 Link this set of ideas together, using signpost words (s.). You will need to add some verbs (v.) and nouns (n.) as well.

There are many ..... (n.) of regular exercise. .... (s.), it can promote fitness and help you to stay healthy. .... (s.), exercise helps to develop ..... (n.), and ..... (s.), you can avoid ..... (n.) such as heart disease and ..... (n.) if you exercise regularly. .... (s.), if you do a team sport, you can ..... (u.) social ..... (n.) and strategies.

## Apply the Language You Have Learned!

17 Talk to your partner about a sport that you like doing or watching. Talk about why you like doing or watching it and then write a paragraph about why this sport is popular. Focus on using:

- countable and uncountable nouns
- the list of useful verbs
- signpost words to talk about reasons or benefits

## Guided Writing

The photo below shows a friendly 'business-house' sports competition. (Companies enter teams of workers in a sports competition, such as indoor soccer, volleyball, or basketball.)



18 Discuss these questions with a partner.

- Why do you think companies and organisations encourage their workers to take part in these sports competitions?
- What are some benefits for the workers?

19 Use the following notes to help you to write your own paragraph on the following topic.

Some companies organise friendly 'business-house' sports competitions on a regular basis for their workers, because they believe that doing a team sport has many benefits for both companies and individuals. What are the advantages of companies holding sports competitions?

Friendly \_\_\_\_\_ competitions are popular with workers who spend many \_\_\_\_\_ at work each day. \_\_\_\_\_ in these weekly competitions has \_\_\_\_\_, it helps to \_\_\_\_\_ stress from \_\_\_\_\_. \_\_\_\_\_, participants can \_\_\_\_\_. In addition, \_\_\_\_\_. Finally, doing a team sport enables \_\_\_\_\_. \_\_\_\_\_ and this can help \_\_\_\_\_.

20 Check your writing with Model 2 on the next page.

21 Go through Model 2. Find and mark:



- the signpost words
- the subjects which are countable
- the subjects which are uncountable



### Model 2

Friendly 'business-house' sports competitions are popular with workers who spend many hours at work each day. Participation in these weekly competitions has many benefits. Firstly, it helps to decrease the stress from working all day. Secondly, participants can increase their overall fitness and control their weight. In addition, weekly exercise enables workers to avoid health problems, such as heart disease, diabetes, and high blood pressure. Finally, doing a team sport together in a friendly competition enables the development of teamwork and friendships that can help people in their work as well as when they are playing together.

## Writing Practice

### Topic

Some people say that doing a team sport, such as soccer or basketball, should be compulsory for students because it has many benefits. What are the benefits of team sports for high school students?

22 Write your own paragraph about the topic above. Follow the two models in this unit and focus carefully on the grammar points that you have practised. Try to include some of the vocabulary words as well.

# Writing UNIT 3

## Task 1

# Media

### This Unit and IELTS

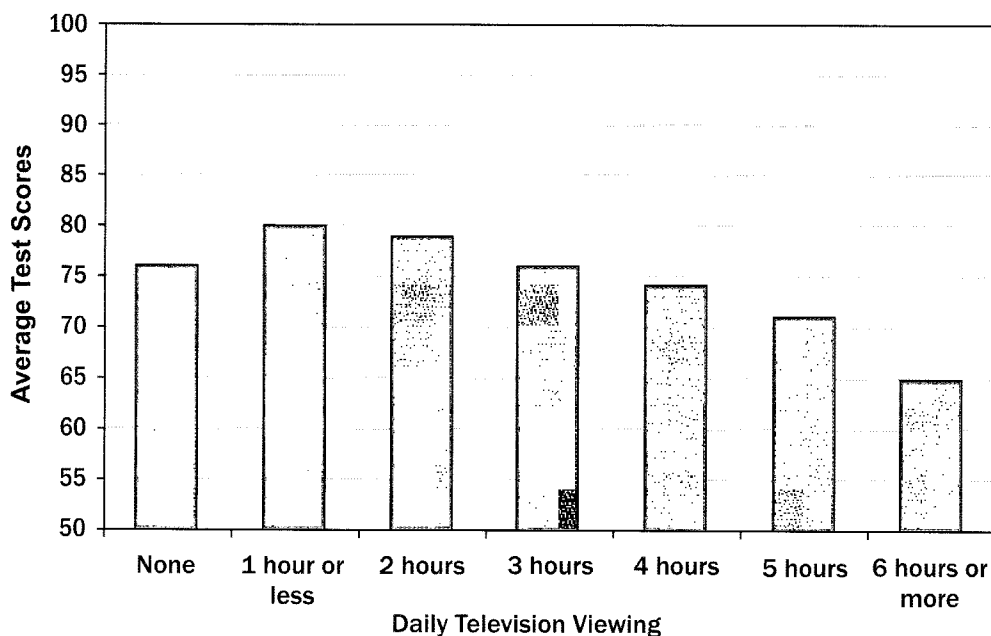
In Task 1 of the IELTS Writing test, you have to describe a diagram, graph, or chart. In this unit, you will learn how to write a paragraph where you describe a **bar chart**.

## Getting Ready to Write – Model 1

1 Discuss these questions with a partner.

- How much TV do you watch every day?
- Does watching TV affect your study time?

The graph on the next page contains information about the average science test scores of Grade 8 students in relation to the number of hours they watch television each day.



2 Look at the graph and discuss these questions with a partner.

- What type of graph is this?
- What does the graph show?
- How is the viewing measured?
- What are the test scores out of?
- Which group has the highest score?
- Which group has the second highest?
- Which group has the lowest score?
- Which group has the second lowest?
- What overall trend does the graph show?

3 Read Model 1 below. Check your answers to the questions.



### Model 1

The bar graph shows the average science test scores of students in Grade 8 in relation to the hours they spend watching television. Overall, the students who watch less television have higher scores, and the average test score decreases as the number of viewing hours increases. The highest score of 80 is for students who usually watch one hour or less of television a day. The next highest score is approximately 79. This is for students who average two hours of television viewing. Students who watch no television and students who watch about 3 hours of television per day have a score of about 76. The lowest score of approximately 65 is for students who view six or more hours of television daily.

## Key Vocabulary

4 Check the meanings of the words below in your dictionary. If possible, check them in an English-English dictionary as well as a translation dictionary.

<b>approximate</b>	<b>around</b>	<b>average</b>	<b>decrease</b>	<b>view</b>
<b>figure</b>	<b>graph</b>	<b>habit</b>	<b>increase</b>	<b>weekday</b>
<b>information</b>	<b>number</b>	<b>overall</b>	<b>score</b>	
<b>slightly</b>	<b>spend</b>	<b>trend</b>	<b>usually</b>	

5 Complete the table below.

Base form verbs	Other verb endings	Nouns	Adjectives
<i>e.g. approximate</i>	<i>approximates approximated approximating</i>	<i>approximation</i>	<i>approximate</i>
average			
decrease			
increase			
score			xxx
inform			xxx

6 Are the following pairs of words similar or different in meaning?

- |                         |                     |
|-------------------------|---------------------|
| a. watch, view          | similar / different |
| b. increase, decrease   | similar / different |
| c. less, more           | similar / different |
| d. about, approximately | similar / different |
| e. each day, per day    | similar / different |
| f. fewer, greater       | similar / different |
| g. number, figure       | similar / different |
| h. highest, lowest      | similar / different |

7 Complete the sentences below. Choose the correct word in brackets.

- A student who watches television instead of studying will get a low (score, figure) on the test.
- Observers say there has been a (decrease, less) in time spent (view, viewing) television since the Internet became popular.
- The student (usually, slightly) watches TV for four hours a day, but today he didn't.
- We don't know the exact number of hours; this figure is (approximate, about).
- The graph shows an (around, overall) (score, trend) that watching more television decreases test scores.
- A small (decrease, decreasing) in time spent watching television may (increase, increasing) test scores slightly.

### Useful words for describing graphs

\*in relation to\*

8 Find and mark **in relation to** in Model 1.

9 Use the information below to write three sentences with **in relation to** and the sentence structure from the model.

- test scores of primary school children — hours they spend doing homework
- IELTS scores of students — amount of English TV they watch
- fitness test scores of high school students — time they spend doing sport

### More useful words for describing graphs

\*approximately, about, around\*

In some line or bar graphs, you cannot see the numbers exactly. When a number is not clear, you can use words like **approximately**, **about**, and **around**.

10 Read Model 1 again and find these useful words.

## Essential Grammar — Verb tenses: present simple verb forms — Nouns and adjectives

Some nouns, verbs, and adjectives have the same form. You need to understand the function of the word in the sentence to decide which one it is.

### Examples

The average test score **decreases** as the hours of television viewing increase. (**decrease** is a verb — it is an action.)

There is a **decrease** in the average test scores. (**decrease** is a noun — it is the subject of the sentence.)

11 Look at the sentences below. Find the following words and check if they are verbs, nouns, or adjectives.

average, view, show, score, test, decrease

- a. The students in the advanced science class average four hours of television per day.
- b. The magic show lasted two hours.
- c. There was a decrease in test scores over the period.
- d. The students view six hours of television each day.
- e. The bar graphs show the average score of students in my class.
- f. The average test scores in the class decrease each year.
- g. My friend always scores highly in this test.
- h. The view from my window is very beautiful.
- i. Researchers test students to find out if television viewing affects performance.
- j. Scores decrease as television viewing rises.

12 Read Model 1 again. Mark all the verbs.

In the previous unit, we practised using countable and uncountable nouns. In English, we use different words to modify countable and uncountable nouns. These words are called modifiers.

Note: **a lot of** is very useful because it can be used for both countable and uncountable nouns.

#### Examples

They spend **many** hours watching television. (*hour is a countable noun.*)

We spent **a lot of** money on buying a TV. (*money is an uncountable noun.*)

We bought **a lot of** DVDs. (*DVD is a countable noun.*)

**Fewer** students do sport than watch TV. (*student is a countable noun.*)

They spend **less** time doing sport than watching TV. (*time is an uncountable noun.*)

13 Look at the sentences below. Decide if the noun is countable or uncountable and choose the correct modifier.

- a. Students who watch (less, fewer) television have higher test scores.
- b. The graph shows how (many, much) time people spend watching television.
- c. (Fewer, Less) students watch television on weekdays.
- d. (Many, Much) students have low test scores.
- e. Students spend (many, a lot of) time on studying for their exams.

## Language Focus — Linking ideas: relative pronoun 'who'

When talking about people, we use **who** (or **that**). Notice that the relative pronoun **who** is used to describe a specific group of people.

Example
---------

These students watch less television. They have higher test scores.  
 The students **who** watch less television have higher test scores.  
 (This does not mean all students, only the students with less television watching time.)

14 Read Model 1 again and mark all the relative pronouns.

15 Join these pairs of sentences together using **who**.

- These students watch no television. They have an average score of 76.
- The people are in the 65 to 74 age group. They watch more television.
- People do a lot of sport. They generally watch less television.
- Those people watch a lot of English TV. They often have good spoken English skill and clear pronunciation.
- Students in my class try to speak English all the time. They improve their speaking skill quickly.

16 Below is a summary of some information about bar graphs. Fill in the gaps. All the gaps are words that you have studied in this unit.

- Bar graphs usually show some type of information \_\_\_\_\_ other information.
- For example, a graph about television may show how \_\_\_\_\_ television is watched, measured in average hours, and the groups of people \_\_\_\_\_ watch it.
- It is important to describe the overall trend, or main idea, that the graph \_\_\_\_\_.
- In Model 1, the overall trend is that the students \_\_\_\_\_ watch \_\_\_\_\_ television have higher test scores.
- You need to describe the data from the graph in more detail. You also need to describe the way in which the bars on the graph \_\_\_\_\_ and decrease.
- In Model 1, there is a \_\_\_\_\_ in the test \_\_\_\_\_ from 80 to 65 as students watch \_\_\_\_\_ television.
- It can be difficult to see the exact numbers on the graph. To describe these inexact figures, you may use words like '\_\_\_\_\_', 'around', and '\_\_\_\_\_'.  
 \_\_\_\_\_

17 Fill in the gaps in the paragraphs below without looking back at the previous exercise.

Bar graphs usually \_\_\_\_\_ some type of information \_\_\_\_\_ other \_\_\_\_\_. For example, a \_\_\_\_\_ about television may show how \_\_\_\_\_ television is watched, measured in \_\_\_\_\_ hours, and the groups of people \_\_\_\_\_ it. It is important to describe the overall \_\_\_\_\_, or main idea, that the graph shows.

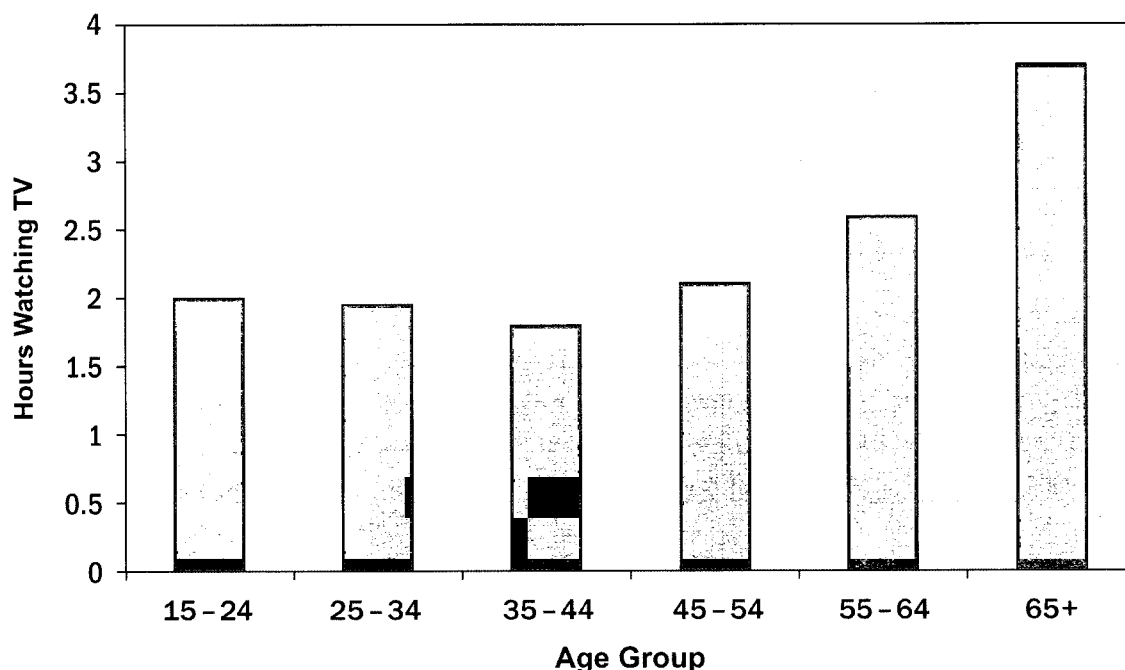
In Model 1, the \_\_\_\_\_ is that the students \_\_\_\_\_ watch \_\_\_\_\_ television have \_\_\_\_\_ test \_\_\_\_\_. You need to describe the \_\_\_\_\_ from the graph in more \_\_\_\_\_. You also need to describe the way in which the bars on the graph \_\_\_\_\_ and \_\_\_\_\_. In Model 1, there is a \_\_\_\_\_ in the test \_\_\_\_\_ from 80 \_\_\_\_\_ 65 as students watch \_\_\_\_\_. It can be difficult to see the \_\_\_\_\_ numbers on the \_\_\_\_\_. To \_\_\_\_\_ these inexact figures, you may use words like '\_\_\_\_\_', '\_\_\_\_\_', and '\_\_\_\_\_'.  
 \_\_\_\_\_

## Apply the Language You Have Learned!

Write some sentences of your own about the students in your class, using **who**. Focus on **much/many/a lot of/fewer/less**.

## Guided Writing

The graph below contains information about the weekday television viewing habits of Americans of different ages.



18 Look at the graph and answer these questions with a partner.

- What type of graph is this?
- What does the graph show?
- How many age groups are there?
- How is the information measured?
- What overall trend does the graph show?
- How many hours of TV do the two youngest groups watch?
- How much does the 35-44 age group watch?
- How much do the next two age groups watch?
- Which group watches the most weekday TV?

19 Look back at Model 1 and try to write a paragraph about the graph above. Use the questions above as a guide. When you have finished, check with the model on the next page.



20 In Model 2, find and mark:

- the useful words for describing graphs you have learned
- all the verbs in the paragraph
- the relative pronouns

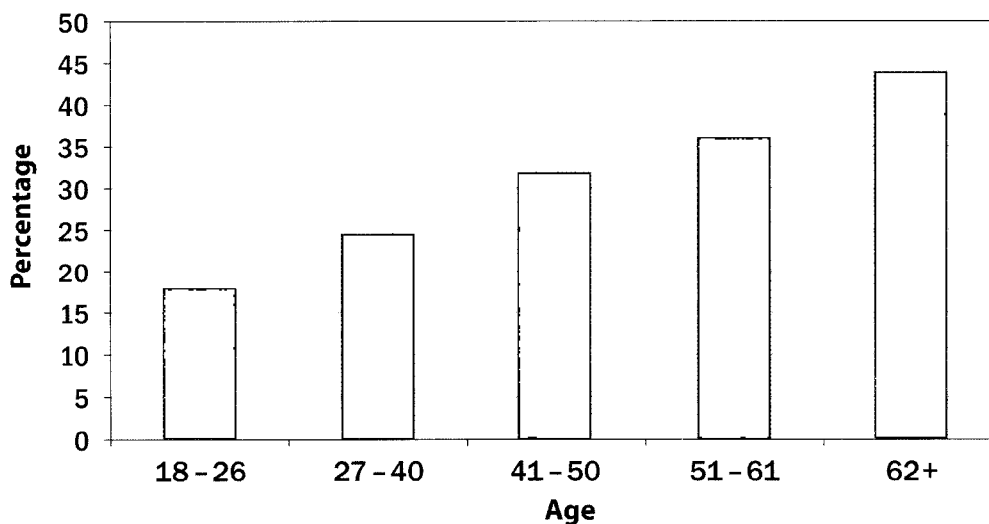


### Model 2

The bar graph shows how many hours Americans spend watching weekday television in relation to age group. Overall, the older age groups watch around twice as much weekday television as the younger groups, and the viewing time increases with age. The figure is around two hours for the two younger age groups, 15 to 24 and 25 to 34, but decreases slightly to around 1.8 hours for the viewers who are 35 to 44. The viewing time is slightly higher for the 45 to 54 age group, at about 2.1 hours, and increases to 2.6 hours for the people who are 55 to 64 years old. People who are in the age group 65+ watch approximately 3.7 hours of television a day.

## Writing Practice

21 Write your own paragraph about the graph below. The graph shows the percentage of people in different age groups who say they cannot live without their television. Follow the two models in this unit and focus carefully on the grammar points that you have practised. Try to include some of the vocabulary words as well.



# Youth Issues: Computer Use

## This Unit and IELTS

In this unit, you will learn how to write a body paragraph of a Task 2 essay which asks you to describe a **problem** or an **issue**.

### The topic for the first model essay is:

Some teenagers spend a lot of time playing computer games, and this can cause both social and health problems for them. What are some of the problems caused by playing computer games?

## Getting Ready to Write – Model 1

1 Look at the picture and discuss the questions on the next page with a partner.



- a. Do you like playing computer games with friends?
- b. How long do you usually play?
- c. Do you like being with friends when you play, or do you prefer playing games on the Internet with people at a distant location?
- d. Do you think people should spend more time studying or doing sport instead of playing computer games?
- e. What are some problems if people spend a lot of time playing computer games?


**UNIT**  
**4**

- 2 Read the model below. Consider your answers to the questions and decide if you agree with it.



### Model 1

Playing computer games for a long time, either individually or with friends, causes a lot of problems. One major issue is the tendency for people to play for hours and neglect their studies. If they stay up very late, they will have trouble getting up in the morning for school or work. Another issue is the lack of exercise because the players spend so much time sitting down. If teenagers waste a lot of time playing on the computer and do no exercise, this can lead to obesity and health problems. In addition, spending hours using the console controls and making repetitive movements many times can cause eye strain or muscle problems.

## Key Vocabulary

- 3 Check the meanings of the words below in your dictionary. If possible, check them in an English-English dictionary as well as a translation dictionary.

<b>issue</b>	<b>console</b>	<b>tendency</b>	<b>neglect</b>	<b>lead to</b>
<b>lack</b>	<b>eye strain</b>	<b>movement</b>	<b>possibility</b>	<b>post</b>
<b>repetitive</b>	<b>networking</b>	<b>social</b>	<b>individual</b>	<b>site</b>
<b>privacy</b>	<b>have trouble</b>	<b>available</b>		

4 Complete the sentences with the words on the previous page. You may need to change the forms of some words and you may not need all the words.

- a. There is a \_\_\_\_\_ for young people to spend long periods at their computers without taking a break.
- b. \_\_\_\_\_ sites such as Facebook are very popular with teenagers.
- c. You should be careful about \_\_\_\_\_ your \_\_\_\_\_ information onto a social networking site.
- d. One \_\_\_\_\_ with playing on the computer is \_\_\_\_\_ of exercise.
- e. Many boys like playing on a game \_\_\_\_\_ with a group of friends.
- f. Young people need to have leisure activities, but this does not mean that they should \_\_\_\_\_ their studies.
- g. \_\_\_\_\_ your study will \_\_\_\_\_ many problems in the future.
- h. Students who play computer games until 2 a.m. often \_\_\_\_\_ getting to school on time.
- i. If you play a lot of computer games, this can cause \_\_\_\_\_ and muscle problems.
- j. If you make private information \_\_\_\_\_ to everyone, this could lead to problems in later life.

This unit includes some vocabulary for describing computers and the Internet. Knowing this kind of vocabulary can be very useful in the IELTS exam.

### Examples

**console, (to) post, social networking site, website, computer**

5 Talk with your partner about how you use computers and the Internet. Then, make a list of useful vocabulary and translate the words into English. Make two lists: nouns and verbs. Here are a few more to get you started.

Nouns	Verbs
keyboard mouse cursor	(to) point the cursor
broadband network internet café home page browser	(to) download (to) browse (to) surf the net

## Essential Grammar – Verb pattern: verb + verb-ing

This is a common verb pattern in English.

### Examples

He **spends** a lot of time **watching** TV.

I **prefer playing** computer games to **swimming**.

Learn these expressions:

- spend/waste time **doing**
- have trouble **doing**
- prefer/like/hate/love **doing**
- end up **doing**

6 Read Model 1 again. Find and mark all the two-verb phrases with *-ing*.

7 Complete the sentences below by choosing the correct word in brackets.

- a. These days, a problem for many (parent / parents) is deciding how to control internet addiction.
- b. Many (teenager / teenagers) cannot control the amount of (time / times) they spend (play / playing) online.
- c. Various (study / studies) show that a significant number of young (person / people), especially boys, are neglecting their schoolwork because they (prefer / prefers) playing games.
- d. In some countries, the government is using a special (program / programs) to limit the time that students of school (age / ages) spend on (game / gaming).
- e. (Player / Players) are required to log on with their ID card numbers.
- f. After three (hour / hours), the program tells them to stop (play / playing) and get some (exercise / exercises).
- g. If a player (quit / quits), he will (keep / keeping) his points for that game.
- h. If he (continue / continues) playing, he will (lose / losing) some or all of his points.

8 Turn these cues into a short paragraph. Take care with *'-ing'* forms. You may need to put more than one word in each gap.

Many teenagers like (play) \_\_\_\_\_, and others really enjoy (use) social \_\_\_\_\_ such as Facebook. They like (chat) and (put) photos on these sites, and they can \_\_\_\_\_ hours every day (do) these activities. However, if they \_\_\_\_\_ time (sit) at the computer, they may have trouble (get) enough exercise, and they may end up (have) health \_\_\_\_\_ such as \_\_\_\_\_. In addition, they could suffer from \_\_\_\_\_ if they spend hours (sit) in front of a \_\_\_\_\_ screen. Another \_\_\_\_\_ is schoolwork. If teenagers \_\_\_\_\_ (play) on the computer, they may end up not (do) their homework or (be) late for class.

## Apply the Grammar You Have Learned!

Talk about the activities you like doing in your leisure time. Then, write a short paragraph about your leisure activities. You can use the following sentence starters.

In my leisure time, I like \_\_\_\_\_

I spend

I prefer \_\_\_\_\_

Sometimes, there is a problem because

## Language Focus

### Linking words for cause and effect

When you are writing about problems, you need to talk about cause and effect. There are many ways to do this in English. Here are three common ways.

(to) cause (effects)

(to) lead to (effects)

(to) be due to (causes)

followed by a noun or noun phrase

#### Examples

Computer games can **cause** health problems.

This can **lead to** eye strain.

Muscle strain can **be due to** repetitive hand movements.

9 *Join these ideas together, using the linking words above. Think carefully about which is the cause and which is the effect.*

- Playing computer games — health problems
- Poor schoolwork — late nights
- Eye strain — staring at the monitor
- Repetitive hand movements — muscle strain
- Posting photos on the net — problems with privacy

10 *Join these ideas together. You will need to make the second idea into a noun phrase. Think carefully about the cause and the effect.*

- Playing computer games — you can lack time for schoolwork
- Contacting strangers on social networking sites — you can have a lot of problems
- Problems with strangers on the net — you post your photo onto a social networking site
- Posting photos onto Facebook — you can lose your privacy
- Tiredness and poor work habits — you spend too many hours on the computer
- Spending too many hours on the computer — you can strain your muscles

- g. Working too hard without taking a break — you can become very tired
- h. Not getting enough exercise — you can have poor health
- i. Computer addiction — you can have no friends and you can become isolated
- j. Poor grades at school — you spend too much time at the computer

11 Find and mark the cause-effect linking words in Model 1.

### Referencing pronouns — 'they', 'this', and 'it'

These words are very important to link ideas together and to avoid repeating information. Sometimes, they refer back to one word, and sometimes to phrases, sentences, or even whole paragraphs.

12 Find and mark the referencing pronouns and the words or phrases they refer to in Model 1.

13 Rewrite these sentences, using *it*, *this*, or *they* to replace repeated information.

- a. If teenagers spend a lot of time playing on the Internet, teenagers will become lazy. Teenagers will get into trouble at school.
- b. Computers can be very helpful, but computers can also be a big problem for people. If people spend too much time working on the computer, people will get muscle and back problems. The muscle and back problems can lead to lower work productivity, and the muscle and back problems can cause a lot of pain and distress as well.
- c. Cars are convenient and cars give us a lot of freedom, but cars can also cause a lot of problems. For example, cars cause air pollution, and if there are too many cars on the roads, too many cars on the roads can cause congestion and traffic jams.

### Guided Writing

The photo shows two girls using a social networking site.



14 Look at the photo on the previous page and discuss these questions with a partner.

- a. How do these girls feel? What could they be looking at?
- b. Have you ever posted your photo or personal information on this kind of site?
- c. Why did you do this?
- d. Did you have any problems?
- e. What are some possible dangers of using such a site?

15 Look at this essay topic and then put the jumbled sentences which follow into the right order to make a paragraph.

Some teenagers spend a lot of time on social networking sites, such as Facebook or MySpace, and this can cause problems for them. What are some of the problems caused by putting personal information onto the Internet?

If they do this, it can lead to privacy issues because this information is available to people all over the world.

Finally, wasting a lot of time playing on the Internet can cause health problems due to lack of exercise.

Another issue is adults pretending to be teenagers so they can make contact with young people through these sites.

Spending a lot of time on the Internet can cause a lot of problems for young people.

One major problem is the tendency for people to spend time posting photos and personal information on social networking sites such as MySpace or Facebook.

If teenagers meet these adults, they will have a lot of problems.

Now, check your answers with Model 2 on the next page.

16 In Model 2, find and mark:

- ☐ two-verb phrases with -ing
- ☐ all the cause-effect linking words
- ☐ all the referencing pronouns and the words or phrases they refer to



**Model 2**

Spending a lot of time on the Internet can cause a lot of problems for young people. One major problem is the tendency for people to spend time posting photos and personal information on social networking sites such as MySpace or Facebook. If they do this, it can lead to privacy issues because this information is available to people all over the world. Another issue is adults pretending to be teenagers so they can make contact with young people through these sites. If teenagers meet these adults, they will have a lot of problems. Finally, wasting a lot of time playing on the Internet can cause health problems due to lack of exercise.

UNIT  
4**Writing Practice****Topic**

Many young people spend a lot of time on the Internet without any parental supervision or control. What are some of the problems caused by unrestricted use of the Internet?

17 Write a paragraph following the two models in this unit. Focus carefully on the grammar point that you have practised. Try to include some of the vocabulary words as well.

**Writing**  
**UNIT**  
**5**

**Task 1**

# Education: Study Abroad

## This Unit and IELTS

In Task 1 of the IELTS Writing test, you are often asked to describe data from a chart or table. In this unit, you will learn how to write paragraphs using **data from a table**.

## Getting Ready to Write – Model 1

1 *Discuss these questions with a partner.*

- a. Would you like to go overseas to study one day in the future?
- b. Where do most Vietnamese students go for study?
- c. Where would you like to go?

The table shows the numbers of international students from four areas of the world who came to study at university level in a western country in 2000 and 2005.

Year	Country of Origin of International Students in 2000 and 2005				
	China	India	Japan	Brazil	Total
2000	35,000	15,000	6,000	2,000	58,000
2005	22,000	16,000	4,000	8,000	50,000

2 Look at the table and discuss these questions with a partner.

- Which two years are being compared here?
- How many countries are listed in the table?
- Which country did most students come from in 2000? in 2005?
- Which country did the fewest students come from in 2000? in 2005?
- What are the major trends that you can see from this table?

3 Read Model 1 below. Check your answers to the questions.



### Model 1

The table illustrates the number of students from four different countries who attended tertiary institutions in a western country in 2000 and 2005. Overall, the number of international students dropped slightly over this five-year period and, in particular, there was a significant decrease in student numbers from China, although it still remained the largest group. There was a fourfold rise in Brazilian student enrolments.

In 2000, the number of students who came from China, at 35,000, was more than twice the number of Indian students, at 15,000. Smaller numbers came from Japan and Brazil, at 6,000 and 2,000 respectively. In 2005, the proportion of students changed considerably. Chinese student numbers decreased to 22,000, but there was a dramatic increase in the number of Brazilian students, which went from 2,000 to 8,000. Indian student numbers stayed mostly unchanged, at around 16,000, and there was a small decrease in the number of Japanese students, from 6,000 in 2000 to 4,000 in 2005.

## Key Vocabulary

- 4 Check the meanings of the words below in your dictionary. If possible, check them in an English-English dictionary as well as a translation dictionary.

<b>illustrate</b>	<b>attend</b>	<b>tertiary</b>	<b>institution</b>
<b>overall</b>	<b>remain</b>	<b>enrolment</b>	<b>international</b>
<b>considerably</b>	<b>significant</b>	<b>unchanged</b>	<b>period</b>
<b>fourfold</b>	<b>twice</b>	<b>domestic</b>	

Most words in English have several different endings, or suffixes, depending on how they are used in a sentence. Keep a notebook with a list of common suffixes and the words which use those suffixes, as this will help you to learn new words, to read them, and to use them correctly.

- 5 Complete the table below. Only commonly used word forms are included here.

Base form verbs	Other verb endings	Nouns	Adjectives
<i>e.g. illustrate</i>	<i>illustrates illustrated illustrating</i>	<i>illustration</i>	<i>illustrative</i>
			considerable
enrol			
remain			
attend			XXXXXXXXXX

- 6 Fill in the gaps to write down the common word endings for nouns and adjectives that you have learned from Exercise 5. Then, use these words to start off your notebook on word forms.

Noun endings	Adjective endings
● -ion (illustration)	● -ive (_____)
● -ance (_____)	● _____ (considerable)
● _____ (enrolment)	● -ing (remaining)
● -der (_____)	● -ed (_____)

7 Fill in the gaps in the sentences below, using the words you have just learned. Watch word forms carefully.

Most students who \_\_\_\_\_ university or other \_\_\_\_\_ come from the local area. However, some of them are \_\_\_\_\_ students, who come from a variety of home countries. A \_\_\_\_\_ percentage of overseas students are Chinese, but there is also a \_\_\_\_\_ number who come from India, Japan, and Brazil. Over the last five years, the \_\_\_\_\_ number of Indian students has \_\_\_\_\_ relatively \_\_\_\_\_, but the number of Chinese students has dropped, while Brazilian student numbers have increased \_\_\_\_\_ in that \_\_\_\_\_. In general, \_\_\_\_\_ have dropped over this period for both \_\_\_\_\_ and international students.

### Useful words for describing graphs

\*overall, in general, in particular\*

These are useful words for beginning sentences which describe the main idea or trend in the graph and for giving details. It is very important to include a main idea sentence in your Task 1 answer.

#### Examples

**Overall**, the number of students dropped slightly over the five-year period and, **in particular**, the number of Chinese students halved over the period.

**In general**, there was an increase in the price of oil and, **in particular**, from 1995 to 2000.

8 Find and mark these words in Model 1.

9 Use the notes on the next page to make sentences using **in general**, **overall**, and **in particular**.

#### Example

Chinese birth rate ↘ 1980—2000

In general, there was a decrease in the Chinese birth rate and, in particular, from 1980 to 2000.

- a. Number of sheep ↗ 1990
- b. Price of grain → corn and wheat → 2000—2005
- c. Population ↗ children from 10—15
- d. Price of computers ↘ PCs and laptops ↘
- e. Percentage of full-time workers ↘ 1980—1990

## Essential Grammar — Verb tenses: describing past time

### — Subject-verb agreement: singular and plural nouns

The table on the second page of this unit gives two time frames, 2000 and 2005. Therefore, all of the verbs in the model answer need to be in the past simple tense, except for the first verb. It is very important to check the time frame of the chart for Task 1 writing.

- 10 *Discuss with a partner why the first verb in the model answer uses the present simple tense. Then, find and mark all the past simple verbs and the subjects that go with those verbs in Model 1. Don't forget that **was** and **were** are verbs!*
- 11 *Now, fill in the gaps in these sentences with an appropriate verb and verb tense. Watch subject-verb agreement carefully.*
- a. This table ..... the number of students who ..... tertiary institutions in 2008. Most students ..... from Australia, but there ..... also a significant number of students from China.
  - b. This pie chart ..... the percentage of teenagers who ..... different kinds of electronic equipment in 2007. Overall, the mobile phone ..... the most popular choice, but MP3 players ..... nearly as popular.
  - c. This bar chart ..... the test scores of male and female students over three time periods. In general, male students ..... higher scores in all periods, but the women's scores ..... in the final time period, although they ..... not reach the men's total.
  - d. This bar graph ..... the sales of luxury cars from the years 2000—2008. Overall, the number of Lexus cars sold ..... the highest in this period, although Mercedes and BMW ..... also very popular.
  - e. This line graph ..... pollution levels in three major cities between the years 2000 and 2008. Overall, pollution ..... highest in 2008, though it ..... to some extent in Beijing in that year.

## Language Focus

### Varying noun phrases

In IELTS Task 1 writing, it is very important to change the structure of noun phrases. Look at these examples:

- a. the number of students from Japan
- b. the number of students who came from Brazil
- c. Brazilian student numbers
- d. student numbers from China
- e. the number of Japanese students

12 Find one or more examples of each kind of noun phrase in Model 1. Write a letter beside them to match them to each style above.

13 Now, turn these notes into sentences. Try to use each style of noun phrase twice. You will need to change the verb form to match the subject that you write. Make all the past simple verbs for this exercise.

- a. China — students — drop significantly
- b. Brazil — enrolments — rise slightly
- c. Japan — visitors — stay unchanged
- d. New Zealand — tourists — increase by 20%
- e. North America — cars — fall slightly
- f. Africa — immigrants — rise considerably
- g. Europe — imports — drop slightly
- h. France — bottles of wine — rise dramatically
- i. Thailand — tourists — fall significantly
- j. South Korea — international visitors — grow slightly

### Varying the sentence structure: using 'there was/were'

Another way to vary your sentence structure is to use 'there was/were'. Look at these examples.

- There was a **significant (adjective) increase (noun)** in the number of students from Somalia.
- The number of students from Somalia **increased (verb) significantly (adverb)**.

Note that in the first example, the bolded words are an adjective and a noun, and in the second example, there are a verb and an adverb.

14 Find and mark all the examples of those two structures in Model 1.

15 Now, choose five of your sentences from Exercise 13 and rewrite them using *there was/were*.

## Guided Writing

### Country of Origin of Immigrants to Australia in 1995 and 2005

Year	Country of Origin				
	Britain	New Zealand	China	South Korea	Total
<b>1995</b>	4,500	3,500	1,500	800	10,300
<b>2005</b>	3,500	5,100	1,600	300	10,500

16 Look at the table and discuss these questions with a partner.

- a. Which two years are being compared here?
- b. How many countries are listed in the table?
- c. Which country did most immigrants come from in 1995? in 2005?
- d. Which country did the fewest immigrants come from in 1995? in 2005?
- e. What are the major trends that you can see from this table?

17 Now, fill in the gaps below to write your own paragraph to describe this table.

The table ..... from four different countries who came to live .....  
 . Overall, ..... rose slightly  
 ..... and, ....., there was a .....  
 from New Zealand, which had the largest number of arrivals in 2005. There .....  
 South Korean immigration .....

In 1995, ....., at 4,500, was larger than ..... 3,500  
 immigrants came from New Zealand, and ....., at 1,500 and 800  
 respectively. In 2005, ..... to 3,500, but there was a .....  
 ....., which went from 3,500 to 5,100. .... stayed mostly  
 ....., at around 1,600, but there was ..... in the number of .....,  
 from 800 in 1995 to 300 in 2005.

18 Check your answers with Model 2.





## Model 2

The table illustrates the number of immigrants from four different countries who came to live in Australia in 1995 and 2005. Overall, the number of immigrants rose slightly over this ten-year period and, in particular, there was a significant increase in immigration from New Zealand, which had the largest number of arrivals in 2005. There was a big drop in South Korean immigration over this time.

In 1995, the number of immigrants who came from Britain, at 4,500, was larger than any other group. 3,500 immigrants came from New Zealand, and smaller numbers from China and South Korea, at 1,500 and 800 respectively. In 2005, British immigrant numbers decreased to 3,500, but there was a significant rise in the number of New Zealanders, which went from 3,500 to 5,100. Chinese immigrant numbers stayed mostly unchanged, at around 1,600, but there was a significant decrease in the number of South Korean immigrants, from 800 in 1995 to 300 in 2005.

19 In Model 2, find and mark:

- all the subjects
- all the noun phrases in forms you have learned in 'Varying noun phrases' — mark them with a letter according to the styles
- all the past simple verbs

## Writing Practice

### Country of Origin of New Cars Sold in the USA in 2000 and 2005

Year	Country of Origin				
	USA	Japan	Germany	South Korea	Total
2000	4.2 million	2.2 million	0.2 million	1.1 million	7.7 million
2005	2.6 million	3.4 million	0.3 million	1.1 million	7.4 million

20 Look at this table and try writing your own Task 1 answer following the models in this unit.

Focus on:

- Using an appropriate expression to introduce the main idea and to give details
- Accurate use of past simple verbs
- Varying your subjects and sentence structures

Writing  
UNIT  
6

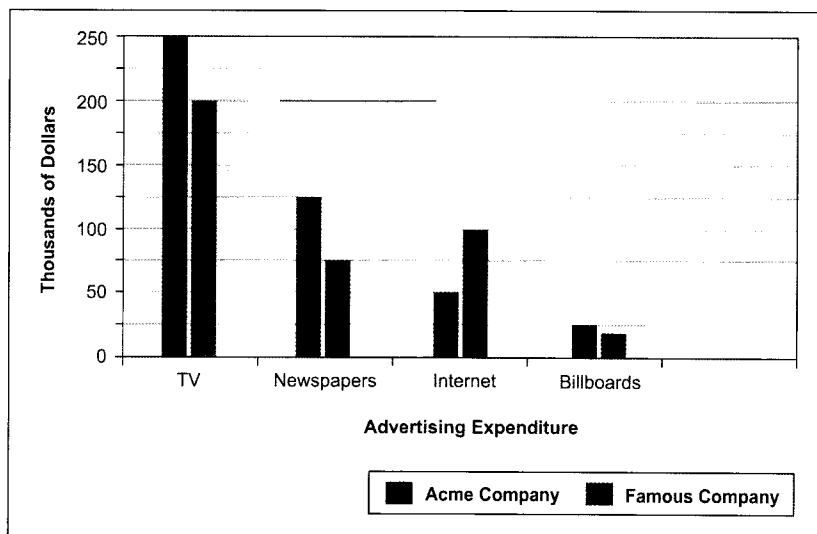
# Advertising

### This Unit and IELTS

In Task 1 of the IELTS Writing test, you may be asked to describe a **bar chart**. In this unit, you will practise writing a paragraph where you **describe, compare, and contrast** the information in a bar chart.

## Getting Ready to Write – Model 1

The bar chart contains information about the amount of money spent on different types of advertising by two companies.



1 Look at the bar chart and discuss these questions with a partner.

- a. What does the bar chart show?
- b. What currency is used?
- c. How many companies are there?
- d. Which types of advertising are being compared?
- e. On which type did the companies spend the most money?
- f. On which type did the companies spend the least money?
- g. On which types did Acme spend more or less than Famous?

2 Read Model 1 below. Check your answers to the questions.



### Model 1

The bar chart shows the respective amounts of money in thousands of dollars spent on different types of advertising by two companies — Acme and Famous. Overall, Acme spent more on advertising than Famous. Both companies spent the most money on television promotion, with Acme spending \$250,000, while Famous spent \$200,000. Acme spent the second highest amount on newspaper advertising, at \$125,000, whereas Famous spent only \$75,000 on this type. In contrast, Famous spent twice as much on the Internet as Acme, at \$100,000 and \$50,000 respectively. Both companies spent the least money on billboard promotion, at about \$25,000 each.

## Key Vocabulary

3 Check the meanings of the words below in your dictionary. If possible, check them in an English-English dictionary as well as a translation dictionary.

**advertising**

**currency**

**percentage**

**billboard**

**promotion**

**(in) relation (to)**

**budget**

**dominate**

**respective(ly)**

**category**

**type**

**sponsorship**

**charity**

Many nouns in English have irregular plural endings. Don't forget to put irregular plurals into your vocabulary notebook.

4 Complete the table below. You may need to use your dictionary to help you.

Singular nouns	Plural forms
<i>e.g. charity</i>	<i>charities</i>
category	
criterion	
currency	
discrepancy	
datum	
formula	
medium	

5 Complete the sentences below, using the words in Exercise 3.

- Decide whether you will need to use the singular or plural form of the nouns.
- You may need to use some words more than once.

- a. This chart shows advertising in four \_\_\_\_\_, or types.
- b. There are many different \_\_\_\_\_ of media, such as TV and newspapers.
- c. One form of \_\_\_\_\_ is newspaper advertising.
- d. \_\_\_\_\_ advertising is seen by motorists on the main routes into and out of the city.
- e. Most companies have a \_\_\_\_\_ for advertising each year.
- f. The British pound sterling and the euro are two of the world's \_\_\_\_\_.
- g. This chart shows money spent \_\_\_\_\_ the type of advertising for two companies.
- h. Acme and Famous spent \$250,000 and \$200,000 \_\_\_\_\_ on TV.

### Useful words for describing graphs

\*respectively\*

You use **respectively** to show that you have written a list of names and numbers in order.

6 Find and underline **respectively** in Model 1.

7 Complete these sentences, using **respectively** and the sentence structures from Model 1.

- Microsafe/Applex/\$2 million/\$3 million/TV advertising
- Acme/Famous/33%/25%/budget/Internet promotion
- Nyke/Cougar/\$800,000/\$700,000/billboard advertising
- Awesome/Best/a quarter/a half/of the budget/magazine advertising
- Kayfes/McDonells/\$2 million/\$1 million/newspaper advertisements

## Essential Grammar

### Comparison and contrast: comparatives and superlatives with nouns and adjectives

In English, we use the comparative and superlative forms of adjectives to compare two or more things. They are very important for Task 1 of the IELTS Writing test.

#### Examples

Acme has a **bigger** advertising budget **than** Famous.

Best spent **the largest** amount of money on sports sponsorship.

We put **more**, **less**, **the most**, or **the least** in front of adjectives with two or more syllables.

#### Example

Billboard advertising is **the least** expensive.

We can use **more**, **less/fewer**, **the most**, or **the least/fewest** in front of nouns.

#### Examples

Acme spent **less** money on newspaper advertising **than** it did on magazine advertising. (**Less/least** with uncountable nouns)

Awesome has **fewer** expenses **than** Acme. (**Fewer/fewest** with plural nouns)

8 Fill in the gaps, using comparatives and superlatives and the words in brackets.

- Acme spent \$250,000 on TV advertising. Famous spent \$200,000 on TV advertising. Therefore, Acme spent ..... Famous on TV advertising. (money)
- Awesome spent 150 hours doing market research. Best spent 500 hours doing market research. Therefore, Awesome spent ..... Best doing market research. (time)
- Acme's budget is ..... than Famous's. (big)
- Awesome spends ..... on sports scholarships, because it wants to encourage young people to do sport. (money on charities)
- In general, small companies advertise ..... in the newspaper ..... on the net, because they have ..... money. (more, less)

- f. The \_\_\_\_\_ form of promotion worldwide is TV. (effective)
- g. The \_\_\_\_\_ type of advertising is the free local newspaper. (expensive) Another way of saying this is it is the \_\_\_\_\_ type. (cheap)
- h. Acme has ten billboards. Ace has eleven. Bazic has five billboards. In other words, Bazic has \_\_\_\_\_ billboards. (few)

9 Read Model 1 again. Find and mark all the comparing words and decide which things are being compared.

## Quantifying differences

It is important to have a variety of ways to talk about numbers.

### Examples

Acme — \$10,000 Best — \$2,000

→ Acme spent **five times as much as** Best on advertising.

Best — 10 charities Acme — 5 charities

→ Best sponsored **twice as many** charities **as** Best.

Use **much** with **uncountable nouns** and **many** with **plural countable nouns**.

10 Find and mark the 'quantifying phrases' in Model 1.

11 Complete the sentences below. Use the number given in brackets plus the phrase **as much (as)** or **as many (as)**.

- a. Best spent \_\_\_\_\_ money on charities as Awesome. (2)
- b. Older people spend \_\_\_\_\_ time watching television as younger ones. (3)
- c. There were \_\_\_\_\_ younger viewers of Internet advertisements as there were older ones. (2)
- d. \_\_\_\_\_ people see newspaper advertisements as billboards. (3)
- e. There is \_\_\_\_\_ TV advertising as magazine promotion. (5)

## Apply the Grammar You Have Learned!

Talk about the different amounts of time that people spend doing different things in their day. Write a paragraph using the comparing words contrasting the amounts of time people spend: studying, doing sport, eating, sleeping, etc.

## Language Focus — Linking ideas: contrasting ideas

### UNIT 6

Here are some linking words for talking about differences.

- while, whereas (used to link two sentences together)
- Conversely, In contrast (used at the beginning of the second sentence)

### Examples

Acme spent most of its budget on in-store promotions, **while** Famous spent most of its money on television commercials and competitions.

Acme changed its style of advertising, **whereas** Famous kept with the old style.

Acme increased the amount of money it spent on advertising. **Conversely**, Famous reduced its advertising budget.

Sports sponsorship was a popular type of promotion for the larger companies. **In contrast**, charities did not get so much money.

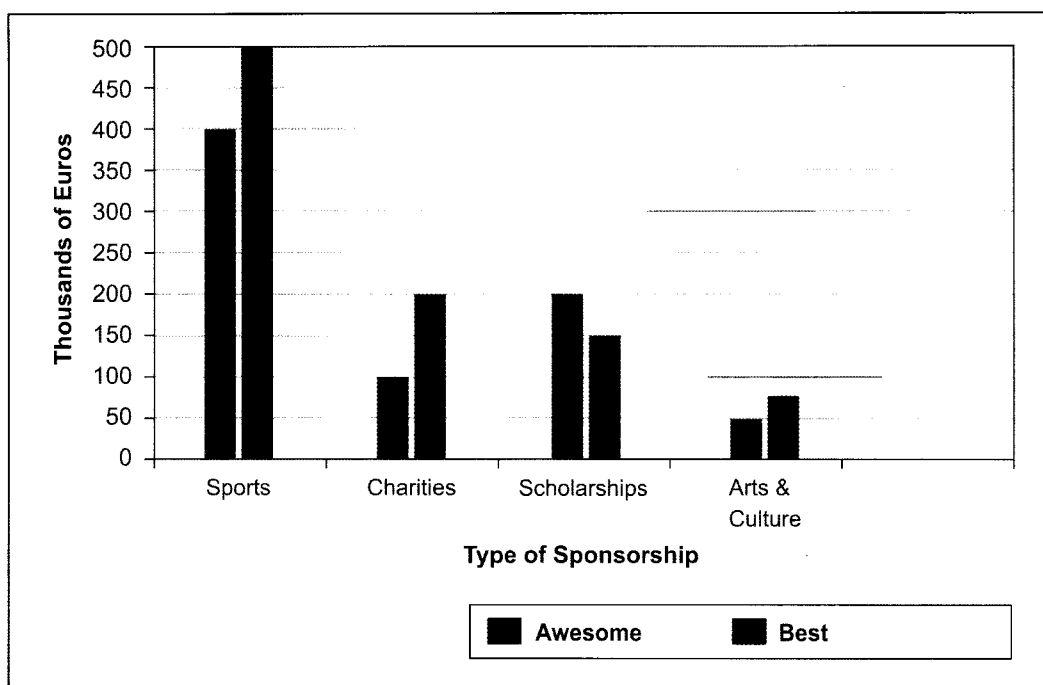
12 Read Model 1 again and mark the linking words that show contrast.

13 Rewrite these sentences, using linking words that show contrast. Try to use all of the linking words given above at least once.

- a. TV advertising reaches large numbers of viewers. Advertisements on the Web do not seem to reach as many customers.
- b. Acme has a large advertising budget. The budget for Famous is a lot more modest.
- c. Newspaper advertisements tend to target adults. Many TV advertisements target children and teenagers.
- d. Cinema advertisements have a captive audience. It is easy to turn down the sound on television advertisements.
- e. Motorists are likely to notice billboard advertisements during peak-hour traffic jams. They are less likely to notice these when traffic is moving smoothly.
- f. Awesome spends a large amount of money on television and newspaper advertising. It does not spend very much on sponsorship.

## Guided Writing

The bar chart on the next page contains information on how two different companies spent their sponsorship budget.



14 Discuss the information in the chart with a partner and try to put it into sentences, using the questions below.

- What does the bar chart show?
- What currency is used?
- How many companies are there?
- Which types of sponsorship are being compared?
- On which type did the companies spend the most money?
- On which type did the companies spend the least money?
- On which type did Awesome spend more money than Best?
- On which types did Best spend more than Awesome?

15 Write a paragraph about this chart, using the language and structures from Model 1. Here is a framework to help you.

The bar chart shows \_\_\_\_\_ money in \_\_\_\_\_ spent on \_\_\_\_\_ by \_\_\_\_\_.

Overall, Best \_\_\_\_\_ Awesome. Both \_\_\_\_\_, with \_\_\_\_\_ spending \_\_\_\_\_ Best spent twice \_\_\_\_\_ In contrast, Awesome \_\_\_\_\_.

Awesome and Best \_\_\_\_\_.



- 16 Look at Model 2 and compare it with your writing. Notice especially the comparing words, the linking words that show contrast, and the language for describing graphs (*respectively*).

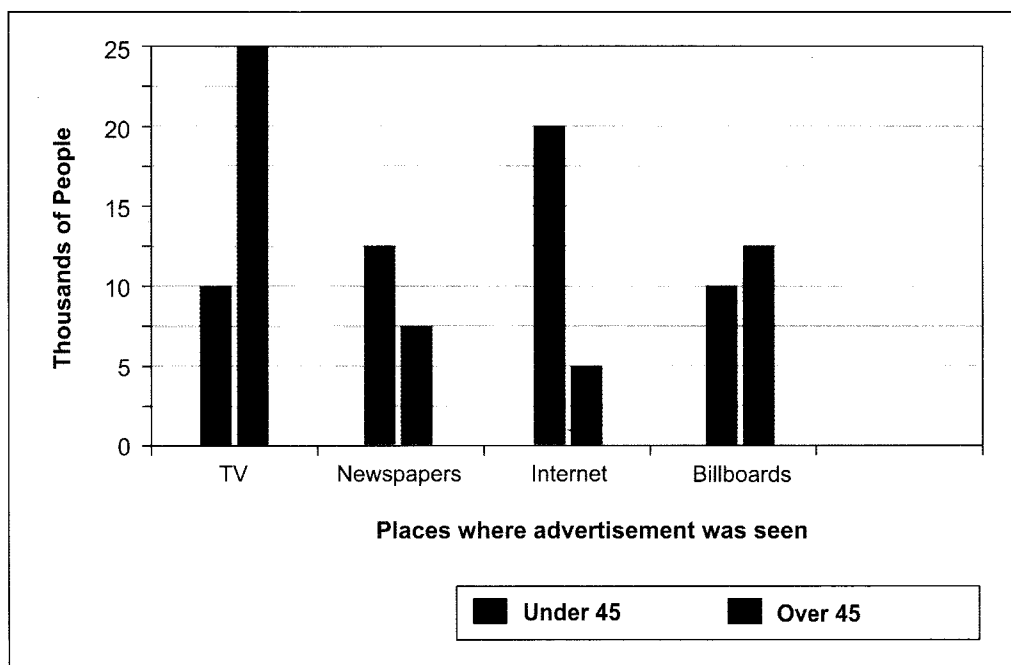


### Model 2

UNIT  
6

The bar chart shows the amounts of money in thousands of euros spent on different types of sponsorship by two companies — Awesome and Best. Overall, Best spent more money on sponsorship than Awesome. Both companies spent the most money on sports sponsorship, with Best spending 500,000 euros, whereas Awesome spent 400,000 euros. Best spent twice as much money as Awesome on charities, at 200,000 euros and 100,000 euros respectively. In contrast, Awesome spent 200,000 euros on scholarships, while Best spent only 150,000 euros in this area. Awesome and Best spent the least money on arts and culture sponsorship, at approximately 50,000 and 75,000 euros respectively.

## Writing Practice



- 17 Write your own paragraph about the bar chart above. Follow the two models in this unit and focus carefully on the grammar points that you have practised.

The chart shows where people first saw the advertisement for a popular sportswear company.

**Writing**  
**UNIT**  
**7**

**Task 2**

# Education: Schools

## This Unit and IELTS

In this unit, you will learn how to write two body paragraphs of a Task 2 essay which asks you to give your **opinion on an issue**.

Model 1 discusses one side of the issue, and Model 2 discusses the other side. You will be asked to write your own paragraph discussing a third opinion on the same topic.

### The topic for the model essay is:

Some people think that single-sex schools are better for students than co-ed schools. To what extent do you agree with this opinion?

## Getting Ready to Write – Model 1

1 *What do you think? Do you agree or disagree with the statements below? Why?*

- a. Boys learn faster than girls.
- b. Girls are better at language than boys.
- c. Boys and girls should study at separate high schools.

2 *Compare your ideas with a partner.*

3 *Read Model 1 and answer the question below.*

What is the writer's opinion about the topic?



### Model 1

Single-sex high schools help to produce better students because there are fewer distractions in these kinds of schools than in co-educational schools. Nowadays, students are learning more than ever before, and while they are trying to understand all this new knowledge, they do not need distractions. If boys and girls study together, they may become more focused on each other and not concentrate on the lesson. For example, a male student might be more interested in impressing a female peer than listening to the teacher; similarly, female students might get into arguments over popular boys or spend their time discussing the boys in their class instead of listening to the teacher. If high schools are single-sex, these kinds of distractions can be reduced.

UNIT  
7

## Key Vocabulary

The words in the table are used in the text above.

- 4 *Can you find or guess any other parts of speech to fill in the table? Don't worry about their meanings yet.*

Verbs	Nouns	Adjectives
	peer	
distract		
focus		
concentrate		
get into an argument		
reduce		
		co-educational
		single-sex
	knowledge	

- 5 *Check the meanings with a partner. You may use a dictionary if neither of you know the meanings.*

6 Answer these questions with a different partner. Some of the words you will need are from Model 1 and from the box below.

- Which word refers to a person that you know and are equal to? .....
- Which word is opposite to 'increase'?
- Which word means to talk with other people?
- What do loud noises do to you when you are reading? .....
- What do we do if we start an angry conversation?
- Which word means that you feel safe and happy? .....
- Which two verbs are related to thinking carefully about one thing?
- Which word describes a school that has females and males? .....
- How can we describe a 'boys only' school?
- What do we learn? .....
- Which word means a positive effect of something?
- Which word describes a chance to do something? .....

**comfortable****interact****opportunity****advantage****knowledge****single-sex****peer****get into an argument****distract****concentrate****focus****co-educational**

7 Use the words in the box above to complete the sentences below. You may have to change the form and use some words more than once.

- Please turn off your MP3 player, the music is a .....
- Yesterday, Ruth and Sally ..... a terrible ....., so they are not talking to each other today.
- My mother really wanted me to go to a ..... school, but I really think it is better to have both males and females together in a ..... school.
- I can't ..... on this question because I'm thinking about something else.
- She needs to ..... on her studies and not be so easily distracted.
- We are not really friends, we are just .....
- They ..... the answers to the questions, so they passed the test.
- I feel ..... when I am with good friends.
- At school, you have the ..... to learn many new things.
- People need to learn to ..... with their ..... at school.
- One ..... of co-ed schools is that students learn social skills.
- We need to ..... on correct English grammar.

# Essential Grammar

## Present continuous tense: be + verb-ing

UNIT  
7

There are many different uses (functions) of the present continuous tense. Look at the examples from Model 1 below:

- Nowadays, students **are learning** more than ever before.
- While they **are trying** to understand all this new knowledge, they do not need distractions.

In sentence 'a', the present continuous tense is used to describe a continuing situation or action that is true around now.

In sentence 'b', the present continuous tense is used to describe a temporary action.

**What's the difference?**

8 *Look at the verbs in the sentences below. What is the difference in the form (grammar) and in meaning from the sentences above?*

- Some students go to single-sex schools, while others go to co-educational schools.
- I believe that single-sex schools are better than co-ed schools.

9 *Discuss these statements with a partner and **circle** the correct words.*

- We use the present **simple / continuous** tense for facts or habits.
- We use the present **simple / continuous** tense for actions that are interrupted.
- We use the present **simple / continuous** tense for temporary actions.
- We use the present **simple / continuous** tense for actions that are true around now.
- We use the present **simple / continuous** tense for actions that may not be finished.
- We use the present **simple / continuous** tense for general truths.
- We don't usually use the present **simple / continuous** tense with stative verbs (love, like, hate, etc.).

10 *Find examples of the present continuous tense in Model 1. Discuss why it is being used.*

11 *Fill in the gaps in the following sentences by using the most appropriate tense.*

- Students these days ..... (spend) more and more time on the Internet.
- The teacher usually ..... (help) us if we ..... (have) trouble with an activity.
- My peers ..... (work) hard, so please don't ..... (distract) them.
- At the moment, we ..... (focus) on writing skill for IELTS.
- She ..... (concentrate) on her test this week.
- Co-ed schools ..... (reduce) some distractions for teenage students.
- These days, more and more students ..... (choose) co-ed schools because they feel they are better for learning social skills.
- Schools nowadays ..... (teach) more spoken English than they used to.

## First conditional sentence

**If + subject + present simple verb..., subject + modal verb + base form verb...**

In academic writing, we do not usually say that something is certain to happen in the future. We qualify our ideas by using a modal verb and saying something 'will', 'may', 'can', 'could', or 'might' happen.

### Example 1

If boys and girls study together, they may become more focused on each other and not concentrate on the lesson.

### Example 2

Students will not pass their exams if they do not study.

12 *Discuss these questions in pairs.*

- a. What are the differences between the first and second examples?
- b. Which one is more certain?
- c. What happens first in Example 1? in Example 2?
- d. What is the result in Example 1? in Example 2?
- e. Do the sentences talk about the past, present, or future?

13 *Find and mark all the 'if' sentences with modals in Model 1.*

14 *Write endings for each of these sentences. Before you write, think about how certain the result will be. Try to write one certain result and one less certain result for each one.*

- a. If you don't do your homework, ...
- b. If students concentrate, ...
- c. He will/may/might fail the test if ...
- d. If boys and girls get distracted by their classmates, ...
- e. They will/may/might distract their peers if ...
- f. If I go to a single-sex school, ...
- g. If the teacher is very strict, ...
- h. If boys are trying to impress their girl peers, ...
- i. If the girls are more interested in the boys than in their studies, ...

## Apply the Grammar You Have Learned!

Write some sentences about your own school. Write some facts, some things which are happening around now, and some possible future conditions.

Here is a short model to get you started.

In my school, there are \_\_\_\_\_ classes and \_\_\_\_\_ students in each class. The school is located in \_\_\_\_\_ . Right now in class, we are \_\_\_\_\_ , and we are also \_\_\_\_\_ . If we work hard, \_\_\_\_\_ . If...

## Language Focus — Paragraph structure

Each body paragraph has a similar structure. There are two basic parts: **the topic sentence** and **the supporting sentences**.

### Example



### Model 1

**Single-sex high schools help to produce better students because there are fewer distractions in these kinds of schools than in co-educational schools.** Nowadays, students are learning more than ever before, and while they are trying to understand all this new knowledge, they do not need distractions. If boys and girls study together, they may become more focused on each other and not concentrate on the lesson. For example, a male student might be more interested in impressing a female peer than listening to the teacher; similarly, female students might get into arguments over popular boys or spend their time discussing the boys in their class instead of listening to the teacher. If high schools are single-sex, these kinds of distractions can be reduced.

### Basic structure of an opinion paragraph

- A. Give the topic of the paragraph — Topic sentence
  - B. Give reasons for your opinion
  - C. Give examples
- } — Supporting sentences

15 *Look at the paragraphs below. Can you put the sentences in order with the topic sentence first and then the supporting sentences? Write a number beside each sentence.*

a.

Team members must pass the ball to each other, so they must learn to co-operate, and if they don't pass at the right time, their whole team can lose the game.

Doing team sports teaches about co-operation, and being a member of a team can build social skills.

Finally, team members often become good friends, and they build close relationships with each other while they are playing together.

In addition, members of a team must learn to play together even if they disagree or don't like each other very much.

b.

Other health problems include eye strain, poor fitness, and even obesity because of the lack of exercise.

For example, addicts may spend hours playing games or chatting, and they may begin to neglect their friends and their work or study.

Internet addiction is a very serious problem, and it has many unfortunate consequences.

If they play for many hours at night, they lose sleep, and this can also affect their health.

c.

For example, moving quickly to meetings is very important for businessmen, and if they have no car, this could create problems for them.

Restricting car traffic in the city can make it very difficult for some people to do their daily work.

Thus, limiting the use of cars could create real inconvenience for some citizens.

In addition, it is important for disabled people or for families with young children to access city services, and they should be able to drive their cars to the places where they need to go.

## Guided Writing

In Model 2, the writer is discussing why co-ed schools are better for teenagers. She is giving the opposite opinion to Model 1.

16 *Discuss these questions with a partner before you read.*

- a. Why are co-ed schools better for teenagers?
- b. What skills will teenagers learn in a co-ed school?
- c. How will co-ed schools help students to prepare for life after school?

17 *Fill in the gaps in the paragraph on the next page before you read Model 2. Think about linking words, 'if' sentences with modals, the present continuous tense, and the vocabulary you have learned in this unit.*



On the other hand, co-ed schools have some advantages for teenagers because they offer the opportunity to learn important social skills. If young people only interact with their same-sex peers, they may not feel comfortable in mixed company when they go to university. For example, they may never learn how to talk easily to the opposite sex, and they might do some very foolish things when they first start to study with the opposite sex. While they are learning at university, they need to focus on their study. If they are socialising with the opposite sex for the first time at university, they may be distracted, and they may neglect their studies and focus on their social life instead.

Check your answers with Model 2.



### Model 2

On the other hand, co-ed schools have some advantages for teenagers because they offer the opportunity to learn important social skills. If young people only interact with their same-sex peers, they may not feel comfortable in mixed company when they go to university. For example, they may never learn how to talk easily to the opposite sex, and they might do some very foolish things when they first start to study with the opposite sex. While they are learning at university, they need to focus on their study. If they are socialising with the opposite sex for the first time at university, they may be distracted, and they may neglect their studies and focus on their social life instead.

18 Find and mark in Model 2:

- all the 'if' sentences with modals and all the present continuous verbs
- the topic sentence

## Writing Practice

19 Use the notes below and the model paragraphs to write another opinion paragraph about:

### The advantages of co-ed schools

- Learn social skills
- Learn about opposite sex
  - \* differences between men's and women's ideas – class discussions
  - \* social events – can learn about similarities
- Can prepare for the 'real world'
  - \* e.g. dealing with opposite sex in the workplace

Writing

UNIT

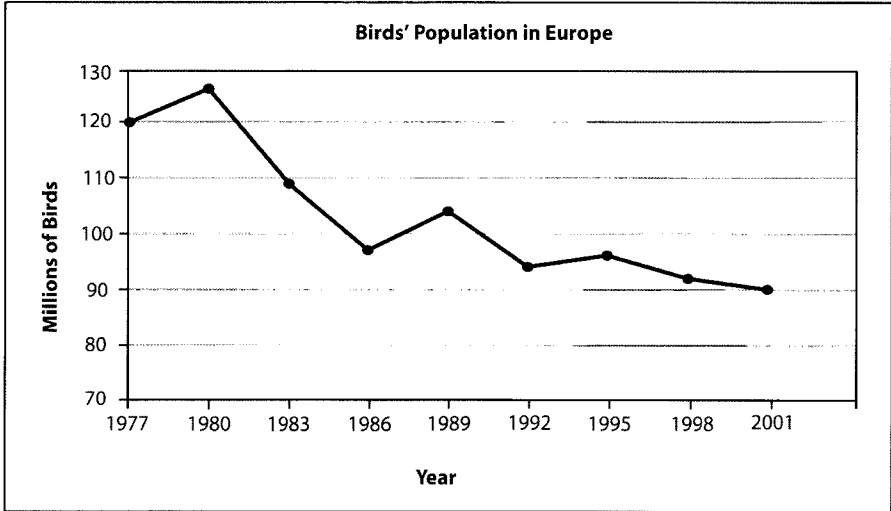
8

Environment

This Unit and IELTS

In Task 1 of the IELTS Writing test, you are often asked to describe a **line graph** showing changes over time. In this unit, you will learn how to write a paragraph where you describe a line graph, using past simple verbs.

Getting Ready to Write – Model 1



1 Look at the graph and discuss these questions with a partner.

- a. What type of graph is this?

- b. What does the graph show?
- c. How is the population measured?
- d. What is the interval between the years on the x axis?
- e. What overall trend does the graph show?
- f. Which parts of the graph show an increase?
- g. Which parts of the graph show a decrease?
- h. Which parts of the graph remain almost steady?

2 Read Model 1 below. Check your answers to the questions.



### Model 1

The graph shows the birds' population in Europe, measured in millions, for the years 1977 to 2001, in three-yearly intervals. Overall, the graph shows the population decreased over time. In 1977, the population was 120 million birds. This increased to a peak of about 126 million in 1980, and then dropped sharply over the next six years to approximately 98 million in 1986. It, then, rose significantly to about 105 million in 1989. It fell sharply over the next three years to about 95 million in 1992 and remained relatively stable after that at between 96 and 90 million birds. The graph shows a trend of a gradual decrease in the number of birds since 1995.

## Key Vocabulary

3 Check the meanings of the words below in your dictionary. If possible, check them in an English-English dictionary as well as a translation dictionary.

**carbon**

**measure**

**stable**

**climb**

**trend**

**significant**

**drop**

**peak**

**sharp**

**emission**

**quantity**

**slight**

**fall**

**remain**

**steady**

**grow**

**rise**

**relatively**

Most adjectives in English will become adverbs with the addition of the suffix '-ly', but there are some exceptions. If you are unsure, check in your dictionary.

4 Complete the table below.

Adjectives	Adverbs
<i>inconsistent</i>	<i>inconsistently</i>
significant	
sharp	
	slightly
	steadily
gradual	
quick	

5 Are the following pairs of words similar or different in meaning?

- |                         |                     |
|-------------------------|---------------------|
| a. sudden, quick        | similar / different |
| b. fall, drop           | similar / different |
| c. stable, inconsistent | similar / different |
| d. slightly, sharply    | similar / different |
| e. climb, fall          | similar / different |
| f. slow, gradual        | similar / different |

6 Complete the sentences below. Choose the correct word in brackets.

- The population (rose, fell) from 100 million to 90 million.
- The quantity rose (slightly, significantly) from 5% to 95%.
- From 1992 to 1995, the figure remained (steady, slight).
- The total (dropped, climbed) (sharply, inconsistently) from 75 to 10.
- These numbers (remained, grew) the same for three years.
- The numbers increased (gradually, sharply) from 95 to 100 over the next five years.

### Useful words for describing graphs

\* in   x   - yearly intervals \*

This is a useful phrase for talking about graphs which describe data over time.

- 7 Find and underline 'in x-yearly intervals' in Model 1.
- 8 Write three sentences for the data below. Follow the example from Model 1.
- school population: 1990, 1995, 2000, 2005
  - number of cars sold: 2001, 2003, 2005, 2007, 2009
  - greenhouse gas emissions: 1980, 1984, 1988, 1992, 1996, 2000, 2004

## Essential Grammar

### Prepositions for time

Take note of the prepositions for some common expressions of time. You need to learn these phrases.

<b>between ... and</b>	between 2005 and 2008; between January and July
<b>from ... to</b>	from 2005 to 2008; from January to July
<b>from ... until</b>	from 2005 until 2008; from January until July
<b>in</b>	in 2007; in February
<b>for</b>	for the five years; for the three-month period
<b>during</b>	during the five years; during the three-month period; during 1994
<b>over</b>	over five years; over the three-month period

### Prepositions for numbers

To describe movement in an upward or downward direction on the graph with verbs such as *rise/fall*, *increase/decrease*, use the prepositions **from ... to**.

#### Examples

The number of birds *rose* **from** 120 million **to** 125 million.  
The number *fell* **from** 125 million **to** 97 million.

To describe a state (not movement), use the preposition **at**.

#### Examples

The number began **at** 120 million.  
It peaked **at** 125 million.  
It remained stable **at** 95 million.  
It ended **at** 90 million.

With nouns, use **of**.

#### Examples

There was *an increase* **of** 5 million.  
There was *a drop* **of** 2 million.

On the next page is Model 1 with some of the prepositions missing.

9 Fill in the gaps with the prepositions without looking at Model 1. Then, check your answers.

The graph shows the birds' population in Europe, measured in millions, ..... the years 1977 ..... 2001, in three-yearly intervals. Overall, the graph shows the population decreased ..... time. In 1977, the population was 120 million birds. This increased ..... a peak ..... about 126 million in 1980, and then dropped sharply ..... the next six years ..... approximately 98 million in 1986. It, then, rose significantly ..... about 105 million in 1989. It fell sharply ..... the next three years ..... about 95 million in 1992 and remained relatively stable after that ..... 96 and 90 million birds. The graph shows a trend ..... a gradual decrease in the number of birds since 1995.

### Past simple tense

In English, we use different tenses when talking about the past. Past simple verbs are used for something that happened at a specific time in the past. They usually end in '-ed', but there are many irregular forms.

#### Examples

The population **increased** in 1994. (regular)

It, then, **fell** to 90 million. (irregular)

10 Read Model 1 again. Mark all the past simple verbs.

11 Look at the base form verbs below. Do you know if their past simple forms are regular or irregular? If you are unsure, check in your dictionary. Then, write the past simple forms.

- |             |                     |
|-------------|---------------------|
| a. increase | regular / irregular |
| b. fall     | regular / irregular |
| c. climb    | regular / irregular |
| d. grow     | regular / irregular |
| e. remain   | regular / irregular |
| f. rise     | regular / irregular |

### Subject-verb agreement: past simple form of 'be'

In English, only one past simple form changes to agree with its subject, which is the past simple form of the verb 'be'.

12 Look at the sentences below.

- Put the verb 'be' into the correct tense for the sentence.
- Pay attention to the subject and decide if it is singular or plural.
- Then, check subject-verb agreement.

- a. In 1980, the population ..... around 126 million birds.
- b. In 1990, emissions ..... around 6,000 million tons of carbon.
- c. These figures ..... recorded in Europe.
- d. The number of people ..... more than last year.
- e. In 1850, the environment ..... less polluted.
- f. In the past, cars ..... more polluting.
- g. In 1970, the hole in the ozone layer ..... much smaller.

## Apply the Grammar You Have Learned!

Find out about how many people have studied at New Oriental for the past ten years. Then, write about these numbers, following Model 1.

### Language Focus — Linking ideas: referencing pronouns

UNIT  
8

In English, we do not like to repeat words. This is bad style and will be penalised in the IELTS exam. To avoid repeating the subject in each sentence, we use the pronoun **it** for a singular subject or **they** for a plural subject. We can do the same thing for the object in a sentence, using the pronoun **it** or **them**.

#### Examples

*The population* increased in 1992. *The population* increased again in 1993.

→ *The population* increased in 1992. *It* increased again in 1993.

*Emissions* increased slightly over two years. *Emissions* rose suddenly in 2003.

→ *Emissions* increased slightly over two years. *They* rose suddenly in 2003.

13 Read Model 1 again and mark all the referencing pronouns.

14 Rewrite these pairs of sentences, using referencing pronouns.

- These figures show changes in the environment. These figures are for the last five years.
- The environment is important to everyone. We all need the environment to survive.
- Cars use fossil fuels. Cars also create air pollution.
- The hole in the ozone layer is caused by chemicals in the air. The hole in the ozone layer is getting bigger.
- The number of species in the world is unknown. But the number of species in the world is decreasing.
- The birds in Europe are dying. Scientists can help the birds in Europe.

15 Turn the sentences below into a paragraph by using referencing pronouns and the correct tense of the verbs in brackets. Check subject-verb agreement.

Rapid population growth during the twentieth century (cause) a lot of environmental damage.

Rapid population growth (put) a lot of pressure on land and other natural resources, such as energy and water.

Rapid population growth also (create) problems such as pollution, changing weather patterns, and the loss of many species of plants, birds, and animals.

Many species of plants, birds, and animals (die) because urban development and agriculture (destroy) their habitat.

Many species of plants, birds, and animals (can) not be brought back.

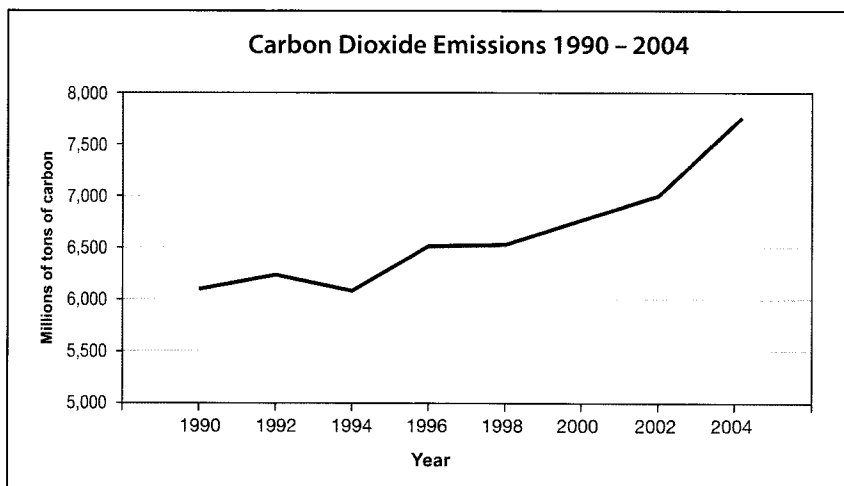
Towards the end of the 1990s, scientists (realise) that the world was getting warmer. Scientists now (believe) that this (be) due to air pollution caused by industrial development, planes, and vehicles.

## Guided Writing

The graph below contains information about global carbon dioxide (CO<sub>2</sub>) emissions over fifteen years.

16 Look at the graph and try to put the information into sentences, using the questions below as a guide.

- a. What type of graph is this?
- b. What does the graph show?
- c. How is the information measured? (in what quantities?)
- d. How many years does the graph show?
- e. What overall trend does the graph show?
- f. Which parts of the graph show an increase?
- g. Which parts of the graph show a decrease?
- h. Which parts of the graph remain steady?



17 Complete this paragraph by filling in the gaps before you read Model 2. More than one word may be required for each gap.

The graph \_\_\_\_\_ carbon dioxide emissions, \_\_\_\_\_ carbon, for the years 1990 to 2004, \_\_\_\_\_. Overall, the graph shows the quantity of emissions \_\_\_\_\_ over the fifteen years. In 1990, emissions \_\_\_\_\_ . They \_\_\_\_\_ 1992 \_\_\_\_\_ tons, and then \_\_\_\_\_ back to the previous level \_\_\_\_\_. They \_\_\_\_\_ two years to \_\_\_\_\_ 1996. They \_\_\_\_\_ years, and then \_\_\_\_\_ nearly 7,000 million tons in 2002. They, then, \_\_\_\_\_ over the following two years \_\_\_\_\_ tons in 2004.

18 Read Model 2. Mark all the past simple verbs and referencing pronouns in the model.





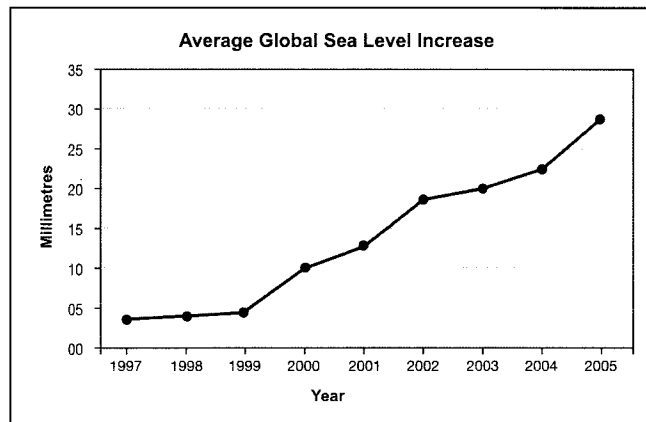
## Model 2

The graph shows carbon dioxide emissions, measured in millions of tons of carbon, for the years 1990 to 2004, in two-yearly intervals. Overall, the graph shows the quantity of emissions increased steadily over the fifteen years. In 1990, emissions were around 6,100 million tons of carbon. They increased slightly in 1992 to about 6,200 million tons, and then dropped back to the previous level in 1994. They climbed sharply for two years to approximately 6,500 million tons in 1996. They remained stable for two years, and then rose steadily over the next four years to nearly 7,000 million tons in 2002. They, then, rose sharply over the following two years to a peak of about 7,700 million tons in 2004.

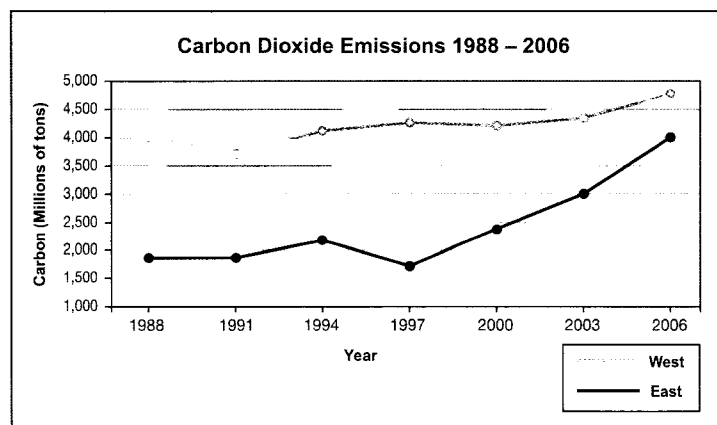
UNIT  
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## Writing Practice

19 Write your own paragraph about the graph below. Follow the two models in this unit and focus carefully on the grammar points that you have practised.



20 Now, write a paragraph about this graph, which has two lines. Follow the models in this unit.



# Writing

# UNIT

# 9

# Food

## This Unit and IELTS

problem or an issue.

The topic for the first model essay is:

In the world today, there is a problem with food production. As a result, some people do not have enough to eat. Suggest some ways that farmers can solve this problem.

In this unit, you will learn how to write two body paragraphs of a Task 2 essay which asks you to describe **solutions to a**

## Getting Ready to Write — Model 1



1 Look at the pictures and discuss these questions with a partner.

- a. Do you prefer eating meat or grain?

- b. Crops are vegetables, fruits, or cereals. Name some of the basic crops that are grown around the world, for example, wheat, rice, potatoes.
- c. Which is more expensive to produce, grain or meat?
- d. What is the machine doing in the picture on the previous page?

2 Read Model 1 and find the answer to question 'c' above.



### Model 1

One way to increase food production is for people to eat grain such as barley, oats, or maize instead of feeding it to animals. More food is produced when farmers grow crops instead of animals on their land. While animals constantly need a lot of grass or grain, water, and space in which to move, crops need only water and fertiliser. Also, it costs money to turn the grain into meat, by feeding it to animals and then killing the animals. Therefore, the food yield per unit of land is far greater with crops than with animals.

Another way to increase food production is by improving the technology that farmers use. Firstly, better methods for irrigating land need to be developed. In countries which have little or no rain, such as parts of Africa, improved irrigation could lead to a big increase in food production. Secondly, if better seeds are developed, this could lead to stronger and healthier plants, which would provide more food yield per unit of land.

## Key Vocabulary

3 Check the meanings of these words if you need to. Beside each number, write the letter corresponding to the correct meaning of the word.

1. (food) production	a. the production and use of tools
2. yield	b. focus on something
3. produce	c. a substance to improve the quality of soil
4. crops	d. the earth in which plants grow
5. fertiliser	e. no rain or water
6. technology	f. the process of growing food or the amount grown
7. irrigate	g. the amount of food produced on an area of land

8. soil	h. the gradual growth of something
9. development	i. supply land with water
10. farm equipment	j. tools and machines used on a farm
11. drought	k. plants that are grown for food
12. concentrate	l. make

4 *Fill in the gaps with words from the Key Vocabulary. You may have to use different parts of speech.*

- For many centuries, farmers have used different methods of \_\_\_\_\_ to get water to their land.
- Farmers try to increase the richness of the \_\_\_\_\_ to get better crops.
- They look for ways to increase the total \_\_\_\_\_ from each piece of land.
- A tractor is an important item of \_\_\_\_\_ in many parts of the world.
- One way to increase food production is to \_\_\_\_\_ better quality seeds.
- There are a number of ways to increase food \_\_\_\_\_ around the world.
- The \_\_\_\_\_ of new seeds has led to greater production.

5 *Choose the correct word forms for the paragraph below.*

World population has increased significantly over the last century. As a result, there is a (short/shortage) of food throughout the world. One way of (solve/solving) this problem is by (increase/increasing) food (production/producing). Techniques such as (irrigating/irrigation) and the development of (improved/improving) seeds will help solve these problems. Another (solving/solution) is to (grow/growing) crops on land instead of animals. This will greatly (increase/increasing) the yield of food (produced/producing) per hectare and will help to feed hungry (person/people).

## Essential Grammar

### The passive voice

In English, we use the passive voice when we don't know or care who is doing the action. The important information is the action, not the doer.

'Someone produces grain.' We don't know which farmer produced the grain, and it isn't important. So this becomes 'Grain **is produced**.'

**Example**

New technology is used to improve the yield of crops from farmland.

- 6 *In Model 1, three verbs are in the passive voice. Find and underline them.*
- 7 *Insert the correct form of the verb **be** and the past participle (to make passive verbs) into the sentences below.*
- More food \_\_\_\_\_ (produce) when farmers grow crops rather than raise animals.
  - Irrigation is a way of ensuring that plants \_\_\_\_\_ (give) enough water.
  - Fertiliser \_\_\_\_\_ (use) to improve the soil for the growing of crops.
  - Productivity \_\_\_\_\_ often \_\_\_\_\_ (increase) by the use of new farm equipment.
  - Yields are greater when farming techniques \_\_\_\_\_ (improve).
- 8 *Look at this paragraph. Decide if the verbs should be active or passive and then write in the correct form of the verbs.*

(Note: After **can** and other modals, use the base form of the verb, for example, 'something can **be** done'.)

There are many ways in which food production can \_\_\_\_\_ (improve) throughout the world. Firstly, productivity can \_\_\_\_\_ (increase) by developing new techniques such as irrigation. Farmers can \_\_\_\_\_ (provide) more water for their land if irrigation systems \_\_\_\_\_ (supply) to the local area. Secondly, countries can \_\_\_\_\_ (change) their farming style so that they \_\_\_\_\_ (grow) crops rather than animals. If crops \_\_\_\_\_ (grow) instead of animals, this greatly \_\_\_\_\_ (increase) yield per hectare.

## Gerunds

A gerund is a word that acts as a noun. It is formed by adding **-ing** to the base form of a verb, for example, 'produce' → 'producing'.

**Example**

**Growing** crops can be very productive for small farmers.

Notice that gerunds are often preceded by prepositions, such as **for**, **by**, and **on**.

**Example**

We can increase food production **by improving** our technology.

9 Read Model 1 again and mark all the gerunds.

10 In the sentences below, use a gerund and, if necessary, one of these prepositions:

**for by on**

- Many farmers concentrate \_\_\_\_\_ (grow) crops.
- Governments are responsible \_\_\_\_\_ (support) their own country's farmers.
- (Improve) \_\_\_\_\_ the condition of the soil leads to increased productivity.
- (Make) \_\_\_\_\_ sure that their crops have enough water is a concern for all farmers.
- (Raise) \_\_\_\_\_ animals for their meat is a common style of farming in many countries.
- World hunger will be reduced \_\_\_\_\_ (improve) seed quality.
- (Produce) \_\_\_\_\_ more food is a universal concern.
- (Distribute) \_\_\_\_\_ food to those who need it most is also a major concern.
- A major issue in the world today is (feed) \_\_\_\_\_ the millions of people who are hungry or starving.

11 Use the words given to fill in the gaps in this paragraph. Use passives and gerunds where appropriate. You may need to add prepositions such as **by**, **in** into the two-word gaps.

**educate, encourage, exhaust, implement, improve, manage,  
replace, rotate, suitable, teach, understand, yield**

One way to help people to grow more food is *by educating* farmers about the highest \_\_\_\_\_ food production for their area. For example, farmers can \_\_\_\_\_ to grow high yield crops that are \_\_\_\_\_ for the local climate and soil type, and they can \_\_\_\_\_ about \_\_\_\_\_ crops so that the soil is not \_\_\_\_\_. Yield can \_\_\_\_\_ by \_\_\_\_\_ agriculture in this way and \_\_\_\_\_ meat production with suitable, high yield crops. If farmers are supported \_\_\_\_\_ and \_\_\_\_\_ the best farming methods for their local climate, this will help to increase food production.

## Language Focus

### ‘while’ and ‘whereas’

‘While’ and ‘whereas’ are often used as linking words to show contrast. They may be used at the beginning or in the middle of sentences.

#### Example

**While** animals constantly need a lot of grass or grain, water, and space in which to move, crops need only water and fertiliser.

12 Match the clauses so that they form meaningful sentences. Write the letter beside the corresponding number.

1. While there is a lot of food in some countries,	a. while in other countries, people rarely eat fish.
2. While many people eat a lot,	b. in other countries, food is scarce.
3. While it is good to eat a variety of food,	c. they don't always eat the right types of food.
4. While more and more food is being produced,	d. food prices are actually going up.
5. Fish is plentiful in some island nations,	e. in some countries, it is not possible.
6. Whereas animals need a lot of space,	f. others believe there may be unforeseen harmful effects.
7. Whereas some people believe that the genetic modification of plants is the answer to food shortages,	g. whereas others have only hand tools.
8. Many farmers have tractors,	h. whereas others eat too much.
9. Animals tend to be expensive to grow,	i. crops can be grown closely together.
10. Many people do not eat enough food,	j. whereas crops are quite cheap.

13 Join these ideas together, using **while** and **whereas**. Try to add extra words to make longer sentences.

- a. some farmers — old-fashioned equipment — others — modern technology
- b. crops — efficient use of farmland — meat — inefficient
- c. some people — healthy diet — others — too much fat and sugar
- d. some companies — responsible food production methods — others — cheap alternatives

- e. there is too much food in some countries — not enough in others
- f. climate is suitable for wheat in Canada — farmers — grow beef
- g. genetic modification — solve some problems — create others
- h. sugar, fat — unhealthy — grains, fruit, vegetables — healthy

## Linking words

Look at the words in Model 1 that link the two paragraphs: **One way ...** (Para. 1)

**Another way ...** (Para. 2)

There are many ways of showing the links between paragraphs, depending on the type of essay. We can use the ones above to discuss solutions to a problem.

## Guided Writing

### Topic

In some developed countries, people eat a lot of processed food which is bad for their health. Suggest some ways that governments and food companies can encourage people to eat a healthy diet.

Here are some ideas for this topic.

- One way:** educating people
- processed food — high in fat, sugar, salt
  - better eating habits
  - schoolchildren — main target — bodies still growing
- Another way:** promoting healthy food
- mark packaging — smiley face or tick for healthy foods
  - show ingredients on packaging
  - government — make healthy food cheaper

14 *Discuss these ideas with a partner and try to put them into sentences.*

15 *Write two paragraphs, using the notes above and the structure below. Some gaps need several words.*

One way to \_\_\_\_\_ is by \_\_\_\_\_  
 dangers of unhealthy eating. If \_\_\_\_\_ that processed food is high in \_\_\_\_\_  
 \_\_\_\_\_, they might \_\_\_\_\_  
 people about the problems of \_\_\_\_\_ too much \_\_\_\_\_  
 food \_\_\_\_\_ better eating habits. \_\_\_\_\_ it is important to \_\_\_\_\_  
 \_\_\_\_\_, schoolchildren should \_\_\_\_\_



because \_\_\_\_\_  
 is by \_\_\_\_\_ healthy food. \_\_\_\_\_, the packaging on  
 should \_\_\_\_\_ to show that it is friendly, with  
 \_\_\_\_\_, and the ingredients \_\_\_\_\_  
 packaging. This would help people to \_\_\_\_\_ when they are  
 \_\_\_\_\_ daily food. \_\_\_\_\_, the government could  
 by \_\_\_\_\_ cheaper so \_\_\_\_\_ could afford to  
 \_\_\_\_\_

16 Check your answer with Model 2. It does not have to be exactly the same, but your grammar should be accurate.

17 Mark all the gerunds, **while** and **whereas**, and the passives in Model 2.

Find the topic sentences of all the paragraphs in Model 2 and mark them.



### Model 2

One way to promote a healthy diet is by educating people about the dangers of unhealthy eating. If people are taught that processed food is high in salt, fat, and sugar, they might choose healthier meals and snacks. Educating people about the problems of eating too much processed food could lead to better eating habits. While it is important to educate adults, schoolchildren should be the main target for education because they are young, and their bodies are still growing.

Another way is by promoting healthy food. Firstly, the packaging on healthy foods should be marked to show that it is friendly, with a tick or a smiley face, and the ingredients of foods should be shown very clearly on the packaging. This would help people to choose healthy options when they are buying their daily food. Secondly, the government could help by making healthy food cheaper so people could afford to buy the food which is good for them.

## Writing Practice

18 Use the models in this unit to help you write two solution paragraphs for this topic.

In some developed countries, people become fat because they eat too much junk food and processed food. Suggest some ways that governments and food companies can encourage people to stay fit and eat a healthy diet.

Writing

UNIT

10

# Censorship

**This Unit and IELTS**

In many IELTS Task 2 essays, you are asked to write about two sides of an issue and give your opinion. In this unit, you will learn how to write the body paragraphs of an essay giving your **opinion on censorship**.

**Here is the topic for the first model essay:**

Some parents believe that there is no harm in allowing their children to watch TV programmes and movies that contain a lot of violence. To what extent do you agree with this opinion?

## Getting Ready to Write – Model 1



- 1 *Look at the pictures and answer these questions with a partner.*
- Do you agree that there are some TV shows and movies that children should not see? What kinds of shows? Why?
  - Do you think children copy what they see on television or the Internet?
  - Do you think some Internet sites should be restricted? Why?
  - Do parents have a special responsibility to control their children's use of the TV or Internet?
- 2 *Read Model 1 below. Decide which questions the writer is answering and what his/her opinion is.*



### Model 1

Some people think that if children watch violent images on television, they may try to copy the things they see. As a result, they could behave more violently towards other people. While it is sometimes true that children love to copy some of the violence they see in the games they play, they generally know the difference between real and imaginary violence. For example, some children love kung fu movies and television shows. They often like to play at fighting each other, and they copy the scenes they watch on TV. Yet, most of these children do not grow up to be violent.

Another argument against allowing children to watch violent TV programmes is that these programmes could make them frightened or give them nightmares. However, there is a difference between imaginary violence, such as cartoons, and real violence, such as police dramas or the TV news. For example, most children might laugh at the violence in a funny cartoon, but be disturbed by seeing a child being beaten in a news report. For this reason, parents need to consider what is appropriate for their own child and select programmes carefully.

## Key Vocabulary

- 3 *If you need to, check the meaning of each word in your English dictionary. Match the words in the left column to the words that have a similar meaning in the right column.*

1. censorship	a. keep someone safe from something
2. protect	b. pictures
3. disturbed	c. do something the same way
4. imaginary	d. suitable
5. influence	e. get into (an Internet site)
6. images	f. bad dream
7. sites	g. describing something which is not true
8. restrictions	h. the behaviour that is intended to hit or hurt someone
9. access	i. things which could cause harm to someone
10. dangers	j. controlling what people can see or hear
11. copy	k. think about
12. select	l. limits
13. consider	m. Internet pages
14. nightmare	n. affect
15. appropriate	o. choose
16. violence	p. upset

4 Choose a word from the word list above to write in each sentence below. Change the word form if necessary.

- a. Many people are concerned that their children might be \_\_\_\_\_ by harmful images.
- b. Some \_\_\_\_\_ of violence can be very upsetting.
- c. Children should not be able to \_\_\_\_\_ adult websites.
- d. Parents need to place \_\_\_\_\_ on some TV programmes.
- e. Children and young people need to be \_\_\_\_\_ from violent and pornographic images.
- f. Some \_\_\_\_\_ on the Internet contain harmful material.
- g. Parents need to make a careful \_\_\_\_\_ of \_\_\_\_\_ TV programmes and movies.
- h. If children \_\_\_\_\_ some violence, they may become \_\_\_\_\_ adults.
- i. This TV programme is a cartoon; it is \_\_\_\_\_.
- j. Please \_\_\_\_\_ carefully and check that this programme is \_\_\_\_\_ for your child.

5 Choose the correct form of the words in brackets to complete this paragraph.

(Censor/Censorship) of TV programmes is essential for some young (view/viewers). (Protection/Protect) from (violent/violence) is very important so that we can keep our children (safe/safety). (Violence/Violent) TV programmes can (influence/influenced) our children and can make them (disturb/disturbed) and give them (nightmare/nightmares). For this reason, (parent/parents) need to give (consideration/consider) to the programmes that their children watch and (careful/carefully) (select/selection) appropriate programmes for them. However, (imagine/imaginary) violence is probably less (harmful/harm) than real violence, so cartoon (image/images) may be (appropriate/inappropriate) for most children.

## Essential Grammar

### Qualifying your statements (1): using modals

In English, we often use the modal verbs 'could', 'may', 'can', and 'might' to modify our statements rather than say something is certain to happen.

These modals are always followed by a base form verb.

#### Example

Children **might be** disturbed by exposure to violent programmes on TV.

6 Rewrite the sentences below, using the modals given in brackets. Note: You will need to think carefully about word order and the forms of the other verbs in the sentences.

- Children are disturbed by watching violent programmes on television. (could)
- Violent images in the news media cause children to have nightmares. (may)
- Exposure to disturbing scenes negatively influences children's behaviour. (can)
- Surfing the Internet increases children's exposure to violent images. (could)
- Children copy violent programmes on TV. (might)
- Children are affected by violent TV programmes. (can)
- Police dramas show scenes of violence, and this causes nightmares for some children. (can, could)
- Cartoons are violent, but this does not affect children the way that real violence does. (can, may)
- The Internet contains many inappropriate sites, and these have a bad effect on children. (could — which verb should this modal modify?)
- We are able to protect our children from being disturbed if we censor their TV watching. (may — which verb should this modal modify?)

7 Read Model 1 again. Mark all the modals and the verbs following, which have been used to qualify statements.

### Qualifying your statements (2): using adverbs, adverb phrases, and adjectives

We can also use certain adverbs, adverb phrases, and adjectives to qualify our statements. Some of the most common are:

generally, generally speaking, on the whole, usually, often, frequently,  
sometimes, occasionally, mostly, most [adj.], some [adj.]

8 Rewrite these absolute statements, using the words given in brackets. Think carefully about word order.

- a. Late-night television programmes contain scenes of violence and negative behaviour. (frequently)
- b. Younger children require parental supervision when watching rental movies at home. (generally)
- c. Children may be adversely affected by violent TV programmes. (some)
- d. News footage on television these days is uncensored for violence. (often)
- e. Modern computer games contain scenes of graphic violence. (sometimes)
- f. Parents censor their children's TV programmes, but some do not. (most)
- g. Watching TV is not bad for children, as long as they do not watch too much. (on the whole)
- h. Parents complain that their children watch too much TV, but they do not restrict their viewing hours. (frequently, often)
- i. Children can be deeply disturbed by something they have watched, and this can even cause nightmares. (occasionally)
- j. Violent TV is not a good choice for most children. (generally speaking)

9 Read Model 1 again. Mark the adjectives, adverbs, adverb phrases that have been used to qualify statements.

10 Complete the paragraph below, using either a modal and a main verb or an adverb. Try to vary your choice of words.

It is ..... believed that children ..... disturbed by watching violent programmes on television. Some people are of the opinion that exposure to disturbing scenes ..... negatively ..... children's thoughts and behaviour. For example, violent images in the news media ..... children to have nightmares. For this reason, experts ..... suggest that parents closely control their children's access to and viewing of scenes of a violent nature. In particular, they point out that late-night television programmes ..... contain scenes of violence and negative behaviour and, in addition, news footage on television these days is ..... uncensored for violence. Furthermore, free access to the Internet and modern computer games ..... children's exposure to graphic images. Finally, younger children ..... require parental supervision when watching rental movies at home.

## Language Focus – Linking words and phrases

11 Identify and list the linking words and phrases that appear in the paragraph above.

- a. For example
- b. ....
- c. ....
- d. ....
- e. ....
- f. ....

12 Write these words and phrases beside the correct function.

First	In particular	For example	Furthermore	Yet
For this reason	Finally	In addition	However	As a result

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- a. **First** : highlighting a point
- b. **For this reason**, **Finally** : linking an action to a reason
- c. **For this reason** : beginning a list of points
- d. **For example** : giving an example
- e. **Furthermore**, **In addition** : adding a point to an existing list
- f. **Yet** : ending a list of points
- g. **However**, **As a result** : introducing a statement that contrasts with a previously stated idea

13 Find and underline all the linking words and phrases used in Model 1.

First	In particular	For example	Furthermore	Yet
For this reason	Finally	In addition	However	As a result

14 Complete the paragraph below, using the linking words and phrases in the box above.

*Note: You will not need to use all of the words. There are many possible options. So, try to use the best word for each gap and as many different words as you can.*

If children watch the TV news, they could be deeply disturbed by the violence that they see. \_\_\_\_\_, they might have nightmares or start to behave violently towards other children. \_\_\_\_\_, they might begin to hit their little brothers or sisters. \_\_\_\_\_, they could become quiet and moody at home or become scared of going out into the street. \_\_\_\_\_, the violence from cartoons or fantasy programmes is generally less disturbing for most children. \_\_\_\_\_, parents are advised to censor real violence and to decide about exposure to imaginary violence according to the nature of their individual child. \_\_\_\_\_, the most important factor for children is how their family and friends behave. If they live in a close and loving family, on the whole, they are unlikely to behave violently.

## Guided Writing

Here is the topic for Model 2.

Some people believe that there is no harm in allowing their children unrestricted access to the Internet provided they have software, such as 'Net Nanny', to prevent access to some sites. To what extent do you agree with this opinion?

15 *Talk about this question with a partner. What do you think? Is a software program sufficient protection for children, or do they need parental control as well? Why?*

Here are some notes that a student made as a plan for answering this question.

**Para. 1      Net Nanny — some protection**

example — violent or sex sites — no access

result — children mostly safe

but sometimes — can open unsuitable sites

**Para. 2      Difference — software program — loving parent**

parents responsible — limit and check children

best guides for children

they can check harmful sites for their own children

so their responsibility — watch and limit sites

software — not enough protection

16 *Use the notes above and the language in this unit to write your own answer. Then, check with Model 2 on the next page.*



- 17 Find and mark all the qualifying adjectives, adverbs, adverb phrases and all the linking words and phrases in this model.



### Model 2

UNIT  
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Generally speaking, software programs, such as Net Nanny, do provide some protection from violent or sex sites for children. For example, if children find inappropriate websites, the Net Nanny program will usually not allow them to open these pages. As a result, children are mostly safe when they use the net with these programs. However, occasionally, children may be able to open some sites that are not suitable for them to see even though they have a software censorship program. There is a difference between a software program and the loving care and control of a parent. Parents are responsible for limiting and checking what their children see on the Internet, and they are generally the best people to guide children from day to day. In particular, they mostly know which sites may be harmful to their children. For this reason, it is their responsibility to watch and limit the sites that their children can access. The Internet is a powerful tool, and a software program by itself might not be sufficient to protect children from inappropriate influences.

## Writing Practice

- 18 Write your own paragraph about censorship. Follow the models in this unit and focus on the grammar points that you have practised.

Some people believe that some Internet websites should be restricted to prevent people from accessing sex or violent sites. To what extent do you agree with this opinion?

# Writing

## UNIT

# 11

# Transport

### This Unit and IELTS

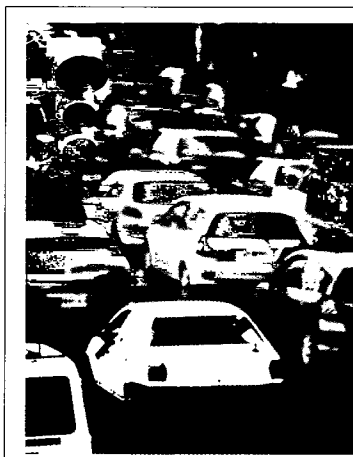
Some Task 2 essays ask the writer to discuss the advantages or disadvantages of something. In this unit, you will learn how to write an **introduction** and two **body paragraphs** of an essay which discusses **advantages and disadvantages**.

#### Here is the topic for the first model essay:

Some countries attempt to solve the problem of traffic congestion by limiting the use of cars in inner-city areas. What are the advantages and disadvantages of this approach to urban planning?

## Getting Ready to Write – Model 1

1 Discuss these questions with a partner.



- a. In your city, is there a big problem with traffic jams in the inner-city area?
- b. What are some ways of solving this problem? Try to think of three solutions.
- c. What are the good and bad points of each solution that you thought of?

- 2 *Make a brief list of some of the advantages and disadvantages of limiting cars in the city.*
- 3 *Read Model 1 below. Check if the writer of this model has the same ideas as you. Note that this model has three paragraphs: an introduction and two body paragraphs.*



### Model 1

In the past twenty years, the amount of traffic on the roads has greatly increased, and this has led to many problems with traffic jams and pollution in inner-city areas. Some countries have limited the use of cars in the inner city by charging fees or restricting the days on which people can drive into the city. This approach has some disadvantages but, on the whole, it is a good solution to the problems of inner-city traffic.

Restricting car traffic in the city can make it very difficult for some people to do their daily work. For example, moving quickly to meetings is very important for businessmen, and if they have no car, this could create problems for them. In addition, it is important for disabled people or for families with young children to access city services, and they should be able to drive their cars to the places where they need to go. Limiting the use of cars could create real inconvenience for some citizens.

However, there are many advantages to this idea. Firstly, it greatly reduces inner-city pollution, both by reducing the number of cars and by encouraging the use of public transport. This reduction in pollution benefits everyone who lives and works in the city. Secondly, it decreases traffic congestion and makes it easier to move around the city. Thus, businessmen may find it quicker to get to their meetings and to visit other locations either by taxi, by bus, or by rail transport.

## Key Vocabulary

<b>amount</b>	<b>inner</b>	<b>limit</b>	<b>charge</b>	<b>restrict</b>
<b>approach</b>	<b>access</b>	<b>encourage</b>	<b>location</b>	<b>disabled</b>
<b>inconvenience</b>	<b>elevated</b>	<b>underground</b>	<b>network</b>	<b>congestion</b>

4 Match the words and meanings. Note: The meanings match the model writing on the previous page. However, some words have other meanings in different contexts.

1. amount	a. way of doing something
2. inner	b. a road system
3. limit/restrict	c. unable to move easily
4. charge	d. making something difficult for someone
5. approach	e. quantity of something (used with uncountable nouns)
6. access	f. above ground level
7. encourage	g. control or reduce something
8. location	h. inside
9. disabled	i. the chance to use something
10. inconvenience	j. block or jam
11. elevated	k. require people to pay for something
12. underground	l. support people to do something
13. network	m. place
14. congestion	n. (a tunnel) below street level

5 Choose the correct form of the words in brackets in the paragraph below. Fill in the gaps with words from the list above.

(Charge/Charging) money for entry into the \_\_\_\_\_ city is one way to (approach/approached) the (problem/problems) of traffic \_\_\_\_\_. This would \_\_\_\_\_ (motorist/motorists) to use public transport and, at the same time, it (allows/allowing) people to use their cars if they pay a (fee/fees). (Restrict/Restricting) vehicle \_\_\_\_\_ to the city is another way of (limit/limiting) the \_\_\_\_\_ of traffic. However, this could cause \_\_\_\_\_ to some people, for example people, who need to be able to (access/accessed) the inner city in their cars, because they cannot (using/use) public transport easily. A third method for (approaching/approach) the issue is to construct \_\_\_\_\_ or \_\_\_\_\_ motorway (network/networks) which can (carry/carrying) cars without (disturb/disturbing) street-level traffic. This would also (reducing/reduce) congestion in the inner city.

## Essential Grammar — Verb tenses: present perfect tense (talking about changes)

The introduction in Model 1 discusses changes, and we often use the present perfect tense to discuss changes which started in the past and have continued until now.

### Form

have/has + past participle of the verb

### Examples

The number of cars **has increased**. There **has been** a decrease in the number of pedestrians.

- 6 *Find three examples of the present perfect tense in the introduction in Model 1. Discuss why each one has been used.*
- 7 *Look at the short paragraphs below. For each verb in brackets, decide if the verb tense should be present perfect or present simple and then write in the correct tense.*
- Remember, the present simple tense is used to talk about facts and opinions.*
- The number of international students coming to western countries (increase) greatly in recent years. There (be) currently around 35,000 international students in New Zealand alone. This (lead to) many changes in education systems around the world. Vietnamese education (begin) to become more westernised and, in turn, western education (be forced) to change to some extent to meet the needs of Asian students.
  - Air pollution (become) an increasingly serious problem around the world. Asthma and other respiratory problems (be caused) by this form of pollution. The problem (worsen) because the number of cars in developed countries (grow), and also, there (be) an increase in industrial air pollution from factories and other sources.
  - In the past thirty years, Vietnam (become) an increasingly industrialised country. There (be) now many more factories in Vietnam, and industrial cities (grow) fast. This (result in) an increase in living standards for many Vietnamese people. For example, more Vietnamese people (own) cars and (live) in modern buildings in big cities. The use of technology (also increase), and now, millions of Vietnamese (have) access to the Internet and cell phones.
- 8 *Make a list of all the verbs in the present perfect tense in the paragraphs above. Then, work with a partner to make a list of other 'change' verbs that are often used with the present perfect tense.*

## Language Focus

### Using adjectives such as 'difficult, hard, easy, possible, important ...'

In English, there are some common constructions for these words:

- **It is easy / hard / difficult / important / possible (for someone) to ...**

**Example** It is difficult for disabled people to access services.

- [Gerund or noun] **is easy / possible / difficult / hard** [for someone].

**Example** Accessing services is hard for disabled people.

- [Gerund or noun] **makes it difficult / hard / easy / possible** [for someone] **to ...**

**Example** Limiting traffic makes it hard for businessmen to get around quickly.

9 *Look back at Model 1 and find examples of these constructions in the text.*

10 *Rearrange the order of these phrases to make complete sentences.*

- makes it easier / limiting the number of cars / to get around
- by using public transport / to conserve our petrol resources / it is important
- travelling by public transport / to carry a lot of luggage / makes it difficult
- to move around the city / traffic congestion / it is very difficult / if there is a lot of
- to another / by public transport / is easy / getting from one place
- makes it very difficult / traffic congestion / in the city / to get from place to place
- by building underground motorway networks / to reduce congestion / it is possible
- makes it impossible / having too many cars / to keep our city air clean
- in the inner city / to predict the result of / it is difficult / limiting cars

11 *Turn the following cues into a paragraph using the constructions above. You will need to change word forms or add extra words in brackets.*

(Have) too many cars in the inner city (difficult) get around. (Limit) the number of cars (possible) travel faster from place to place, but this has some problems, too. For example, (important) for disabled people to access some services, and if cars are limited, this (harder) for them to do this. In addition, (require) businessmen to use public transport (harder) for them to do their work efficiently. However, (important) control air pollution, and (restrict) car traffic (easier) to do this. (also important) reduce congestion, and (limit) cars is one way to (possible).

## Writing an introduction: Introducing the topic

An introduction has two purposes:

- To introduce the topic of the essay.
- To tell the reader how you will organise your ideas. You will learn more about this in Unit 15.

12 *Look back at the introduction in Model 1 and mark the two sentences which introduce the topic.*

13 *Look at the introductions on the next page. Can you order the sentences to make a clear introduction? Write a number beside each sentence.*

- A.  
Some of these programmes show violence which may not be suitable for young children.  
Nowadays, movies and TV programmes are popular with people of all ages.  
Some parents allow their children to see violent TV programmes, while others restrict what their children can watch.
- B.  
Because of this, there is a greater demand for food production and, as a result, world food prices have soared.  
It is now at around 7 billion people.  
World population has grown very quickly in the past twenty years.
- C.  
In some countries, all high school children attend co-ed schools.  
Every country has a different education system.  
In others, they have the choice of attending a single-sex school because some people think this is a better option.

## Apply the Language You Have Learned!

Talk about some changes there have been in your city recently. Then, write a short paragraph introducing your city to someone from outside Vietnam and telling them about some of the changes you have discussed.

## Guided Writing

One solution to the problem of inner-city traffic congestion is to build underground or elevated motorway networks. What are the advantages and disadvantages of this approach to urban planning?

14 *Discuss this topic and the questions below with a partner.*

- What are some possible advantages and disadvantages for building underground or elevated motorway networks in cities?
- Can you think of some problems that would not be solved by this approach to inner-city planning?

The model on the next page has been divided into paragraphs, but all the sentences are out of order, and so are the paragraphs.

15 *Order the sentences in each paragraph.*

16 *Write a number beside each paragraph to put them in order — introduction, body paragraph 1, and body paragraph 2. Look carefully at the linking words and phrases to help you to do this.*

## Paragraph

Thus, it is much easier to travel around the city and quicker to get from one place to another.

Elevated or underground motorway networks can reduce congestion by removing a lot of traffic from city streets.

In addition, these new networks do not need to follow existing streets, so they can take a more direct route from one place to another, and this also makes it easier to travel from place to place.

## Paragraph

This has caused many problems with traffic congestion in inner-city areas.

This approach has some advantages but, in general, it is not the best solution to the problems of inner-city traffic.

Recently, there has been a huge increase in the number of cars on the roads.

Some cities have tried to solve this problem by building motorways underground or above street level.

## Paragraph

In addition, it is difficult to build motorway networks in an existing city.

Consequently, it takes a long time and creates a lot of congestion while the new motorways are being built.

However, this approach has a lot of disadvantages.

This means that there will still be a lot of cars in the city.

Finally, the cars that come into the city on these new networks have to come back to street level once they reach their destination.

Firstly, it does nothing to reduce the number of cars in the city, and this means that it does not reduce pollution.

17 *Look at the completed model and check your answers.*

18 *Find all the examples of the present perfect tense and all the expressions which include an adjective like **quick**, **difficult**, and **easy** in the model.*



### Model 2

Recently, there has been a huge increase in the number of cars on the roads. This has caused many problems with traffic congestion in inner-city areas. Some cities have tried to solve this problem by building motorways underground or above street level. This approach has some advantages but, in general, it is not the best solution to the problems of inner-city traffic.

Elevated or underground motorway networks can reduce congestion by removing a



lot of traffic from city streets. Thus, it is much easier to travel around the city and quicker to get from one place to another. In addition, these new networks do not need to follow existing streets, so they can take a more direct route from one place to another, and this also makes it easier to travel from place to place.

However, this approach has a lot of disadvantages. Firstly, it does nothing to reduce the number of cars in the city, and this means that it does not reduce pollution. In addition, it is difficult to build motorway networks in an existing city. Consequently, it takes a long time and creates a lot of congestion while the new motorways are being built. Finally, the cars that come into the city on these new networks have to come back to street level once they reach their destination. This means that there will still be a lot of cars in the city.

## Writing Practice

19 Look at the topic below, discuss it with a partner, and then write a three-paragraph essay.

One way to solve the problem of parking in inner-city areas is to have large car parks around the city centre and a public transport network to take people around the inner city. Inner-city parking would then be limited and very expensive. What are the advantages and disadvantages of this approach to urban planning?

## Writing

## UNIT

## 12

## Leisure Activities

## This Unit and IELTS

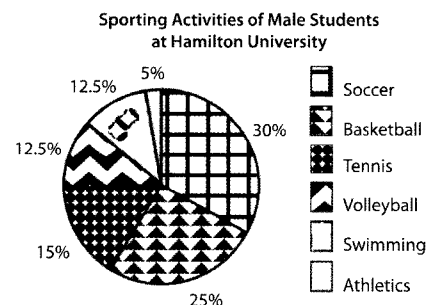
In Task 1 of the IELTS Writing test, you may be asked to describe a **pie chart**. In this unit, you will practise writing a paragraph where you describe the information in a pie chart.

## Getting Ready to Write — Model 1

The pie chart contains information about the different sporting activities participated in by male students at Hamilton University.

1 Look at the pie chart and discuss these questions with a partner.

- What does the pie chart show?
- How many sports are there?
- Which type of sport (i.e. team or individual) is more popular?
- Which is the most popular sport?
- Which sport has the second highest participation rate?
- Which is the third most popular sport?
- Which two sports have an equal participation rate?
- Which is the least popular sport?



- 2 Read the model paragraph below. Check your answers to the questions.



### Model 1

The pie chart shows the six sporting activities of male students at Hamilton University as a percentage of total participation. Overall, team sports make up over two thirds of the sports played by the population group, with a 67.5 per cent participation rate. Soccer is the most popular sport, with 30 per cent of students involved in this activity. This is followed by basketball, with 25 per cent participation. Tennis is the third most popular sport, with 15 per cent of students choosing this activity. Volleyball and swimming share equal popularity, each with 12.5 per cent participation, while the least popular sport, athletics, attracts only 5 per cent of male students at Hamilton University.

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## Key Vocabulary

- 3 Check the meanings of the words below in your dictionary. If possible, check them in an English-English dictionary as well as a translation dictionary.

Sports		Leisure Activities	
<b>athletics</b>	<b>swimming</b>	<b>cinema</b>	<b>music</b>
<b>baseball</b>	<b>tennis</b>	<b>dancing</b>	<b>nightclubs</b>
<b>basketball</b>	<b>volleyball</b>	<b>drama</b>	<b>painting</b>
<b>soccer</b>		<b>the Internet</b>	<b>shopping</b>

### 'do' or 'play'

We use the verb 'do' or 'play' to talk about different types of sports. To talk about leisure activities, there is a range of different verbs we can use. Keep a notebook with a list of sports and leisure activities and the verb that goes with them, as this will help you to learn new words, to read them, and to use them correctly.

- 4 Complete this table by writing the sports from the box above into the correct columns.

Do	Play
<i>e.g. athletics</i>	<i>e.g. baseball</i>
—	
—	
—	

- 5 Complete this table by writing the leisure activities from the box in Exercise 3 into the correct columns.

Do	Play / Listen to	Go	Go to (the)	Chat on
e.g. drama				
	—			—

- 6 Write some sentences about your preferences. Use the pattern below and check verbs carefully. Give your sentences to a partner to check the verbs you have used. Use as many different activities and verbs as possible.

In my leisure time, I prefer \_\_\_\_\_ to \_\_\_\_\_. I really like \_\_\_\_\_, but I don't like \_\_\_\_\_.  
 \_\_\_\_\_ . My favourite weekend activity is \_\_\_\_\_. After school, I  
 often \_\_\_\_\_. My friend also likes \_\_\_\_\_. But he/she doesn't like \_\_\_\_\_.

- 7 Complete the sentences in the paragraph below by choosing the best option from the words in brackets.

In western high schools, some subjects, such as maths and language, are compulsory, but there are also many (election/elective) (subjects/subjective). (Participate/Participation) in some kind of (option/optional) subject is required at most schools. At Smith High School, a larger (per cent/percentage) of students prefer (playing/doing) soccer (to/than) basketball. However, at Jones High School, (perform/performance) activities are (more popular/most popular) than sports, and 65 (per cent/percentage) of students (do/play) drama and music. Of the (populate/population) of 1,300 students at Mary High School, the largest (per cent/percentage) of students prefers team sports as their (optional/option), whereas at Frank High School, this is (reverse/reversed), and 55 (per cent/percentage) choose individual sports, such as tennis or swimming, rather than team (sport/sports). At both schools, basketball (attract/attracts) a significant (per cent/percentage) of students.

- 8 Fill in the gaps to make a rule for using the words **per cent** and **percentage**.

In English, we use the word \_\_\_\_\_ with comparative words. For example, we say, 'A larger \_\_\_\_\_ of students prefer soccer to basketball.' or, 'The highest \_\_\_\_\_ of students do drama.' We use \_\_\_\_\_ with numbers. For example, we say, '65 \_\_\_\_\_ of students prefer soccer, and 35 \_\_\_\_\_ prefer basketball.'

### Useful words for describing pie charts

\* as a percentage of \*

This is a useful phrase for talking about percentages. Find and underline **as a percentage of** in the model answer.

9 Write five sentences using the phrase **as a percentage of** and the sentence structure from the model.

Before you write, decide which phrase is the 'whole' and which is the 'part'. Then, put the 'part' first.

- the Vietnamese GDP (gross domestic product) — global wealth
- New Zealand mortality statistics — the six major causes of death
- total retail sales in the year 2006 — sales of tobacco and alcohol products
- the number of cars, buses, trucks, and bicycles on the road — vehicular traffic in Vietnam
- five major import areas — total imports to Australia

## Essential Grammar

### Comparison: ranking superlatives

10 Look at the information given below. Write sentences about the information using the superlative form and the adjective **popular**.

- Shopping 30% — watching movies 15% — going to parties 25% (leisure activity)
- Drama 30% — music 32% — dancing 38% (option)
- Eating in restaurants 19% — eating at home 52% — eating at a friend's house 29% (option)
- Watching TV 55% — going to a movie 33% — reading a book 7% (leisure activity)
- Soccer 25% — badminton 45% — table tennis 12% (sport)

We also use ordinal numbers with the superlative for ranking.

This is very useful language for IELTS.

#### Examples

Basketball is the second most popular sport.

Tennis is the third most popular sport.

Volleyball and swimming are the second least popular sports.

11 Following the examples, write five sentences, using the information below and in brackets.

skiing 30% — rugby 25% — basketball 20% — badminton 15% — hockey 10%

- Skiing (most)
- Rugby (2 / most)
- Basketball (3 / most)
- Badminton (2 / least)
- Hockey (least)

12 Read Model 1 again. Underline all the ranking superlatives and decide which things are being compared.

13 Complete the paragraph, using the information in the box and the ranking superlatives.

soccer 30% — basketball 25% — tennis 15% — volleyball 12.5% — swimming 12.5%  
— athletics 5%

Soccer is \_\_\_\_\_ popular sport, with 30% participation. Basketball \_\_\_\_\_, at 25%. Tennis \_\_\_\_\_ sport, with a participation rate of 15%. Volleyball and swimming together are \_\_\_\_\_ the \_\_\_\_\_ sports, each with 12.5% participation. The \_\_\_\_\_ is athletics, with a participation rate of 5%.

### Verbs for describing data

14 Use the verbs below in the correct present simple form to complete the sentences.

make up

share

attract

show

- a. The pie chart \_\_\_\_\_ the sporting activities of male students at Hamilton University.
- b. Team sports \_\_\_\_\_ over two thirds of the sports played by the population group.
- c. Going to the cinema and going to nightclubs \_\_\_\_\_ equal popularity as leisure activities among the female students at Hamilton University.
- d. Performance arts \_\_\_\_\_ over two thirds of students at Y High School.

## Language Focus

### Linking ideas: reporting percentages using qualifying phrases

When giving results or other information in percentage form, we often add a phrase beginning with **with** or **at** to the end of the main statement.

**Examples**

..., **with** 30% of students involved in this activity

..., **with** a 30 per cent participation rate

..., **with** 30% participation

..., **at** 30 per cent

Soccer is the most popular team sport, with over 30 per cent of students involved in this sport.

The third most popular activity is going shopping, with a 20 per cent participation rate.

15 Read Model 1 again and mark the qualifying phrases that give percentages.

16 Complete the sentences on the next page, using the data in the box and qualifying phrases that give percentages.

music 33% — drama 25% — art history 15% — dancing 12.5% — Latin 7.5% — painting 7%

- a. Music is the \_\_\_\_\_ subject, with \_\_\_\_\_ of students \_\_\_\_\_ this subject.
- b. Drama \_\_\_\_\_ most popular subject, at \_\_\_\_\_.
- c. Art History is the third \_\_\_\_\_, with \_\_\_\_\_ rate.
- d. Dancing \_\_\_\_\_ most popular subject, with 12.5% \_\_\_\_\_ involved
- e. Latin is the second \_\_\_\_\_, at \_\_\_\_\_.
- f. Painting is \_\_\_\_\_ subject, \_\_\_\_\_ only \_\_\_\_\_ participation.

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### Varying your sentence structure

Look at this writing. Every sentence is correct, but it would get a poor score on the IELTS Writing test. Why?

Soccer is the most popular sport, at 25%. Volleyball is the second most popular sport, at 20%. Hockey is the third most popular sport, at 18%. Tennis is the fourth most popular sport, at 15%.

It is very important to vary your sentence structure when writing in English.

This unit has focused on practising different ways to vary your sentence structure when writing about data and particularly when comparing percentages.

17 Look at Model 1 in a-g below. Every sentence describes one segment of the pie chart, and every sentence uses slightly different vocabulary and grammar to do so. Find:

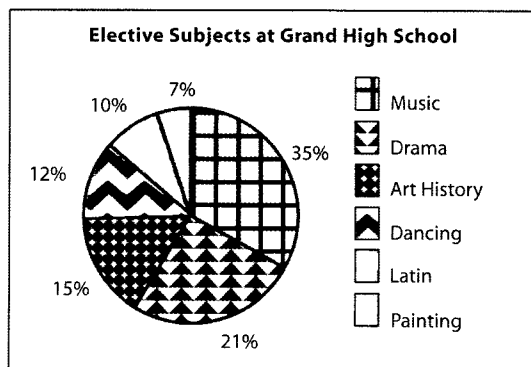
- the verbs in Exercise 14 describing data from the list
- the words 'per cent' and 'percentage'

- a. The pie chart shows the six sporting activities of male students at Hamilton University as a percentage of total participation.
- b. Overall, team sports make up over two thirds of the sports played by the population group, with a 67.5 per cent participation rate.
- c. Soccer is the most popular sport, with 30 per cent of students involved in this activity.
- d. This is followed by basketball, with 25 per cent participation.
- e. Tennis is the third most popular sport, with 15 per cent of students choosing this activity.
- f. Volleyball and swimming share equal popularity, each with 12.5 per cent participation.
- g. The least popular sport, athletics, attracts only 5 per cent of male students at Hamilton University.

## Guided Writing

The pie chart below contains information on the elective subjects chosen by students at Grand High School.

18 Discuss the information in the chart with a partner, and then put it into sentences following the sentence structures in Exercise 17 as a guide.



19 Check your writing with the model.

20 In Model 2, find:

- the verbs in Exercise 14 describing data from the list
- the ranking superlatives
- the qualifying phrases that give percentages
- the words 'per cent' and 'percentage'



### Model 2

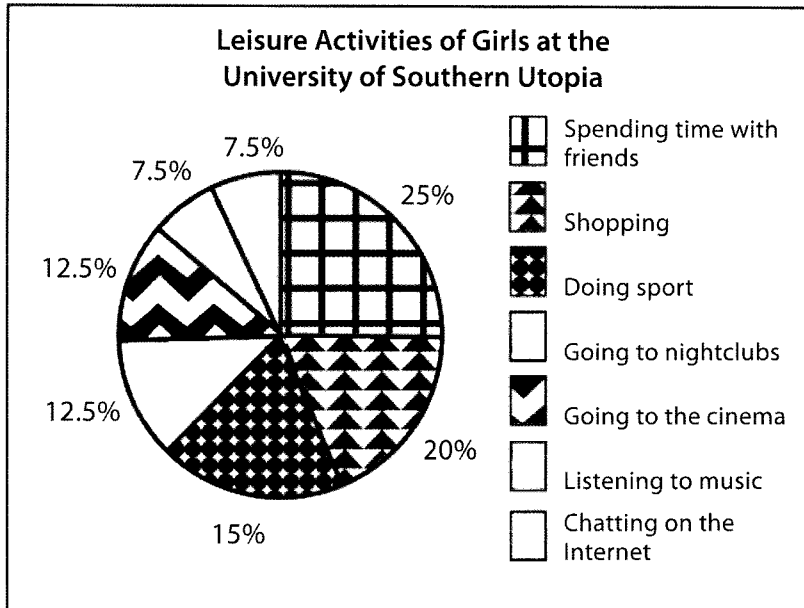
The pie chart shows the six optional subjects chosen by students at Grand High School as a percentage of total participation. Overall, the performance arts — Music, Drama, and Dancing make up over two thirds of the elective subjects chosen, with a 68 per cent participation rate. Individually, Music is by far the most popular subject, at 35 per cent, followed by Drama, with a 21 per cent participation rate. The third most popular subject is Art History, at 15 per cent, followed closely by Dancing, at 12 per cent. The least popular elective subjects are Latin, with a 10 per cent participation rate, and Painting, at 7 per cent.



## Writing Practice

21 Now, write your own paragraph about the following pie chart. Follow the two models in this unit and focus carefully on the grammar points that you have practised. Try to include some of the vocabulary words as well.

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**Writing**  
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**Task 1**

# Technological Processes

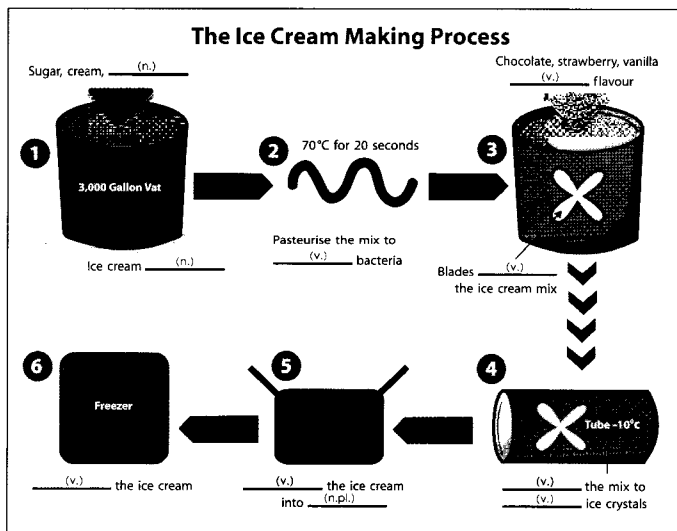
**This Unit and IELTS**

In Task 1 of the IELTS Writing test, you can be asked to describe a **process**. This is not a common topic, but it does occur sometimes. In this unit, you will practise writing about the process of making ice cream and other food products.

## Getting Ready to Write – Model 1

1 Discuss these questions with a partner.

- Do you like ice cream?
- What is your favourite flavour?
- What are the main ingredients of ice cream? Find the English words for these.



- 2 Look at the diagram on the previous page. This diagram describes the process of making ice cream. In the IELTS test, process diagrams will include some key words to help you to write. This diagram also includes some key words and some gaps. These gaps are either verbs (v.) or nouns (n.). Work with a partner to fill in the gaps in the diagram.
- 3 Read Model 1 below. Find all the words that go into the gaps in the diagram.



### Model 1

The ice cream making process has six key stages. In the first stage, sugar, cream, and milk are mixed together in a 3,000 gallon vat to make the basic ice cream mix. In Stage Two, this mix is pasteurised, or heated to 70 degrees centigrade for 20 seconds, to kill any bacteria. After that, flavour such as chocolate, vanilla, or strawberry is added and mixed using steel blades. In the fourth stage, the mix is frozen in a tube to -10 degrees centigrade, and at the same time, it is whipped by blades to prevent ice crystals from forming. Then, the ice cream is packed into boxes and finally stored in freezers.

## Key Vocabulary

- 4 Check the meanings of the words below in your dictionary. If possible, check them in an English-English dictionary as well as a translation dictionary.

<b>add</b>	<b>crystal</b>	<b>mix</b>	<b>process</b>
<b>bacteria</b>	<b>heat</b>	<b>pack</b>	<b>stage</b>
<b>basic</b>	<b>freeze</b>	<b>pasteurise</b>	<b>store</b>
<b>blade</b>	<b>key</b>	<b>prevent</b>	<b>whip</b>

In English, some words are more common, or more useful, than others. There is a list of academic words which are very common and useful for IELTS Writing tasks. In Model 1 of this unit, some academic words are *stage*, *process*, *key*, and *prevent*.

## Word forms

When you are writing about a process, you have to control word forms very carefully.

5 Complete this table. Notice that the adjective form is often the same as the past participle form of the word.

Base form verbs	Past participles	Gerunds	Nouns	Adjectives
add	<i>added</i>	<i>adding</i>	<i>addition</i>	<i>added</i>
mix				
freeze				
pack				
pasteurise				
prevent				
store				
whip				

6 Complete the sentences, using the words below.

- You may need to change word forms.
- You may need to use some words more than once.
- You will not need all the words.

<b>add</b>	<b>crystal</b>	<b>mix</b>	<b>process</b>
<b>bacteria</b>	<b>heat</b>	<b>pack</b>	<b>stage</b>
<b>basic</b>	<b>freeze</b>	<b>pasteurise</b>	<b>store</b>
<b>blade</b>	<b>key</b>	<b>prevent</b>	<b>whip</b>

- The ice cream making process has six \_\_\_\_\_ stages.
- In the first stage of the \_\_\_\_\_, sugar is \_\_\_\_\_ to milk.
- The \_\_\_\_\_ of the sugar makes the ice cream sweet.
- After \_\_\_\_\_ the ingredients, the mix is \_\_\_\_\_.
- The process of \_\_\_\_\_ is important because it kills \_\_\_\_\_.
- After \_\_\_\_\_, the mix is \_\_\_\_\_ in a big tube.
- It is also whipped to \_\_\_\_\_ the formation of ice \_\_\_\_\_.
- \_\_\_\_\_ of ice crystal formation is important because this keeps the ice cream smooth.
- Then, the ice cream is put into \_\_\_\_\_ and finally \_\_\_\_\_ in \_\_\_\_\_.

7 Look back at the sentences and label each word that you added. Is it a gerund, a noun, an adjective, or a verb?

8 Take the words from the table in Exercise 5 and write two sentences for each one. In one sentence, use the word as a verb. In the other one, use it as a noun or a gerund.

**Example**

**Adding** sugar to milk makes the milk sweet. (gerund)  
Sugar **is added** to the milk. (verb)

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## Essential Grammar

### The passive voice

In English, we use the passive voice to describe processes, because we don't know or care who is doing the action. The important information is the action, not the doer.

**Examples**

Someone mixes the ice cream. (*Who mixes the ice cream? We don't know and it isn't important.*)

→ The ice cream **is mixed**.

Someone whips the ice cream. → The ice cream **is whipped**.

9 Look at the sentences below.

- Decide if the verbs should be active or passive.
  - Identify the subject and object of each sentence.
  - If the sentence should be passive, change the verb to passive form and take care with word order.
- a. The process of making a cake has several stages.
  - b. In the first stage, someone whips butter and sugar together until they are soft and creamy.
  - c. Then, they add eggs to the mixture.
  - d. After that, they mix flour and baking powder, and maybe, they add some flavour such as chocolate or raisins.
  - e. In the third stage, they prepare the tin for baking the cake, and they pour the cake mix into the tin.
  - f. They put the tin into the oven.
  - g. The oven bakes the cake for 30 minutes to one hour.
  - h. Finally, someone leaves it to cool and then they eat it. Yum!

10 Read Model 1 again and mark all the passives.

11 Fill in the gaps in this paragraph. You may already know a lot of information about this topic. Use your dictionary to find the words that you need to complete this process. Also, use the vocabulary you have learned and passives where appropriate.

### Making Chinese Dumplings (Jiaozi)

The \_\_\_\_\_ of making Chinese dumplings has several stages. \_\_\_\_\_, flour and water

together to make a dough, and this is kneaded for several minutes. Then, the dough is formed into balls and is rolled out to make circles. In the next stage, the filling is made. Vegetables and meat are mixed together, and spices are added to make a tasty filling. The dough circles are filled with the filling and then, they are boiled with a little water. Finally, they are served in a pot of water and then they are ready to eat. They are very delicious!

## Using infinitive with 'to' for purpose

In English, we often use infinitive with 'to' to talk about the purpose of an action. This is very common and very useful language.

### Example

I went to the shop (*purpose?*) ... to buy food.

12 Look at these pairs of sentences. Join them together using infinitive with 'to'. The action sentence always goes before the purpose sentence.

### Example

The cream is whipped. Air is introduced into the mixture.

(action) (purpose)

The cream is whipped to introduce air into the mixture.

- The flour and water are kneaded for a few minutes. The dough is smooth and shiny.
- The ice cream is put into boxes. Then, it is sold in shops.
- The mixture is whipped with giant paddles. This prevents ice crystals from forming.
- Chocolate is added to the mix. The mix tastes very good.
- The mix is heated to 70°C for twenty seconds. The mix is pasteurised. The bacteria are killed.
- Sugar and eggs are beaten together. This introduces air into the cake. It makes the eggs stiff and shiny.
- The water is boiled for ten minutes. This kills the germs and bacteria that may be present.
- The ice cream is stored in the freezer. This prevents it from melting and deteriorating.

13 Read Model 1 again. Mark all the places where infinitive with 'to' is used for purpose.

14 Look again at the paragraph about making Chinese dumplings (Jiaozi) and add a purpose for each step in the process below.

The process of making Chinese dumplings has several stages. First, flour and water are mixed together to make a dough, and this is kneaded for several minutes. Then, the dough is formed into balls and is rolled out to make circles. In the next stage, the filling is made. Vegetables

and meat are chopped, and spices are added to make a tasty mixture. The dough circles are filled with the mixture and then, they are sealed with a little water \_\_\_\_\_ . Finally, they are boiled in a pot of water and then eaten. They are very delicious!

## Language Focus — Linking ideas: prepositional phrases

Often in English, we use prepositional phrases at the beginning of sentences to give extra information to the reader: *When? Where? Why? How?* They are not the subject of the sentence and cannot be followed by a verb.

### Example

In the first stage (*when*), sugar, cream, and milk are mixed together.

15 Look at the sentences below. Underline the prepositional phrases. Circle the main subjects and the verbs. Then, correct the sentences with mistakes in them.

- At the beginning of their study, most people can't speak any English.
- After hard study, gradually improve.
- In the end, some people become fluent in speaking English.
- However, because of pronunciation difficulties, others find it more difficult to communicate effectively.
- In many cases, have a strong first language accent, so it is hard for others to understand them.
- In English speaking countries, have difficulty being understood.
- However, in their own country, there is no problem.
- After some time in the new country, change their accent so they can speak more clearly.

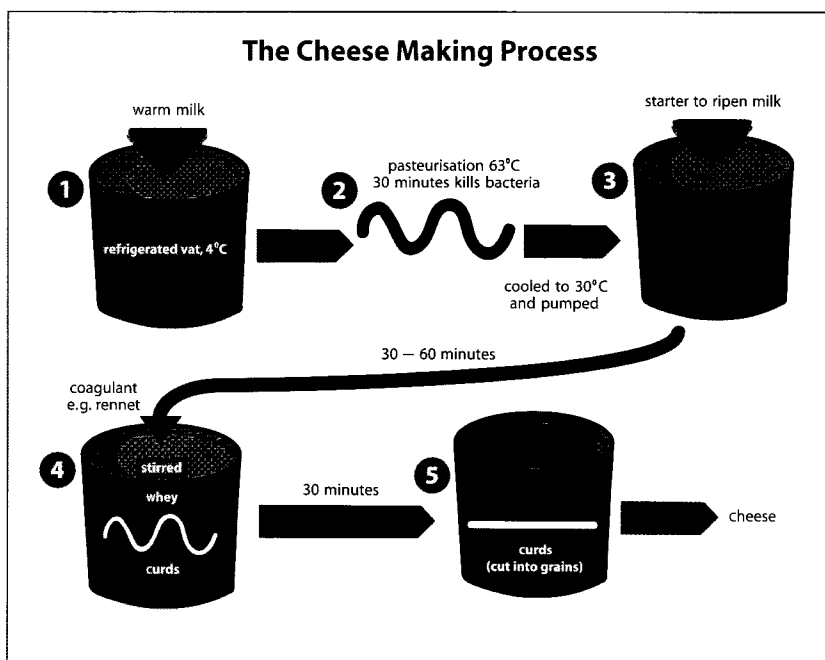
16 Read Model 1 again. Find the prepositional phrases and underline them. Which subjects and verbs go with these phrases?

## Apply the Language You Have Learned!

Work with a partner to write about the process of cooking a Vietnamese dish that you really like to eat. Use the verbs and the passives that you have learned and include a purpose for some steps. Write an introductory sentence, and then write about four or five steps in the process. Try to introduce some sentences with a prepositional phrase. Share your writing with another pair of students.

## Guided Writing

The information in the diagram on the next page describes the process of making cheese. This time, there are no gaps in the diagram — all the information has been included for you.



17 Answer this question with a partner:

- How many stages are there in the cheese making process?

18 Look at each stage and describe it in English — use the key words to help you.

Remember: Identify each verb and then make it passive. Include a purpose for each stage.

19 Fill in the gaps in this paragraph.

The cheese making ..... has five key ..... . In the ....., warm milk ..... to 4°C in a ..... vat. In Stage ....., this cooled milk ....., or heated ..... 63°C for 30 minutes, ..... any bacteria. After ....., the milk is cooled to 30°C and ..... into a cheese vat, where a starter ..... to ripen the milk. After ..... to ..... minutes, a ..... such as rennet is added to ..... the milk into the ....., which rises to the top, and the ....., which ..... at the bottom of the ..... . This part of the ..... takes about 30 minutes. Finally, the curds are ..... into grains and sent off to be made into different types of cheeses.



- 20 Go through Model 2, find and mark the passives, the prepositional phrases, and infinitive with 'to' used for purpose.



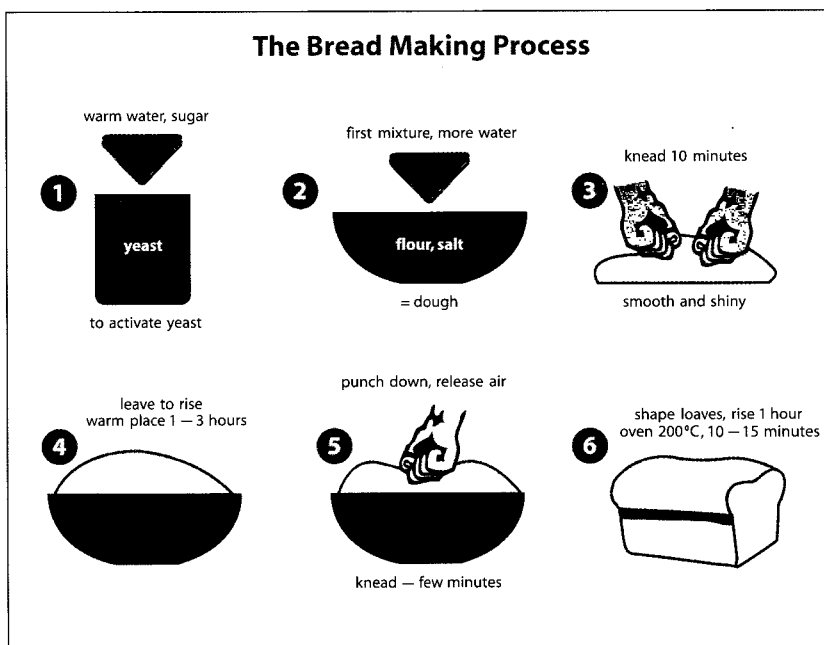
## Model 2

The cheese making process has five key stages. In the first stage, warm milk is cooled to 4°C in a refrigerated vat. In Stage Two, this cooled milk is pasteurised, or heated to 63°C for 30 minutes, to kill any bacteria. After that, the milk is cooled to 30°C and pumped into a cheese vat, where a starter is added to ripen the milk. After 30 to 60 minutes, a coagulant such as rennet is added to separate the milk into the whey, which rises to the top, and the curds, which remain at the bottom of the vat. This part of the process takes about 30 minutes. Finally, the curds are cut into grains and sent off to be made into different types of cheeses.

UNIT  
13

## Writing Practice

- 21 Write your own description of this process, using the diagram below.



Writing  
UNIT  
14

# Money and Finance

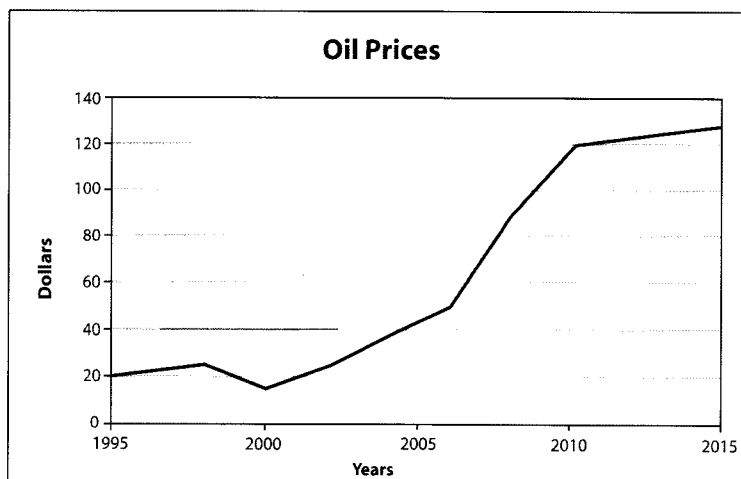
### This Unit and IELTS

In Task 1 of the IELTS Writing test, you are sometimes asked to describe changes shown on a line graph. In this unit, you will learn how to use different tenses to describe changes over time and into the future.

## Getting Ready to Write – Model 1

The graph contains information about the price in dollars of a barrel of oil from 1995 with future predictions to 2015.

1 Look at the graph and discuss the questions on the next page with a partner.



- a. What type of graph is this?
- b. What does the graph show?
- c. What is the unit of measurement?
- d. How many years does the graph show?
- e. Which ones are in the past and which ones are in the future?
- f. What overall trend does the graph show?
- g. Which parts of the graph show slight changes?
- h. Which parts of the graph show sudden changes?

2 Read Model 1 below. Check your answers to the questions.



### Model 1

The line graph shows oil prices in dollars per barrel from 1995 with forecasts to 2015. Overall, oil prices increased by nearly five hundred per cent from 1995 to 2009, with the most dramatic increase in the three years from 2006 to 2009. This rise is predicted to continue into the future. Prices started at twenty dollars a barrel during 1995 and then rose slightly to approximately twenty-four dollars in 1998. The cost of a barrel then dropped for two years, to the lowest point of about sixteen dollars during 2000. After that, there was a steady price rise, reaching about fifty dollars a barrel in 2006. This was followed by a dramatic climb to one hundred dollars in 2009, and it is forecast that this rise will continue into the future and will level off slightly after 2010.

## Key Vocabulary

3 Check the meanings of the words below in your dictionary. If possible, check them in an English-English dictionary as well as a translation dictionary.

<b>climb</b>	<b>barrel</b>	<b>British</b>	<b>cost</b>	<b>decade</b>
<b>predict</b>	<b>dramatic</b>	<b>reach</b>	<b>level off</b>	<b>nearly</b>
<b>forecast</b>	<b>pounds</b>	<b>price</b>	<b>surprising</b>	<b>vary</b>

4 Think of other words you know to complete the table below.

Money	Time	Adjectives for describing changes
cost	decade	surprising
dollars		dramatic
pounds		

5 Can you convert numbers to and from words? Order these numbers from smallest to largest and then write them in number form.

thirteen, sixty-two, eleven, one hundred and ninety, thirty-seven, a million, two thousand and ten, twelve, fifty-two thousand, sixteen, eight

6 Write these numbers as words.

95 \_\_\_\_\_  
 2,000 \_\_\_\_\_  
 40 \_\_\_\_\_  
 3,000,000 \_\_\_\_\_  
 95,000 \_\_\_\_\_  
 19 \_\_\_\_\_  
 72 \_\_\_\_\_

### Useful words for describing graphs

'in' for currency or unit of measurement  
 'per' to express rates and ratios

**Example:** oil prices — \$ — barrel

This chart shows oil prices **in** dollars **per** barrel.

Write four sentences following the model above:

- blueberry production — kg — year
- egg prices — € — dozen
- price of gold — £ — ounce
- population — millions — city

## Essential Grammar

### Describing changes: adjective + noun and verb + adverb

UNIT  
**14**

When describing line graphs, we can use the structures above to describe the movement of the line. This is another way of varying your sentence structure in Task 1 writing.

#### Examples

In 1991, the price **increased suddenly**. (*verb + adverb*)

In 1991, there was a **sudden increase** in price. (*adjective + noun*)

Note the different sentence structure with these two options.

7 *Change the sentences so they use the alternative language structure for describing the changes. Watch word order carefully.*

- a. In 2004, the cost of oil increased slightly to \$26 per barrel.
- b. There was a moderate climb in house prices in 2007.
- c. There will be a significant fall in oil prices over the next two years.
- d. Enrolments at university dropped slightly last year.
- e. There was a dramatic increase in house prices over a twenty-year period.
- f. Beef prices rose steadily for two years to reach a peak of \$22 per kilo.
- g. The cost of a house dropped suddenly in 1992.
- h. There was a dramatic rise in gold prices last month, from \$700 to \$900 per ounce.

8 *Complete the sentences with correct words from the two lists below. Choose one word from each list for each sentence. Check word forms carefully.*

- slight, steady, sudden, significant, dramatic, moderate
- rise, drop, fall, climb, increase, decrease

- a. The price \_\_\_\_\_ from 100 dollars to 102 dollars.
- b. There was a \_\_\_\_\_ in the cost of oil from 95 dollars to 75 dollars over one month.
- c. The price \_\_\_\_\_ over three years, increasing by five dollars each year.
- d. There was a \_\_\_\_\_ from 102 dollars to 100 dollars.
- e. The cost of oil \_\_\_\_\_ from 75 dollars to 90 dollars over seven years.
- f. There was a \_\_\_\_\_ in the price over three years, increasing by five dollars each year.
- g. There was a \_\_\_\_\_ in student enrolments last year, from 20,000 to 12,000.
- h. The average population of major cities in the USA has \_\_\_\_\_ from 4 to 4.2 million.

9 Look back at Model 1, mark all the adjective and noun combinations and the verb and adverb combinations.

### Expressions for describing future predictions

It is very important to note whether a line graph includes future predictions. This will change your language structures.

We use 'will' for predictions. When describing a chart, we do not qualify these predictions by using 'might', 'could', or 'may' as you do in Task 2 writing.

#### Examples

The chart includes a **forecast/prediction** for the next twenty years. (*noun – use this structure in your introduction*)

It **is forecast/predicted** that this rise will continue for the next ten years. (*passive verb – use this structure when describing data in a chart*)

10 Turn the sentence fragments below into sentences. Use a variety of sentence structures.

#### Example

Oil prices: 1995, 1997, 1999, 2001, 2003, 2005, 2007, 2009, 2011, 2013 (future – up)

→ This chart shows oil prices in two-yearly intervals starting from 1995 with future predictions to 2013. It is predicted that oil prices will continue to rise to 2013. **OR:** It is predicted that there will be a rise in prices until 2013.

- Gold prices: 1995, 2000, 2005, 2010, 2015, 2020 (future – down)
- Population: 1981–1990, 1991–2000, 2001–2010, 2011–2020, 2021–2030 (future – steady)
- Net immigration: 2005, 2006, 2007, 2008, 2009, 2010, 2011, ... 2020 (future – slightly up)
- GDP (gross domestic product): 2000, 2005, 2010, 2015, 2020 (future – rise to 2015, then fall)
- House prices: 2005, 2007, 2009, 2011, 2013, 2015 (future – steady fall)
- CPI (consumer price index): 2000, 2005, 2010, 2015, 2020 (future – slight fall)
- Cell phone sales: Jan 2005, Jan 2006, Jan 2007, Jan 2008, Jan 2009, Jan 2010, ... Jan 2020 (future – dramatic rise)
- Oil prices: 2008, 2010, 2012, 2014, 2016, 2018 (future – steady rise)

11 Find and mark the future prediction language in Model 1.

### Language Focus – Linking ideas: prepositions of time

When describing changes over time, it is important to explain clearly when events happened. In English, we use different prepositions to talk about time.

#### Examples

The graph shows an increase **over** the thirty years indicated.

Prices rose **for** two years **before** dropping again **in** 1992.

**After** a slight drop, there was a steady price rise.

12 Read Model 1 again and mark all the prepositions of time.

13 Look at these sentences. Choose the correct prepositions of time for sentences a – i and fill in an appropriate one for sentence j.

- The most dramatic increase in price was (in/after) the last year.
- The cost of oil dropped (for/before) two years and then started to increase.
- The price of a house remained stable (before/over) rising suddenly.
- (After/For) the sudden drop, prices increased steadily during the 1980s.
- (Over/After) the next twenty years, prices will continue to rise.
- Prices will continue to fall (at/in) the next year.
- (In /At) 1992, prices rose (to/for) \$4,000 (after/before) dropping again in 1993.
- (During/At) 1990 – 1992, prices fell dramatically.
- Prices are predicted to rise (for/on) the next twenty years.
- The biggest decrease in price was \_\_\_\_\_ the period of 1990 – 1995.

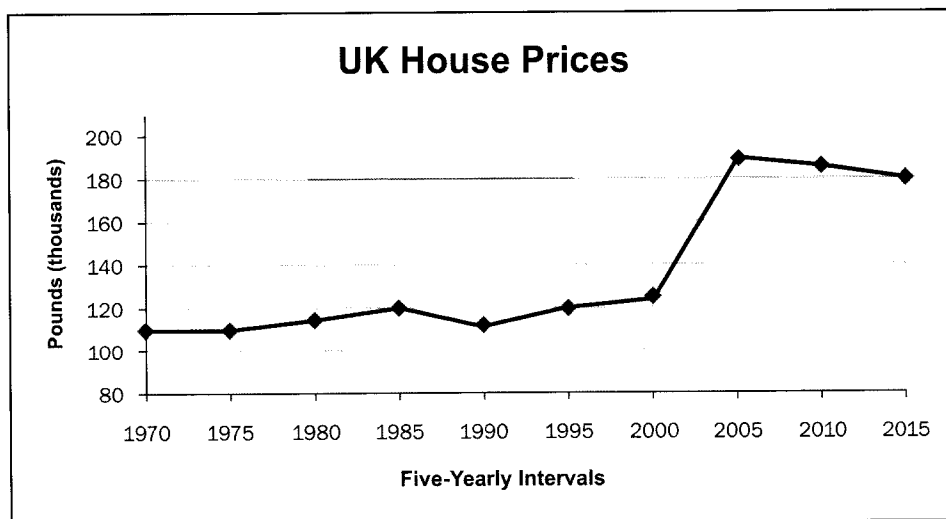
## Apply the Language You Have Learned!

Talk about the information in a line graph. Can you think of another product where the price has increased and will continue to increase in the future? Draw your own graph and write about the information using the language you have learned.

## Guided Writing

The graph below contains information about the cost of a house in Britain over 40 years with projections into the future.

14 Discuss this graph with a partner and put the information shown into sentences using the questions on the next page.



- a. What does the graph show?
- b. How is the information measured?
- c. How many years does the graph show?
- d. Which parts of the graph show slight changes?
- e. Which parts of the graph show sudden changes?
- f. Which parts of the graph show future predictions?

15 *Before you read Model 2, use your answers to the questions above and the language from Model 1 to write your own paragraph about this graph. Then, check your answer with the model below.*

16 *Read through Model 2 and mark:*

- the prepositions of time
- the language for future predictions
- adjective and noun and verb and adverb combinations



## Model 2

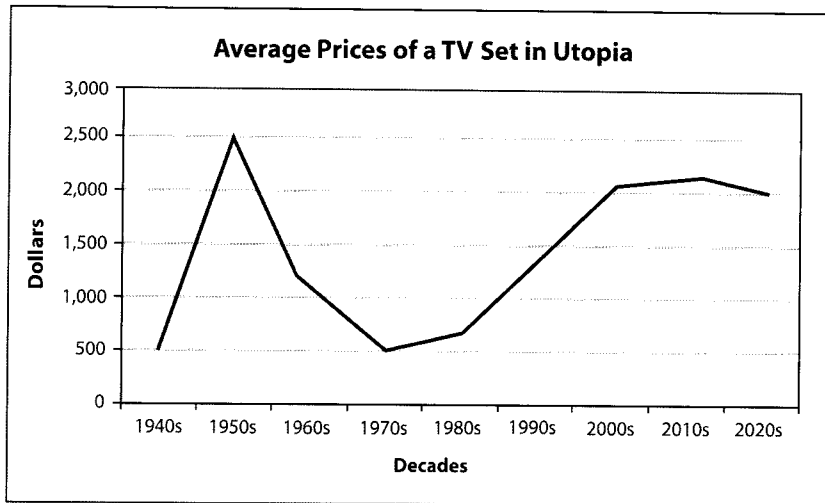
The graph shows average house prices in Britain in thousands of pounds over five-yearly intervals from 1970 with forecasts to 2015. Overall, house prices increased by a significant percentage from 1970 to 2005, with the most dramatic increase in the five years from 2000 to 2005. It is predicted that prices will fall slightly in the future. Prices started at around 110 thousand pounds during 1970 and stayed steady for five years. They, then, fluctuated between 110 and 120 thousand pounds for the next twenty years, and from 1995 to 2000, there was a steady rise to over 120 thousand pounds, which was followed by a dramatic climb in prices to approximately 190 thousand pounds during the next five years. It is forecast that this rise will not continue into the future, and that prices will drop steadily to around 180 thousand pounds in 2015.

## Writing Practice

17 *Write your own paragraph about the graph on the next page. Follow the two models in this unit and focus carefully on the grammar points that you have practised. Try to include some of the vocabulary words as well.*

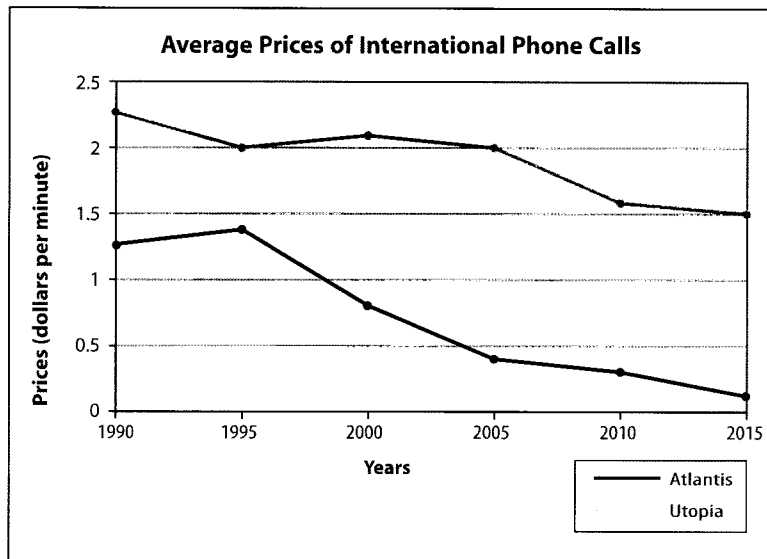


The graph shows television set prices over several ten-year periods and into the future.



### Extension

18 Now, write a paragraph about this graph, which has two lines. Follow the models in this unit.



Writing

UNIT

15

## Youth Issues

**This Unit and IELTS**

Some IELTS Task 2 essays ask the writer to describe the causes and effects of an issue. In this unit, you will write an introduction and two body paragraphs for an essay which discusses **causes and effects**.

**The topic for the first model essay is:**

Young people who are still at school often feel just as much stress as working adults. What are some of the causes of this stress, and how does it affect individual students?

**Getting Ready to Write — Model 1**

1 *Discuss these questions with a partner.*

- a. What is 'stress'?
- b. Who has the most stress in your family?
- c. Do you ever feel stressed? Why?
- d. What do you do to relax?
- e. What advice would you give to someone who is stressed?

2 Look at the words below. Are they related to causes or effects of stress? Complete the table.

<b>being busy</b>	<b>headache</b>	<b>parents</b>
<b>exams</b>	<b>homework</b>	<b>teachers</b>
<b>failure</b>	<b>insomnia</b>	

Causes of Stress	Effects of Stress

3 Read Model 1 below. Which paragraph is primarily about the causes of stress? Which one is about the effects of stress?



### Model 1

Stress is an unavoidable factor in life today. Many factors can cause stress for students, and these can lead to several negative effects. This essay will describe the reasons for student stress and the consequences of it.

There are many reasons for young people experiencing stress nowadays. To begin with, most students are under pressure to do well in their exams. They not only have to study hard at school but also attend institutes in the evening, which means their days are very full and stressful. Because they have such a high workload, they may not have time for physical activity, or sport, and as a result, they have increased feelings of stress. In addition to being busy at school and at institutes, they usually get homework. If they have no time to do the homework that their teachers gave them, they may get into trouble, and this can lead to even more pressure and difficulty.

There are some serious consequences of stress that is caused by being under pressure from schools, institutes, and exams. If a student has worked at school all day and then attended another institute at night, this could lead to insomnia, because it is difficult to stop thinking and worrying about future tests or exams. This might become even worse if the student has not done any physical activity to exercise his or her body. Worrying and lack of sleep can lead to failure in tests or exams, which is a big problem for many students.

## Key Vocabulary

4 Look at Model 1 and find the words which precede the words in the list below. Write the words on the lines.

- |    |                  |  |
|----|------------------|--|
| a. | ..... stress     | <input style="width: 95%;" type="text"/> |
| b. | ..... pressure   | <input style="width: 95%;" type="text"/> |
| c. | ..... hard       | <input style="width: 95%;" type="text"/> |
| d. | ..... institutes | <input style="width: 95%;" type="text"/> |
| e. | ..... trouble    | <input style="width: 95%;" type="text"/> |

5 Check the meaning of any of the words above that you don't understand. If possible, check them in an English-English dictionary and a translation dictionary.

6 Are the meanings of the phrases positive, negative, or neutral? Write the answers in the boxes on the right.

7 Complete the sentences below. Check word forms carefully.

- a. My older brother ..... an ..... to study computer science.
- b. He ..... because he is so busy.
- c. He is ..... a lot of ..... because of an exam next week.
- d. If he fails the exam, he will ..... with our parents.
- e. Therefore, he is ..... so he can pass the exam.
- f. To ..... , he should do some exercise.

8 Talk to your partner, using the sentence starters.

- a. I experienced stress when ...
- b. I feel under pressure when I ...
- c. The last test I studied hard for was ...
- d. I would like to attend an institute to study ...
- e. I relieve stress by ...

9 Write a sentence using each starter above.

## Vocabulary

The table on the next page shows some words we can use to show cause and effect.

Cause	Effect
reason for + noun	lead to (v) + noun
because + clause	cause (v) + noun
be caused by + noun	As a result, + clause
	consequence (of + noun)

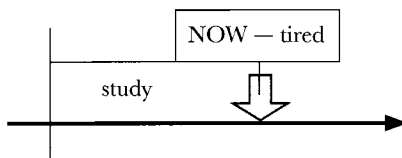
10 Find and mark the words in the table above in Model 1. Check if the words that follow them are nouns or clauses.

11 Fill in the gaps in the following sentences. Use words or phrases from the table above. Check if the words that go after the gaps are nouns or clauses. This will help you to decide which expression to use.

- Student stress is often \_\_\_\_\_ workload. Students have too much to do in an unrealistic time frame. This can \_\_\_\_\_ failure to finish tasks, or sleeping in class.
- The \_\_\_\_\_ the problem is lack of time to finish tasks. This can \_\_\_\_\_ depression, insomnia, and sometimes even suicide.
- Some students get stressed \_\_\_\_\_ they don't understand the content of the lessons. They stop paying attention and doing their homework and \_\_\_\_\_, they fail the class.
- \_\_\_\_\_ I don't have enough time, I can't finish this project.
- The \_\_\_\_\_ the financial problems is poor budgeting.
- \_\_\_\_\_, there will be extra expenses for the project.
- The \_\_\_\_\_ stress can be depression or insomnia.

## Essential Grammar – Present perfect

In English, we can use the present perfect (**have / has + past participle**) to show an action that started in the past and still leaves a result now.



**A student has worked hard at school all day.** (So he is tired NOW.)

**I have done the exam.** (I took the exam recently and I can still remember it.)

12 Read Model 1 again. Mark all the present perfect verbs in the text.

13 Now, fill in the gaps in these sentences. Use the negative where appropriate.

- They ..... (finish) their homework because it is too hard.
- We ..... (read) the book because the library is closed.
- ..... you ..... (attend) an institute this year?
- He ..... (forget) the word, so he needs his dictionary.
- The teacher ..... (grade) my test because she is sick.
- I ..... (be) stressed this week because I am too busy.
- I can't get into my house because I ..... (lose) my key.
- Mary is feeling tired because she ..... (have) a lot of extra work lately.
- We need to finish this project today because the manager ..... (extend) our deadline.
- We ..... (have) much rain lately, so the soil is very dry.

## Apply the Grammar You Have Learned!

14 Write a brief paragraph about your stress levels. Try to use the present perfect tense. Begin with this starter:

I have / haven't been very stressed lately. This is because ...

## Language Focus

### Relative clauses with or without commas

When you want to give more information about a noun, you can use adjective or relative clauses. Some relative clauses begin with the relative pronouns **who**, **that**, **which**.

**The relative clause is part of a sentence. It gives us more information about the main noun. It always goes next to the noun it describes.**

**Example:** The outcome may be *insomnia*, **[which is a very serious condition]**.

— *What is the serious condition? (insomnia)*

**Sometimes, the relative clause is necessary to describe a noun, and sometimes, it is just extra information. We use 'which' for extra information and 'which' or 'that' for necessary information.**

**Examples:** The outcome may be *insomnia*, **[which is a very serious condition]**.

— *We can identify the noun 'insomnia'; the relative clause is just extra information.*

The exam **[that I sat last week]** was very stressful.

— *I have sat many exams. The reader needs to know that I am talking about 'the exam I sat last week'.*

**We can use 'who' for necessary or extra information.**

**Examples:** The teacher [**who has long hair**] is strict.

Mr. Jones, [**who is bald**], is a good teacher.

Can you see a rule for commas?

We use commas around relative clauses that contain extra information. We don't use commas around necessary relative clauses.

15 Underline all the relative clauses in Model 1. Check if they have commas before or around them.

16 Write a correct relative pronoun in each gap. Insert commas when needed.

- I played a computer game \_\_\_\_\_ I really liked.
- I was so tired after the exam \_\_\_\_\_ I sat yesterday.
- I gave my homework to the teacher \_\_\_\_\_ will mark it.
- Stress \_\_\_\_\_ is bad for everyone is common nowadays.
- They have forgotten the book \_\_\_\_\_ the teacher lent them.
- Insomnia is a condition \_\_\_\_\_ means you can't sleep.

17 Join these sentences together, using relative pronouns. Insert commas when needed.

- Students must work very hard. Working very hard can cause stress.
- Students can move on to the next level. Students pass the exams.
- Stress is often caused by working hard all day. Working hard all day can lead to difficulty sleeping at night.
- Stress is often caused by working hard all day. Stress can lead to insomnia.
- Physical activity can make your body relax. Physical activity is very good for your health.
- Physical activity can make your body relax. Relaxing can help you to relieve stress.
- People are under a lot of stress. People often have difficulty concentrating.
- Pressure can cause many health problems. Health problems can lead to failure in tests or exams, or even losing your job.

### Writing an introduction: thesis statement

An introduction has two purposes:

- To introduce the topic of the essay.
- To tell the reader how you will organise your ideas.

The second of these is called the **thesis statement**, and it is very important for IELTS Task 2 writing. For example, are you discussing causes and effects, or advantages and disadvantages, or problems and solutions, and/or giving your opinion?

18 Look back at the introduction in Model 1 and mark the thesis statement. Which kind of essay is this?

19 Look at these introductions. Fill in the gaps to complete the thesis statement for each one. You may need to put more than one word in each gap.

a. Every country has a different education system. In some countries, all high school students attend co-ed schools. In others, they have the choice of attending a single-sex school because some people think this is a better option. In my \_\_\_\_\_, \_\_\_\_\_ are better for the following \_\_\_\_\_.

b. World population has grown very quickly in the past twenty years. It is now at around 7 billion people. Because of this, there is a greater demand for food production, and as a result, world food prices have soared. This \_\_\_\_\_ will \_\_\_\_\_ two possible \_\_\_\_\_ to the problems of \_\_\_\_\_.

c. Nowadays, movies and TV programmes are popular with people of all ages. Some of these programmes show violence which may not be suitable for young children. Some parents allow their children to see violence on screen, while others restrict what their children can watch. \_\_\_\_\_ opinion, it is not \_\_\_\_\_ idea to \_\_\_\_\_ children to watch \_\_\_\_\_ programmes \_\_\_\_\_.

## Guided Writing

Here is the topic for Model 2:

In some countries in the world, youths commonly commit crimes such as theft or even violence. What are some of the causes of youth crime, and how does this affect the youths themselves and society as a whole?

20 What are some common crimes that teenagers commit in your country?

21 Brainstorm some causes and effects of teenage crime with a partner.

22 Use the outline below to write a three-paragraph essay about this topic.

**Introduction:** Teenage crime — common — causes,  
negative effects — youth, society

**Thesis statement:** Reasons, consequences

**Body** *Causes:*

**paragraph 1:** Poor family life — lonely, crime

Pressure from school — stress, crime

Drugs — result of factors 1 and 2

**Body** *Effects:*

**paragraph 2:** Youths join gangs — commit crimes — go to prison

Society — people are frightened of gangs, demand more police



23 Look at Model 2 and compare it with your writing.

24 In Model 2:

- a. mark the thesis statement
- b. mark the words that describe cause and effect
- c. mark all the relative clauses



### Model 2

Teenage crime is becoming increasingly common in the world today. There are several causes for teenage crime, which creates negative effects for both youths and society. This essay will describe some reasons for teenage crime and its consequences.

There are many reasons for teenagers turning to a life of crime. To begin with, some of these teenagers have a poor family life because their parents are often not at home, or they do not care for their children properly. This can cause feelings of depression and loneliness and often lead to crime as well. Another reason for teenage crime is pressure from schoolwork, which can lead to stress and eventually to crime, especially if the students do not have a good family life. As a result of these two factors, some teenagers become addicted to drugs, which can cause a great deal of harm to themselves and others.

There are some serious consequences of teenage crime, for the teenagers, their families, and society. If teenagers become addicted to drugs, they often join gangs, which can lead to real problems. If they commit serious crimes, they can end up in prison, which is very serious for them and also for their families. It is also bad for society, as people become frightened of teenage gangs, and consequently, demand more police to make them feel safe in the streets.

## Writing Practice

25 Write your own introduction and two body paragraphs for an essay on the following topic:

Homework is part of high school students' life. Some people think that students get too much homework nowadays. Why do you think students get more homework now than before, and what are the possible results of this?

Follow the models in this unit and focus carefully on the grammar point that you have practised. Try to include some of the vocabulary words as well.

Writing  
UNIT  
16

# Commodities & Manufactured Goods<sup>1</sup>

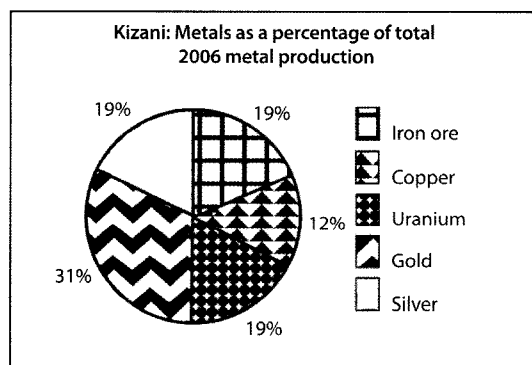
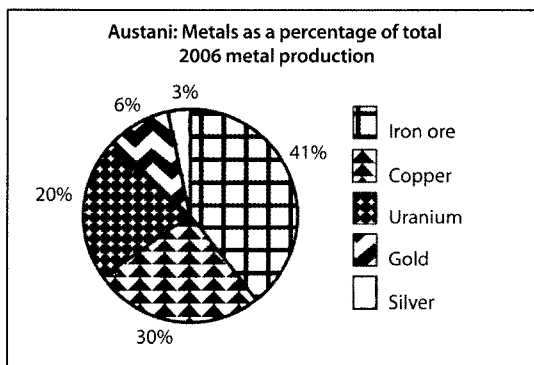
### This Unit and IELTS

In Task 1 of the IELTS Writing test, you are often asked to compare two pie charts. In this unit, you will learn about comparing data from two pie charts.

## Getting Ready to Write – Model 1

The pie charts contain information in percentage terms about the metal commodities produced by two countries.

1 Look at the pie charts and discuss the questions on the next page with a partner.



<sup>1</sup>A commodity is a primary product that is bought and sold around the world, usually on markets. Manufactured goods are goods which are made in factories, such as computers.

- a. What do the pie charts show?
- b. What is the unit of measurement?
- c. What year do the pie charts relate to?
- d. What overall differences do the pie charts show?

2 Read Model 1 below. Check your answers to the questions.



### Model 1

The pie charts show 2006 production for two countries over the same range of five metal commodities. In general, Austani had a significant percentage of its production in iron ore, copper, and uranium, whereas Kizani had a more balanced output overall, although its biggest percentage of metal production was gold. Austani had over two thirds of its production in iron ore and copper, at 41 per cent and 30 per cent respectively. Uranium contributed a further 20 per cent. Gold and silver, however, were relatively insignificant, equalling less than one tenth of the total. In contrast, Kizani had a much more balanced output of metal commodities. Iron ore, uranium, and silver each made up 19 per cent. Gold, on the other hand, comprised almost one third of the overall production, which was a much higher percentage than in Austani. In contrast, copper output was much lower than Austani, at 12 per cent as against 30 per cent.

## Key Vocabulary

3 Check the meanings of the words below in your dictionary. If possible, check them in an English-English dictionary as well as a translation dictionary.

<b>commodities</b>	<b>copper</b>	<b>contribute</b>	<b>segment</b>
<b>range</b>	<b>uranium</b>	<b>relatively</b>	<b>comprise</b>
<b>extremely</b>	<b>equal</b>	<b>iron ore</b>	<b>balanced</b>
<b>output</b>	<b>limited</b>	<b>agriculture</b>	<b>focus</b>

4 Choose the words below to complete the table on the next page.

comprise	major	make up
ratio	share	output
considerable	section	proportion

Synonyms or words of similar meaning
significant
contribute
production
percentage
segment

- 5 Choose the appropriate word from those given in brackets and use the words from the table above to complete the text below.

The pie charts show 2003 \_\_\_\_\_ for two countries over the same range of five agricultural (commodity/commodities). In general, Riola had a significant (percentage/percentages) of its production in apples, oranges, and wool, whereas \_\_\_\_\_ in Sierra was more balanced, with a special emphasis on wheat and barley. Riola had over two thirds of its (production/productions) in apples and oranges, at 41 per cent and 30 per cent respectively. Wool \_\_\_\_\_ a further 20 per cent. Wheat and barley, however, were relatively insignificant, equalling less than one tenth of total farm (export/exports). In contrast, Sierra had a much more even (output/outputs) of agricultural \_\_\_\_\_. Apples made up 19 per cent, with orange production at 12 per cent. Wool \_\_\_\_\_, at 19 per cent, was almost the same as in Riola. Wheat, on the other hand, \_\_\_\_\_ almost one third of the overall production, with barley \_\_\_\_\_ 19 per cent.

- 6 Mark the words from the box above in the model answer.

## Essential Grammar — Describing segments of a pie chart

When describing segments of a pie chart, we can refer to proportions, ratios, percentages, fractions, and shares of the pie chart.

### Examples

a significant percentage  
 over two thirds  
 a further 20 per cent  
 less than one tenth  
 almost the same as  
 almost one third  
 about half  
 a substantial proportion

- 7 Match the descriptions to the percentages given in the table (note that two of these descriptions are almost the same).

Descriptions	Percentages	Prepositions
1. ... a significant percentage ...	a. 8%	
2. ... over two thirds ...	b. 68%	
3. ... less than one tenth ...	c. 51%	
4. ... a substantial proportion ...	d. 32%	
5. ... almost one third ...	e. 85%	
6. ... just over 20 per cent ...	f. 20.1%	
7. ... about half ...	g. 15% (compared to 16%)	
8. ... almost the same as ...		

8 Mark all the examples of the expressions above in Model 1. Which preposition follows all of these expressions except No. 8?

9 Use the expressions above to write sentences about the data below. Note that the data is not exactly the same as in the table.

**Example**

Riola — wool — 87%

Riola had a substantial proportion of its agricultural production in wool, at 87%.

- a. Kizani — wool — 34%
- b. Austani — apples — 9%
- c. Riola — gold — 30.1%
- d. Sierra — iron ore — 43% — copper — 42%
- e. Austani — copper — 78%
- f. Sierra — barley — 48%
- g. Kizani — wheat — 67%
- h. Riola — oranges — 15% — apples — 15.5%

## Language Focus

### Comparison and contrast

When describing two pie charts, we need to compare and contrast. We can describe similarities or focus on differences, depending on the information provided in the pie charts.

**Examples**

Riola had ... **In contrast**, wheat and barley comprised half ...

**On the other hand**, Sierra had ...

Riola mainly ..., **whereas** Sierra ...

Wool output was **almost the same as** in Riola.

10 Mark the comparing and contrasting words in Model 1.

11 Think about meaning, choose the correct option in brackets, and fill in the gaps to complete the sentences.

- The pie charts show 2006 production for two countries over the (same, different) range of five metal commodities.
- Austani had a (significant, insignificant) percentage of its production in iron ore, copper, and uranium, ..... Kizani had a more (balanced, unbalanced) output, with approximately equal production of three metals.
- Austani had (under, over) two thirds of its production in iron ore and copper, at 41 per cent and 30 per cent respectively.
- Uranium contributed a (lesser, further) 20 per cent, ..... gold and silver were relatively (significant, insignificant), equalling (less, more) than one tenth of the total.
- ....., Kizani had a much more (even, uneven) output of metal commodities.
- Iron ore, silver, and uranium each made up 19 per cent, with copper production at 12 per cent, ..... Austani had 41 per cent in iron ore.
- Gold, ....., comprised (most, almost) one third of the value of overall production, with silver contributing 19 per cent.

### Ways of avoiding repetition

In Task 1 of the IELTS Writing test, it is easy to repeat the same information many times, but this is a very bad style.

- One way to avoid repetition is to use reference words, such as **it, they, them, its, or their**.
- Another way is to miss out repeated words.

Compare Paragraph A and Paragraph B below. In Paragraph B, some words have been removed, and others have been replaced with reference words. Write the reference words into Paragraph A and ~~cross out~~ the words that have been removed.

Note that reference words do not have apostrophes in English and that you cannot remove all repeated nouns or the text will lose its meaning

**A** Austani had a significant percentage of Austani's metal production in iron ore, copper, and uranium, whereas Kizani had a more balanced metal production overall than Austani, although Kizani's biggest percentage of metal production was gold. Kizani had 55% of Kizani's production in gold. Austani had over two thirds of Austani's production in iron ore and copper. Austani had 41 per cent of Austani's production in iron ore, and Austani had 30 per cent of Austani's production in copper. Uranium contributed a further 20 per cent of Austani's production. Gold production and silver production comprised less than 10% of Austani's production.

**B** Austani had a significant percentage of its metal production in iron ore, copper, and uranium, whereas Kizani had a more balanced production overall, although its biggest percentage was gold, at 55%. Austani had over two thirds of its production in iron ore and copper, at 41 per cent and 30 per cent respectively. Uranium contributed a further 20 per cent. Gold and silver, however, comprised less than 10%.

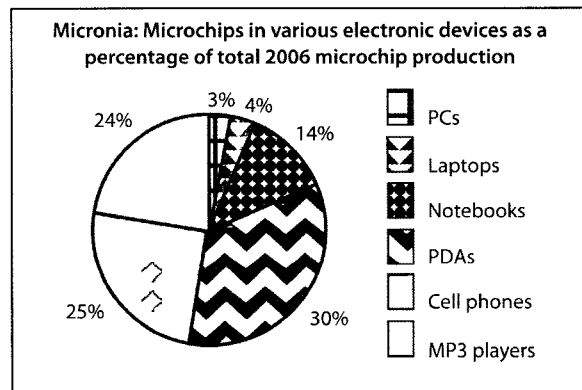
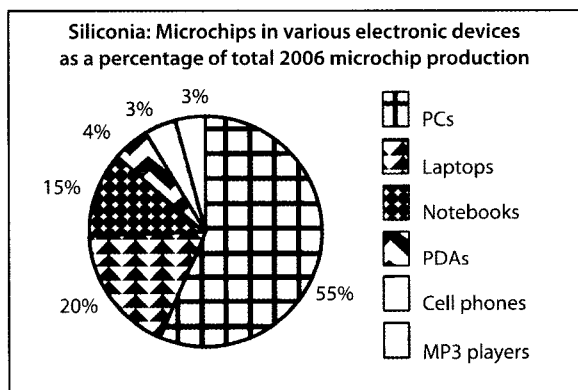
12 *You try! Remove words or change nouns to avoid repetition in this paragraph. You may need to add some extra linking words or prepositions.*

Leone had the largest percentage of Leone's agricultural production in wool, whereas Ifric had a significant percentage of Ifric's agricultural production in fruit. Ifric had 34% of Ifric's agricultural production in apples, and Ifric had 28% of Ifric's agricultural production in oranges. Ifric had only a small percentage of Ifric's agricultural production in wool and grain. In contrast, Leone had most of Leone's agricultural production in wool, and Leone had most of Leone's agricultural production in wheat and corn. Leone had 33% of Leone's agricultural production in wool, and Leone had 29% of Leone's agricultural production in wheat. Leone had 28% of Leone's agricultural production in corn. Leone had the smallest percentage of Leone's agricultural production in fruit. Leone had 10% of Leone's agricultural production in fruit. (127 words — Your paragraph should be reduced to about 70 words)

## Guided Writing

The pie charts below show data in 2006 for two companies which produce microchips.

13 *Discuss these charts with a partner and try to put the information shown into sentences, using the questions on the next page.*



- a. What do the pie charts show?
- b. How is the information measured?
- c. How many different products does each pie chart show?
- d. Which are the most important products for each company?
- e. Which products are least important for each company?

14 Before you read Model 2, use your answers to the questions above and the language from Model 1 to write your own paragraph about these pie charts. Then, compare your answer with the model below.



### Model 2

The two pie charts show microchip production figures for two companies in 2006 over the same range of electronic products. In general, Siliconia had a significant proportion of its production in the PC, laptop, and notebook market, whereas Micronia produced a larger proportion of microchips for small electronic devices. Over half of Siliconia's output was in PC microchips, at 55%. Microchips for laptops and notebooks made up another 35% of its output. Only one tenth of its total production was designed for PDAs, cell phones, and MP3 players. In contrast, Micronia focused on microchips for small electronic devices such as PDAs, cell phones, and MP3 players. These three products together comprised a substantial proportion of the total output, at 30%, 25%, and 24% respectively. Microchips for notebooks were the next biggest category, at 14%. Laptops and PCs were almost the same, at 4% and 3% respectively.

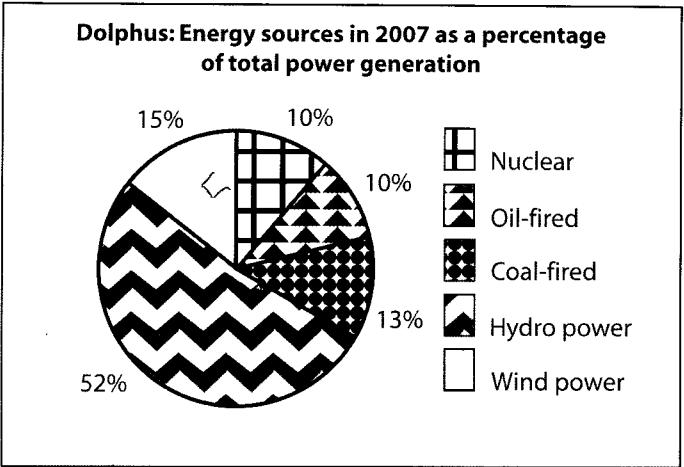
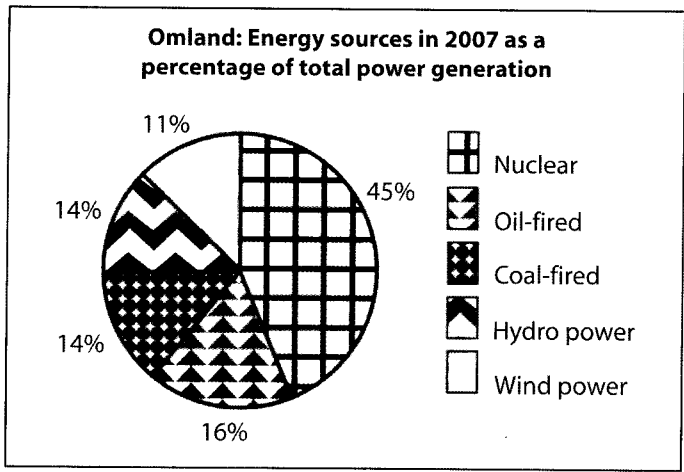
15 Read through Model 2 and find:

- language used to describe segments of a pie chart
- language used for comparison and contrast

## Writing Practice

16 Write your own paragraph about the pie charts on the next page. These show the ratio of energy sources as a percentage of total power generation for two different countries. Follow the two models in this unit and focus carefully on the grammar point and language that you have practised. Try to include some of the vocabulary words as well.





## Writing

## UNIT

## 17

Social Issues:  
Population

## This Unit and IELTS

In Task 1 of the IELTS Writing test, you may be asked to describe the information in a table. In this unit, you will describe complex tables where you need to compare the information in the cells and describe overall trends.

## Getting Ready to Write – Model 1

The table contains information about the different ethnic groups making up the population of Atlantis City over two decades.

Population of Atlantis City									
Year	SE Asian		Indian		Caucasian		Polynesian		Total Population
1988	11,000	12%	2,000	2%	60,000	68%	16,000	18%	89,000
1998	18,000	16%	2,500	2%	65,000	59%	25,000	23%	110,500
2008	35,000	23%	8,500	6%	72,000	47%	37,000	24%	152,500

1 Look at the table and discuss these questions with a partner.

- What information is the table showing?
- What has happened to the overall population of Atlantis City?
- Which groups have increased?
- Which group's percentage has dropped?
- Which two groups have had a similar (but not identical) growth pattern?
- Which group has had the biggest percentage change but the smallest population increase?

- 2 Read Model 1 below. Check your answers to the questions.



### Model 1

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The table shows the changes in ethnic population groups in Atlantis City over a twenty-year period. Overall, the city population grew significantly and all ethnic groups grew in size, but the percentages of each group changed considerably. There was a massive reduction in the percentage of Caucasians, which decreased by about one third, from 68% in 1988 to 59% in 1998 and 47% in 2008, although their numbers increased from 60,000 to 72,000. The Indian population stayed relatively stable for the first decade and then more than trebled from 2,500 to 8,500, in the decade from 1998 to 2008, even though it remained the smallest group in the city. The Polynesians and South-East Asians had a similar growth pattern, increasing from 18% and 12% respectively in 1988 to 24% and 23% of the population in 2008, although the South-East Asian population, which grew from 11,000 in 1988 to 35,000 in 2008, had a greater percentage increase.

## Key Vocabulary

- 3 Check the meanings of the words below in your dictionary. If possible, check them in an English-English dictionary as well as a translation dictionary.

**significant**

**composition**

**income bracket**

**huge**

**situation**

**upper**

**roughly**

**massive**

**employment**

**considerable**

**earner**

**treble**

- 4 Choose the best alternative from the two given in brackets in the paragraph below. Fill in the gaps with a suitable word. Check word forms carefully.

The population of Xanadu has had a (considerable/considerably) (grow/growth) in the last decade. Xanadu is (composed/composition) of four main (group/groups), and thus it is (ethnically/ethnic) (diverse/diversity). The (bigger/biggest) group is the Hun, who represents 25 (per cent/percentage) of the population, and this group has (grown/growth) (significantly/significant) over the past ten years. There are now (approximate/approximately) 35,000 Hun in Xanadu. The second and third (bigger/biggest) groups are the Jakes and the Wallies, who \_\_\_\_\_ 15 and 12 (per cent/percentage) and whose numbers have stayed (relative/relatively) \_\_\_\_\_ (over/by)

the period at about 20,000. The smallest group, the Pixies, has had a \_\_\_\_\_ increase from 5 to 15 per cent of the population. Although their proportion of the population has (treble/trebled), the group remains small in terms of numbers.

### Vocabulary Tip

To avoid repetition within a text, we can use synonyms, that is, words with the same or a similar meaning.

5 Complete the list of synonyms, using the words from the box.

about	massively	increase fourfold
significantly	increase threefold	considerably
not quite	increase twofold	

- almost, nearly,
- roughly, approximately,
- double, \_\_\_\_\_,
- treble, \_\_\_\_\_,
- quadruple, \_\_\_\_\_,
- to a large degree, \_\_\_\_\_, \_\_\_\_\_,

### Vocabulary Tip

We can categorise certain ethnicities according to the countries where people come from.

6 Complete this table by matching the ethnicities to the geographical areas.

**Caucasian      Indian      South-East Asian      Polynesian      West African**

Ethnicities	Geographical Areas
<i>e.g. Caucasian</i>	Europe, USA, United Kingdom, Republic of Ireland
	Tonga, Samoa, Cook Islands, Niue
	Cambodia, Thailand, Vietnam, Indonesia, Philippines, East Timor
	Benin, Côte d'Ivoire, Ghana, Liberia, Mali, Nigeria, Senegal
	India

## Useful words for describing graphs — Revision

Find the word in Model 1 that is used to match items in one list to items in another list. Then, find the words which are used to say that something is not exact.

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17

## Essential Grammar — Prepositional phrases: saying how much things changed

We can use prepositional phrases to say exactly how much things have increased or decreased. It is important to support your statements in this way by giving figures from the chart or graph you are describing.

### Examples

The number of people in full-time employment increased **by more than 100 per cent**.

The number of sickness beneficiaries dropped **from 500,000 to 300,000**.

The number of people in part-time employment fell **by over two thirds**.

- 7 Complete the sentences below. Use the prepositions from the box. You may have to use some prepositions more than once.

from	to	by
------	----	----

- a. The Caucasian population increased over 300,000, 12 per cent 37 per cent.  
 b. The Polynesian population decreased roughly a quarter, 42 per cent 33 per cent.  
 c. The South-East Asian population fell 35 per cent 18 per cent.  
 d. The West African population increased a third, 6 per cent 8 per cent.  
 e. The Indian population dropped slightly 5 per cent 4 per cent.

- 8 Find and underline the prepositional phrases for data in Model 1.

## Language Focus

### Linking ideas: Non-defining relative clauses

We can use non-defining relative clauses to describe data which relate to people, groups, or populations.

- Examples** who/which made up the smallest group  
 which increased by over two thirds  
 which fell significantly over the ten-year period

Note: The non-defining clause is separated from the main clause by a comma (or commas). It always follows the noun or noun phrase to which it refers.

<b>Examples</b>
-----------------

The most significant change was the huge reduction in the Caucasian population, **which decreased by over a third**.

The Indians, **who made up one of the smallest groups**, were recent arrivals.

9 Read Model 1 again and mark the non-defining relative clauses.

10 Join the pairs of sentences below together to make one sentence with a main clause and a non-defining relative clause. Fill in the gaps with the prepositions:

to	from	by	at
----	------	----	----

- There was a huge increase in Xanadu's Caucasian population. Xanadu's Caucasian population increased \_\_\_\_\_ over 300 per cent.
- There was a corresponding fall in the South-East Asian population. The South-East Asian population decreased \_\_\_\_\_ 35 per cent \_\_\_\_\_ 18 per cent.
- There was no change to the North African population. The North African population remained stable \_\_\_\_\_ 2 per cent.
- The South-East Asian population remained stable over the period. It stayed \_\_\_\_\_ around 24,000 people.
- The Wally population had the biggest decrease. It fell \_\_\_\_\_ 30%, \_\_\_\_\_ 25,000 \_\_\_\_\_ about 17,000.
- There was a significant fall in the Pixie population. It decreased threefold.
- The Wallies immigrated last century. The Wallies make up about 45% of the population.
- The Polynesian population showed a threefold increase. The Polynesian population is one of the larger ethnic groups.

11 Complete the paragraph. Use the information in the table to help you.

### Xenia

Ethnic Groups	1978	2008
Caucasian	12%	37%
Polynesian	42%	33%
South-East Asian	35%	18%
West African	6%	8%
Indian	5%	4%

Between 1978 and 2008, the Caucasian population of Xenia increased \_\_\_\_\_ 300 per cent. There was a corresponding fall in the South-East Asian population, \_\_\_\_\_ decreased \_\_\_\_\_ nearly half, 35% \_\_\_\_\_ 18%. There was also a significant decrease in the Polynesian population group, \_\_\_\_\_ fell

roughly one , from 42% . The West African population, made up one of the smallest groups, increased third, from . Finally, there was a slight drop in the Indian population, fell 5%

### Linking ideas: Using 'though', 'although', and 'even though'

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These words all have the same meaning. We use them when something is surprising or unexpected. They can go at the beginning or in the middle of a sentence.

Notes: These words cannot be used in the same sentence with 'but'.

'Even' (without 'though') has a different usage and meaning.

'Though' is informal and is used more in spoken English.

12 Find and mark *even though* and *although* in Model 1.

13 Make sentences to join these ideas together, using the linking words above and adding any other words you need. Try to vary the position of the linking word in the sentence.

- Indian population grew significantly/smallest numbers
- largest numbers/percentage of Caucasians declined
- influx of Wallies from Wallyland in 1995/percentage of Wallies decreased
- numbers of Pixies remained stable/percentage decrease
- population as a whole grew/Polynesian population declined
- Hun was the largest group/smallest percentage increase
- Jakes and Wallies had similar numbers/percentage of Jakes rose more than the percentage of Wallies
- smallest percentage increase/Caucasians had the largest numbers

### Guided Writing

The table contains information about the employment status of people between the ages of 18 and 65 in Atlantis City over two decades, 1988 – 2008.

14 Discuss the information in the table with a partner and put it into sentences, using the questions on the next page.

Workforce of Atlantis City, aged 18 – 65

Year	Full-time		Part-time		Unemployed		Student		Total Population
1988	36,000	40%	19,000	21%	10,000	11%	24,000	28%	89,000
1998	40,000	35%	25,400	23%	10,500	9%	38,100	33%	114,000
2008	65,000	41%	59,000	38%	4,500	3%	28,000	18%	156,500

- a. What main pieces of information is the table showing?
- b. What are the four categories of employment status?
- c. What are the overall trends? (Hint: look at part-time work and unemployed)
- d. Which group has stayed at almost the same percentage?
- e. Which group has grown significantly?
- f. Which group's percentage has dropped?
- g. Which group's percentage had a rise and a fall?

15 Write your own paragraph about the data. Include:

- a topic sentence
- an overall trend sentence
- a description of the table, supported by some (not all) data

16 Then, check with Model 2.



### Model 2

The table shows the changes in the employment status of the population of Atlantic City over two decades. Overall, the percentage of part-time workers nearly doubled in this period, while the number of unemployed people declined significantly. The percentage of full-time workers stayed relatively stable over the two decades, at around 40%, although the total number increased from 36,000 in 1988 to 40,000 in 1998 and 65,000 in 2008. There was a massive increase in the number of part-time workers, which rose from 19,000 to 59,000 and whose percentage increased steadily from 21% to 38% of the workforce. In contrast, the proportion of the unemployed, who were the smallest group, reduced more than threefold from 11% to 3%, and their numbers also dropped in the decade from 1998 to 2008. The percentage of students rose in 1998 and then declined dramatically from 33% to 18%, although the total number of students rose slightly from 24,000 in 1988 to 28,000 in 2008.



## Writing Practice

17 Write your own paragraph about the following table. Follow the two models in this unit and focus carefully on the grammar point that you have practised. Try to include some of the vocabulary words as well.

UNIT  
17

Income of Atlantis City Workforce									
Year	\$15,000-25,000		\$25,000-40,000		\$40,000-60,000		\$60,000 +		Total Population
1985	37,000	41%	29,300	33%	16,500	19%	6,200	7%	89,000
1995	35,200	31%	44,000	40%	22,000	20%	9,800	9%	111,000
2005	28,000	18%	64,000	41%	45,000	29%	19,500	12%	156,500

**Writing**  
**UNIT**  
**18****International Events****This Unit and IELTS**

In this unit, you will practise writing an introduction and two body paragraphs for a Task 2 essay. This essay asks you to write about advantages and disadvantages, and then to give your opinion.

**Here is the topic for the first model:**

The Olympic Games is a major international sporting event, and the opportunity to host this event is keenly contested by many countries. In your opinion, what are the major benefits and drawbacks of hosting an international sporting event such as the Olympic Games?

**Getting Ready to Write – Model 1**

The photos below show two of the special facilities built for the Beijing Olympics.



- 1 *Look at the photos and discuss these questions with a partner.*
- What are these buildings for?
  - Do you ever watch Olympic competitions on TV?
  - What are some possible problems for a country which is hosting the Olympics?
  - List some of the advantages for an Olympic host country.
- 2 *Read the introduction and body paragraphs below. Consider your answers to the questions and decide if you agree with the model text.*



### Model 1

Hosting the Olympic Games has become a huge undertaking because of the cost of preparation and the overall financial risks involved. However, it is a wonderful opportunity for the host country because of the chance for worldwide publicity and the prestige associated with the Games. This essay will discuss some of the problems and also the positive aspects of being a host for the Olympics.

There can be no doubt that holding the Olympics involves financial risks. It is possible to lose money because of the expense of the special buildings and facilities needed for the Games. For example, the original budget of under €5 billion for the Athens Olympics grew to €11 billion, and that was a shock for the Greek government. In addition, most countries have a limited budget for building projects, and if it is all spent on preparations for the Games, this may mean there is less for other essential projects.

On the other hand, there are major benefits to be gained by hosting the Olympics. It is certainly a wonderful showcase for the host country because of the global interest and TV coverage it generates. It also ensures significant investment in facilities such as stadiums, roads, water supply, and accommodation. An additional bonus is the possible profit generated by the sale of TV rights, sponsorship, ticket sales, and visitor expenditure. Over the 20 years to 2000, every country hosting the Olympics either broke even or made a profit.

### Key Vocabulary

- 3 *Check the meanings of the words on the next page in your dictionary. If possible, check them in an English-English dictionary as well as a translation dictionary.*

<b>undertaking</b>	<b>worldwide</b>	<b>aspect</b>	<b>host</b>
<b>facility</b>	<b>original</b>	<b>showcase</b>	<b>expenditure</b>
<b>publicity</b>	<b>prestige</b>	<b>budget</b>	<b>break even</b>
<b>accommodation</b>	<b>generate</b>	<b>sponsorship</b>	<b>coverage</b>

4 Complete the table below with the parts of speech for the words in the list above, according to how they are used in Model 1.

Verbs	Nouns	Adjectives

5 Use the words above to complete the sentences below. Check word forms carefully. You will not need to use all the words.

- Hosting the Olympic Games has both positive and negative \_\_\_\_\_.
- TV stations provide \_\_\_\_\_ coverage of the Olympic Games.
- The Beijing National Stadium, which is also known as the Bird's Nest, has received widespread TV \_\_\_\_\_.
- The \_\_\_\_\_ budget for the Athens Olympics was less than half of the final cost.
- Some people think that being a host country for the Olympics is a risky \_\_\_\_\_ these days.
- Others believe that it is a great opportunity to gain international \_\_\_\_\_.
- If an exhibition or a project \_\_\_\_\_, that means that it makes enough money to cover all expenses.
- Countries that host the Olympic Games rely on \_\_\_\_\_ from big companies to help them cover their costs.
- It is important to provide enough \_\_\_\_\_ for all the athletes, officials, and visitors who are present for the Games.
- Olympic host countries rely on the sale of TV rights and money spent by visitors to the Games to \_\_\_\_\_ income.

## Essential Grammar — 'because of' + noun phrase

We can use **because of** followed by a noun phrase to talk about reasons.

Note: **because** + clause

**because of** + noun phrase

### Example

Hosting the Olympic Games has become a huge undertaking **because of the cost of preparation and the overall financial risks involved**.

- 6 *Look at the pairs of sentences below. Combine them into one sentence by using 'because of + noun phrase', which means you will need to rewrite the sentence in brackets.*

### Example

It is certainly a wonderful showcase for the host country. (It generates global interest and TV coverage.)

→ It is certainly a wonderful showcase for the host country **because of** the global interest and TV coverage it generates.

- Athletes all over the world want to compete in the Olympics. (There is the chance to win a gold medal and become famous.)
  - The Japanese authorities spent half of their budget on security. (They had fears of a terrorist attack.)
  - A lot of money had to be spent on media facilities and fibre-optic cables. (The location of the G8 summit was remote.)
  - Millions of people all over the world learn more about the Olympic host country. (The resulting TV coverage ensures this.)
  - The Olympic host country can make a profit. (The sale of TV rights, sponsorship, and ticket sales make this possible.)
  - There may be some drawbacks to hosting the Games. (The cost of buildings and preparations is high.)
  - However, the advantages outweigh the drawbacks. (The host country gains a lot of status and publicity as a result of the Games.)
  - International events represent a huge undertaking for all those involved. (There is a huge financial outlay and organisation involved in the preparations for these events.)
- 7 *Read Model 1 again. Mark all the examples of 'because of + noun phrase' in Model 1.*

## Language Focus

### Demonstrative pronouns / determiners: 'this', 'these', and 'that'

In written English, we often use 'this', 'these', and 'that' to talk about a previous idea in the text. This is very important for clear writing in English.

<b>Examples</b>
-----------------

**This** may mean there is less for other essential projects.

[= a lot of money being spent on preparation for the Games]

**That** was a shock for the Greek government.

[= the fact that the budget more than doubled in size]

8 *Look at the sentences below. Choose the correct option to complete each sentence and underline the words that the demonstrative pronoun (**this/these**) relates to.*

- Hosting the G8 summit is an important opportunity for any country. (This/These) is now recognised by most of the major political powers.
- There are significant benefits to be gained by hosting the World Soccer Competition. (This/These) relate to the global interest and TV coverage generated by the Games.
- Half of the budget for the 2008 summit was spent on security. (This/These) totalled about £142 million.
- The promises made at the previous summit had not yet been kept. (This/These) related to increased annual aid for African countries.
- Holding the G8 summit involves a considerable financial commitment. (This/These) is not shared by the other members of the G8 group.

9 *Mark the demonstrative determiners in Model 1.*

10 *Look at the sentences below. Choose the correct option to complete each sentence.*

- The cost of organising the summit itself increased tenfold. This (cost/summit) covered new facilities, hospitality, and accommodation.
- In 2008, there was the fear of a terrorist attack. This (fear/attack) arose due to the bombings in Britain at the time of the 2005 summit.
- Half of the 2008 budget was spent on a huge police operation. This (budget/police operation) mobilised 21,000 police officers from across the country.
- In 2005, summit members made pledges of increased aid commitments to Africa. These (members/aid commitments) have not been fulfilled.
- A new five-billion yen media centre with fibre-optic cables was specially built in northern Japan. This (media centre/fibre-optic cables) was necessary because of the lack of media facilities in the remote location.

## Signpost words

### Supporting the idea or opinion:

There can be no doubt that ...

For example, ...

In addition, ...

Also ...

An additional bonus ...

### Introducing a contrasting argument (i.e. opposing the previous idea or opinion):

However, ...

On the other hand, ...

'On the other hand' signals an opposite idea, not an additional idea. It has the same meaning as 'however'.

**Example**

Holding the Olympics involves financial risks. [Body paragraph 1]

**On the other hand**, there are major benefits to be gained by hosting the Olympics. [Body paragraph 2]

11 Find and underline all the signpost words in Model 1.

## Apply the Language You Have Learned!

Discuss the Olympics with your partner. Try to make statements about some possible benefits and disadvantages of hosting the Olympics. Write some sentences about the importance of the Olympics for you and your family.

## Guided Writing

Here is the topic for Model 2:

The G8 summit is a major international event where countries meet to discuss important international issues. Recently, China and other countries have been included in this meeting. In your opinion, what are the major benefits and drawbacks of hosting an international event such as the G8 summit?

12 Order the sentences below (a – l) to form an introduction and two body paragraphs for an essay on hosting the G8 summit. The first one has been done for you.

- a. 1 Hosting the G8 summit is an important opportunity for any country because of the publicity and the possible political benefits.
- b. In this essay, I will discuss some of the benefits to be gained by being a host for the G8 summit and also consider some of the disadvantages.
- c. For example, the overall budget for the 2008 summit in Japan of £285 billion was more than triple that of the same event in Britain three years ago.
- d. There can be no doubt that there are major benefits to be gained by hosting the G8 summit.
- e. It also ensures significant investment in facilities such as media centres and accommodation.
- f. An additional bonus is the political benefit of being a member of the elite G8 group.
- g. It is certainly a showcase for the culture and attractions of the host country because of the global interest and TV coverage it generates.
- h. That was a shock for the Japanese people.
- i. On the other hand, holding the G8 summit involves a considerable financial commitment.

- j. The cost of organising the summit itself increased tenfold.
- k. However, it has become a huge undertaking because of the soaring cost of preparation and the overall security risks it involves.
- l. In addition, half of the budget was spent on a massive security operation due to the fear of a terrorist attack.

13 Write the sentences above as an introduction and two body paragraphs. Check your work carefully.

14 Check your answer with Model 2.



### Model 2

Hosting the G8 summit is an important opportunity for any country because of the publicity and the possible political benefits. However, it has become a huge undertaking because of the soaring cost of preparation and the overall security risks it involves. In this essay, I will discuss some of the benefits to be gained by being a host for the G8 summit and also consider some of the disadvantages.

There can be no doubt that there are major benefits to be gained by hosting the G8 summit. It is certainly a showcase for the culture and attractions of the host country because of the global interest and TV coverage it generates. It also ensures significant investment in facilities such as media centres and accommodation. An additional bonus is the political benefit of being a member of the elite G8 group.

On the other hand, holding the G8 summit involves a considerable financial commitment. For example, the overall budget for the 2008 summit in Japan of £285 billion was more than triple that of the same event in Britain three years ago. That was a shock for the Japanese people. The cost of organising the summit itself increased tenfold. In addition, half of the budget was spent on a massive security operation due to the fear of a terrorist attack.

15 Read carefully through Model 2, find and mark:

- demonstrative determiners
- 'because of' + noun phrase
- signpost words



## Writing Practice

UNIT  
18

Discuss these questions with a partner:

- a. Do you enjoy watching international soccer games?
- b. What do you think could be some problems associated with hosting the World Cup?
- c. What are some advantages to be gained by the host nation(s)?

16 Write your own introduction and two body paragraphs for the topic below. Follow the models in this unit and focus carefully on the grammar point that you have practised. Try to include some of the vocabulary words as well.

The World Cup is a very important event for soccer fans all over the world. Many countries compete for the honour of hosting this event. In your opinion, what are the major benefits and drawbacks of hosting an international sporting event such as the World Cup?

**Writing**  
UNIT  
**19****Technology:  
Communication****This Unit and IELTS**

In this unit, you will practise writing an introduction, two body paragraphs, and a conclusion for a Task 2 essay. In this essay, you are asked to evaluate two points of view and say which one you agree with.

**Here is the topic for the first model essay:**

Some people say that mobile phones represent a danger to users because of the possible health issues, such as cancer or brain damage, associated with them. Others say that mobile phones are a great benefit to mankind.

Evaluate these two viewpoints and give your own opinion.

**Getting Ready to Write — Model 1**

1 *Read the brief article below. Then with a partner, discuss the questions which follow.*

Billions of people around the world use mobile phones every day. Mobile phones emit non-ionising electromagnetic radiation, and some people believe that this may be bad for our health and may cause cancer or brain damage. Many researchers all over the world have conducted studies to find out if this belief is true. These studies include both laboratory research and long-term studies of cell phone users. Some of these studies have followed many users over long periods of time. So far, none of these studies have been able to find any link between cell phone use and disease.

- a. What are some of the possible health risks from using mobile phones?
  - b. What evidence is there that these risks are real?
  - c. What are some of the benefits of using mobile phones? Make a list of these with your partner.
- 2 *Read Model 1 and check if the writer mentioned the same benefits that you thought of. What is the writer's overall opinion about mobile phone use?*



### Model 1

Mobile phones are becoming increasingly popular nowadays, and the number of people using them has grown hugely, especially in developing countries. There is some debate about the safety of mobile phones, but in my opinion, the benefits from these phones are far greater than any possible health risks.

There is some concern that mobile phones may cause brain damage or cancer because of the radiation they emit while they are being used. Some people are also worried that cell phone towers may be bad for health. However, researchers have conducted experiments over many years to find out if this is true, and so far, they have found no evidence for this.

On the other hand, mobile phones have many benefits, both for individuals and for isolated communities. They help individuals to communicate quickly and easily, and they can be used both for social reasons and in emergencies. For example, people can use them to contact their friends, and if they use texting, the phones are cheap and convenient. They are also very useful if someone has an accident while driving. In addition, isolated communities which do not have landlines can use mobile phones to contact the outside world, and this is much cheaper than installing landline phones.

In conclusion, although some people are worried about the health risks of cell phones, there is little or no evidence for this. However, there is a lot of evidence for the benefits of cell phones, so in my opinion, we should not worry about the dangers of cell phone use.

## Key Vocabulary

- 3 *Check the meanings of the words on the next page in your dictionary. If possible, check them in an English-English dictionary as well as a translation dictionary.*

<b>debate</b>	<b>risk</b>	<b>radiation</b>	<b>emit</b>	<b>tower</b>
<b>evidence</b>	<b>experiment</b>	<b>isolated</b>	<b>emergency</b>	<b>landline</b>
<b>install</b>	<b>chat</b>	<b>destination</b>	<b>directions</b>	<b>service</b>
<b>ambulance</b>	<b>hands-free</b>	<b>concentrate</b>	<b>conduct</b>	<b>research</b>

4 Use some of the words from the list above to fill in the gaps in these paragraphs. Pay attention to word forms.

- a. Cell phones and cell phone \_\_\_\_\_ emit \_\_\_\_\_, and there is a \_\_\_\_\_ about whether this is dangerous for human health. Scientists are \_\_\_\_\_ about the health \_\_\_\_\_ of mobile phones. However, so far, they have found no \_\_\_\_\_ that the radiation that cell phones \_\_\_\_\_ poses a health risk for humans.
- b. Cell phones have many benefits for people in \_\_\_\_\_ communities because \_\_\_\_\_ phones is very expensive, and cell phones allow communication without the need for landline phones.
- c. Cell phones should not be used while driving because drivers can lose \_\_\_\_\_ if they are \_\_\_\_\_, and this can be dangerous. However, they are very useful in \_\_\_\_\_ and also to help people to get \_\_\_\_\_ for their \_\_\_\_\_ if they are lost.

5 Complete the table below for the listed words.

<b>Verbs</b>	<b>Verb forms</b>	<b>Nouns</b>
<i>install</i>	<i>installs, installed, installing</i>	<i>installation</i>
concentrate		
isolate		
emit		
text		
conduct		
risk		
research		

# Essential Grammar

## Verb tenses: summary

UNIT  
19

Tenses	Forms	Meanings
<b>Present simple tense</b>		
Active	base form verb (+ -s/-es in 3 <sup>rd</sup> person singular)	facts and opinions
Passive	am/is/are + p.p.	
<b>Present continuous tense</b>		
Active	am/is/are + V-ing	continuing action in the present
Passive	am/is/are + being + p.p.	
<b>Present perfect tense</b>		
Active	have/has + p.p.	changes, introductions past – present (with time expressions)
Passive	have/has + been + p.p.	

6 Look at paragraphs 1 and 2 of Model 1. Mark the present simple verbs, the present perfect verbs, and the present continuous verbs.

Talk with your partner about why each one has been used. NB: Some verbs are passive.

7 Put the verbs in brackets into the correct tense. NB: There may be more than one correct answer. Some verbs are passive. (Think carefully: Who did the action?)

a. Nowadays, many people (buy) ..... cell phones, and the number of cell phones (increase) ..... over the past fifteen years. As a result, many cell phone towers (build) ..... in urban areas, and some people (think) ..... this (represent) ..... a danger to health. They also (believe) ..... that cell phone users may (run) ..... the risk of brain damage or cancer because of the radiation that cell phones (emit) ..... . Consequently, many experiments (conduct) ..... in a variety of countries to find out if cell phones (pose) ..... a danger to health. So far, no evidence (find) ..... for this, but it (be) ..... possible that such evidence may be found in the future.

b. Nowadays, many people (drive) ..... private cars, and the number of cars in cities (rise) ..... hugely over the past fifty years. As a result, many new motorways and roads (construct) ..... in urban areas, and this (represent) ..... a danger to health because of the gases that (emit) ..... by car exhausts. It (be) ..... also a big problem because of the congestion that cars (cause) ..... in inner-city areas. Consequently, many new policies (develop) ..... in a variety of countries to try to manage private car use in inner-city areas. So far, no perfect solution (find) ..... for this problem, but we (hope) ..... that this problem will be solved in the future.

## 'While' + present continuous tense

Look at these sentences:

Cell phones are also very useful if someone has an accident **while** (they are) driving.

In addition, mobile phones can help people to get directions if they get lost **while** (they are) travelling to their destination.

In both of these sentences, there are two actions joined together by 'while'. Something is happening (continuous tense) and then another action interrupts the first action (simple tense).

In formal writing, we can omit the subject and the verb 'be' from the continuing action.

8 *Put the verbs in brackets in the correct form after adding **while** to the sentence. Do not use the subject and the verb **be** after **while**.*

### Example

(drive) to work — many people (waste) time in traffic congestion

**While driving** to work, many people waste time in traffic congestion.

- a. many people (have) accidents — (drive) to work
- b. chatting on a cell phone (drive) — (be) dangerous
- c. it (be) sensible to take precautions — (use) a cell phone
- d. texting (drive) — (cause) accidents
- e. people (expose) to radiation — (use) cell phones
- f. talking (drive) — (lead to) loss of concentration
- g. cell phones (emit) radiation — (use)
- h. you should (avoid) drinking alcohol — (drive)

9 *Look at Model 1 and mark all the examples of 'while + present continuous'.*

## Language Focus — Referencing using 'they', 'them', 'this', 'it', and 'these'

These words are very important for clear writing in English. Their main functions are:

- linking ideas together
- avoiding repetition of information

10 *Look back at Model 1 and mark all the reference words above. For each one, identify which word, words, or sentences the reference word refers to.*

11 *The paragraphs on the next page have correct grammar, but the writing is in a very bad style because no reference words have been used. Rewrite them, using the reference words above to link ideas and avoid repetition. You will need to remove many words and change some words. There are many correct answers. See how many words you can remove.*

- a. One major issue with playing computer games is the tendency for people to play for hours and neglect their studies. If people stay up very late, people will have trouble getting up in the morning for school or work. If teenagers waste a lot of time playing on the computer and do no exercise, wasting time playing on the computer and doing no exercise can lead to obesity and health problems. (71 words — aim to remove 9 words)
- b. Many people believe that cigarettes cause lung cancer and heart attacks because of the poisons cigarettes put into people's bodies while people are smoking. Researchers have conducted experiments over many years to find out if the belief that cigarettes cause lung cancer and heart attacks is correct, and the researchers have found a lot of evidence that cigarettes cause lung cancer and heart attacks. (64 words — aim to remove 15 words)
- c. In the past twenty years, the amount of traffic on the roads has greatly increased, and the increase in the amount of traffic has led to many problems with traffic jams and pollution in inner-city areas. Some countries have limited the use of cars in the inner city by charging fees or restricting the days on which people can drive into the city. The approach of charging fees or restricting the days on which people can drive into the city has some disadvantages, but on the whole, charging fees or restricting the days on which people can drive into the city is a good solution to the problems of inner-city traffic. (111 words — aim to remove 34 words)



### Writing conclusions (1): Identify parts of a conclusion

Conclusions go at the end of the essay. In IELTS Task 2 writing, they should be short, only one or two sentences. You need to:

- briefly summarise your ideas
- give your opinion

12 Look at the conclusion in Model 1. Find the summarising part and the opinion part.

## Guided Writing

Here is the topic for Model 2:

Some people say that it is dangerous to use cell phones in cars because of the risk of accidents. Others believe that having a cell phone in your car is better for safety. Evaluate these two viewpoints and give your own opinion.

13 Read the brief article below.

Car accidents have several main causes. The first one is careless driving, for example, overtaking on a corner or driving too fast. The second one is drinking alcohol. Drinking and driving contributes to a large percentage of motor crashes every year. However, another very significant cause of accidents is not paying attention while driving. Talking on a mobile phone can greatly increase the chances of having an accident because this distracts the driver, so he is not concentrating on the road and the other drivers. Even hands-free mobiles are harmful because they are also dangerous for the driver.

14 Discuss the topic on the previous page with a partner. Make a list of all the reasons why cell phones in cars increase safety and all the reasons why they are dangerous in cars.

Mobile phones are safe in cars	Mobile phones are not safe in cars

15 Look at this essay plan. Write an essay from the plan, following the grammar and structure of Model 1.

<b>Introduction:</b>	increase in cell phones — more in cars debate about safety some people — safer, others — more dangerous — accidents
<b>Body paragraph 1:</b> Safer	can contact emergency services — accident if someone is threatened — can use cell phone help when lost — can get directions
<b>Body paragraph 2:</b> More dangerous	chatting — dangerous — accidents — lose concentration 3 main causes — careless driving, drinking alcohol, talking on a phone even hands-free phone — harmful — no concentration
<b>Conclusion:</b>	shouldn't use phone while driving

16 Look at Model 2 on the next page and see how close your essay is to the model.

- Mark all the examples of referencing using **it**, **this**, **they**, **them**, and **these**.
- Make sure you know which words or phrases each reference word refers to.
- Mark all the finite verbs and check the tense of each one — why is this tense being used here?
- Mark all the examples of 'while + present continuous'.
- Check the conclusion — summary and opinion.





## Model 2

UNIT  
19

More and more people are using mobile phones nowadays, and the number of people using these phones in their cars has increased. There is some debate about the safety of mobile phone use in cars. Some people believe they make car travel safer, but others think they can cause accidents. This essay will evaluate these two ideas and give my opinion.

Mobile phones can make car travel safer because they allow people to quickly and easily contact emergency services if there is an accident. For example, if someone sees an accident while driving, they can call an ambulance and help can arrive very quickly. Similarly, if a driver is threatened by other drivers or by thieves, he can lock his car doors and contact the police without leaving his vehicle. In addition, mobile phones can help people to get directions if they get lost while travelling to their destination.

However, although mobile phones can increase safety, they should not be used to chat while driving. This is very dangerous because it can lead to loss of concentration and to car accidents. The three main causes of car accidents are careless driving, drinking alcohol, and talking while driving. Even a hands-free phone is harmful because the driver is not concentrating on the road while he is talking.

In conclusion, although mobile phones can make driving safer in some situations, we should not use them to talk to our friends or family while we are driving. This is very dangerous and causes many accidents every year.

## Writing Practice

- 17 Write your own introduction, body paragraphs, and conclusion for an essay on the following topic. Follow the models in this unit and focus carefully on the grammar points that you have practised. Try to include some of the vocabulary words as well.

Some people believe that there are many dangers associated with teenage use of cell phones because of the potential for bullying or abuse. Others say that cell phones have greatly improved teenagers' lives.

Evaluate these two viewpoints and give your opinion.

Writing

UNIT

20

# Environment: Tourism

## This Unit and IELTS

In this unit, you will practise writing an introduction, two body paragraphs, and a conclusion for a Task 2 essay. This essay is asking you to write about **problems and solutions**.

Here is the topic for the first model essay:

The increase in tourist numbers is causing damage to famous places, such as the Sistine Chapel and the Great Wall of China. Describe some of the causes of these problems and suggest some solutions for them.

## Getting Ready to Write – Model 1



1 *Look at the photos and discuss these questions with a partner.*

- a. Where are these places?
- b. Why do people want to visit these and other famous places?
- c. What problems are caused by too many visitors?
- d. How can we solve these problems?

2 *Read Model 1 below. According to the writer, what problems are caused by tourism? What solutions does he /she suggest?*



### Model 1

International tourism is becoming increasingly popular, and people from all over the world flock to visit famous places, such as the Great Wall of China and the Sistine Chapel in the Vatican City. However, this influx of visitors has caused many problems for the preservation and protection of these places. This essay will discuss the causes of this damage and suggest some ways it can be reduced.

Damage to famous places can be due to many different causes. For example, the paintings in the Sistine Chapel are being damaged by people breathing onto them when they visit. Their breath contains moisture, which raises the humidity of the atmosphere, and consequently damages the paintings. Damage in other places such as the Great Wall is because of tourists climbing on delicate areas, and other factors such as road building so that visitors can access the site. These activities can cause erosion and damage to the area.

There are various solutions to these problems. The first one is to limit tourist numbers, because fewer visitors will result in less damage. Another solution is to enforce strict rules about which areas people can visit and what they can do when they get there. For example, special paths can be built and people can be forbidden to walk off the paths. Visitors to inside places can be asked to wear masks to reduce humidity.

In conclusion, it is necessary to control or limit tourism at famous places, because if we do not do this, these places will disappear, and future generations will lose the opportunity to see these great wonders.

## Key Vocabulary

- 3 Check the meanings of the words below in your dictionary. If possible, check them in an English-English dictionary as well as a translation dictionary.

<b>influx</b>	<b>tourist</b>	<b>preserve</b>	<b>protect</b>
<b>damage</b>	<b>humidity</b>	<b>delicate</b>	<b>erosion</b>
<b>enforce</b>	<b>opportunity</b>	<b>generation</b>	<b>global</b>
<b>local</b>	<b>ozone</b>	<b>profit</b>	<b>attract</b>
<b>impact</b>	<b>efficient</b>	<b>encourage</b>	<b>distance</b>

- 4 Choose the correct word forms in brackets and fill in the gaps with words from the list above to complete this paragraph.

Recently, there (is/has been) an \_\_\_\_\_ of international (tourist/tourists), and this has had a big \_\_\_\_\_ on our environment. We need to be careful to \_\_\_\_\_ and (protect/protection) some of our (beautiful/beauty) and \_\_\_\_\_ (place/places) so that future \_\_\_\_\_ can enjoy them. In particular, we need to (protecting/protect) beaches from \_\_\_\_\_ caused by many (persons/people) walking on the sand dunes. We need to \_\_\_\_\_ (tourist/tourists) and business (owners/owner) to (respect/respected) the (natural/nature) environment, and if they do not do this, we need to \_\_\_\_\_ some limits on (tourist/tourism) numbers. Otherwise, the short-term \_\_\_\_\_ from tourism will soon be (lost/lose) because our natural places (disappear/will disappear). In that case, tourists will no longer (attract/be attracted) to come here, and the \_\_\_\_\_ for our tourist industry will be (reduce/reduced).

## Essential Grammar

### Writing about cause and effect: summary

Learn these common and useful words and expressions for cause and effect and use them accurately.

Cause	Effect	Structure
because	consequently as a result so	+ clause
because of due to be caused by	lead to cause (v)	+ noun/noun phrase

- 5 Look at Model 1 and mark all the cause-effect language in the model. Then, mark the noun phrases or clauses that follow them.
- 6 Use the words and expressions on the previous page to fill in the gaps in these sentences. Think carefully about cause and effect when you do this.
- Humidity is a major cause of damage to the Sistine Chapel, \_\_\_\_\_ the paintings need to be protected from moisture.
  - The erosion in the sand dunes is \_\_\_\_\_ tourism.
  - Tourists \_\_\_\_\_ a lot of damage to both natural places and historic buildings.
  - The damage can be \_\_\_\_\_ many different factors.
  - Tourists need to be able to access famous and delicate locations. \_\_\_\_\_, access roads have to be built, and these roads can \_\_\_\_\_ damage to the environment.
  - We need to protect our special places, \_\_\_\_\_ if we don't, we will lose them.
  - Too many people crowding into delicate areas can \_\_\_\_\_ the destruction of the local area.
  - Tourists \_\_\_\_\_ a lot of damage to the Great Wall of China. \_\_\_\_\_, the Government is limiting tourist numbers.
- 7 Use the words and expressions on the previous page to join these phrases together. There are many possible answers. You can change the order of the phrases if you want to. Think carefully about cause and effect.

- increased tourist numbers — pressure on facilities such as hotels
- many tourists walk on delicate areas — erosion of the land
- damage paintings — people breathe
- many tourists visit famous places — destroy the places they want to see
- there is a problem for the ozone layer — air travel
- tourist facilities — building roads and hotels — damage to the environment
- people climb onto delicate places — destroy delicate places
- (not) preserve special places — lose special places

### Suggesting solutions

In IELTS Task 2 essays, you are often asked to suggest solutions. Here are two useful language structures for doing this. Both of these structures do not state who should do the action.

#### Using 'be' + infinitive

**Example:** The first (solution) **is to limit** tourist numbers.

#### Using 'can' + passive

**Example:** Special paths **can be built** (so that people won't damage the ground when they walk).

8 Mark both of the structures on the previous page in Model 1.

9 Fill in the gaps in this paragraph to suggest solutions to the problem of air pollution in cities.

One \_\_\_\_\_ the number of cars that are allowed into the city. Another \_\_\_\_\_ enforce strict rules about car exhaust fumes so that the cars do not emit poisonous gases. For example, special tests \_\_\_\_\_ to check car emissions, and people \_\_\_\_\_ to leave their cars at home on alternate days.

10 Look at Model 1 again and turn the notes below into a paragraph.

The topic is suggesting **solutions to the problem of global warming**.

Solutions: Restrict factory emissions — smoke, poisonous gases  
 Reduce consumption of fossil fuels — e.g. petrol, diesel  
 Develop new technology — improve factory efficiency  
 Fine<sup>1</sup> countries — produce too much carbon

## Language Focus — Referencing: 'this', 'these', 'they', and 'their'

11 Look at Model 1. Underline all the reference words above and decide which words or phrases they are referring to.

12 Reduce the number of words in these paragraphs by taking out unnecessary words and using reference words.

There are various solutions for the problems with water pollution in some large rivers and lakes. The first solution for the problems with water pollution in some large rivers and lakes is to reduce the amount of waste products that factories put into rivers. The waste products that factories put into rivers can cause a big reduction in water quality, and the waste products that factories put into rivers can even kill the fish in the river. Another solution is to create rules and enforce rules for local farmers so that local farmers must limit the amount of wastewater local farmers put into the river.

In conclusion, it is necessary to control the amount of wastewater that is put into rivers, because if we do not control the amount of wastewater that is put into rivers, the rivers will become much polluted, and we will not be able to use the rivers any more for our drinking water. (158 words — aim to remove 33 words)



### Writing Conclusions (2): Practice in writing conclusions

Remember, in a conclusion, you need to:

- summarise your ideas
- give your opinion

13 Find and mark both of these parts in Model 1.

<sup>1</sup>To fine someone means to make them pay money because they have broken the law.

14 Look at Model 1 from Unit 9 below. Then, fill in the gaps in the exercise below to write a brief conclusion for this model.

One way to increase food production is for people to eat grain such as barley, oats, or maize instead of feeding it to animals. More food is produced when farmers grow crops instead of animals on their land. While animals constantly need a lot of grass or grain, water, and space in which to move, crops need only water and fertiliser. Also, it costs money to turn the grain into meat, by feeding it to animals and then killing the animals. Therefore, the food yield per unit of land is far greater with crops than with animals.

Another way to increase food production is by improving the technology that farmers use. Firstly, better methods for irrigating land need to be developed. In countries which have little or no rain, such as parts of Africa, improved irrigation could lead to a big increase in food production. Secondly, if better seeds are developed, this could lead to stronger and healthier plants, which would provide more food yield per unit of land.

In \_\_\_\_\_, the two main ways to \_\_\_\_\_ are by \_\_\_\_\_ and by \_\_\_\_\_. In my opinion, it is very important to increase food production because \_\_\_\_\_.

15 Look at Model 1 from Unit 11 below. Then, fill in the gaps in the exercise below to write a brief conclusion for this model.

In the past twenty years, the amount of traffic on the roads has greatly increased, and this has led to many problems with traffic jams and pollution in inner-city areas. Some countries have limited the use of cars in the inner city by charging fees or restricting the days on which people can drive into the city. This approach has some disadvantages but, on the whole, it is a good solution to the problems of inner-city traffic.

Restricting car traffic in the city can make it very difficult for some people to do their daily work. For example, moving quickly to meetings is very important for businessmen, and if they have no car, this could create problems for them. In addition, it is important for disabled people or for families with young children to access city services, and they should be able to drive their cars to the places where they need to go. Limiting the use of cars could create real inconvenience for some citizens.

However, there are many advantages to this idea. Firstly, it greatly reduces inner-city pollution, both by reducing the number of cars and by encouraging the use of public transport. This reduction in pollution benefits everyone who lives and works in the city. Secondly, it decreases traffic congestion and makes it easier to move around the city. Thus, businessmen may find it quicker to get to their meetings and to visit other locations either by taxi, by bus, or by rail transport.

In \_\_\_\_\_, while there are some \_\_\_\_\_ to restricting car traffic in the inner city, there are many more \_\_\_\_\_ because of the reduction in \_\_\_\_\_ and traffic \_\_\_\_\_. Therefore, I support \_\_\_\_\_.

## Guided Writing

Here is the topic for Model 2:

The increase in tourism may be causing environmental damage to our planet. What are some of the causes of this damage, and how can we work to solve the problems tourism creates?

16 *Discuss these questions with a partner.*

- a. What is the difference in focus between this topic and the Model 1 topic?
- b. What problems does tourism cause for the planet?
- c. What solutions can you think of for these problems?

17 *Look at the notes below:*

<b>Introduction:</b>	increase in tourism more air travel problems — global and local
<b>Body paragraph 1:</b>	global — aeroplanes — greenhouse gas emissions — destroy ozone layer
Problems	local — profit, BUT — damage — road building — hotel construction too many tourists destroy the places they want to visit
<b>Body paragraph 2:</b>	no simple solutions
Solutions	reduce impact of tourism limit tourist numbers make planes more efficient encourage people to stay close to home
<b>Conclusion:</b>	tourism damages local and global environment find ways — limit and control — protect planet

18 *Turn the notes into an essay. Follow the language and structure of Model 1 closely.*

19 *Check your answer with the model on the next page.*

20 *In Model 2 on the next page, find and mark:*

- a. all the cause-effect language and noun phrases or clauses that follow them
- b. all the reference words
- c. all the expressions for suggesting solutions
- d. the summary and the opinion





## Model 2

UNIT  
20

International tourism has become increasingly common in the past twenty years, and nowadays, many people travel by air to visit other cities or countries on their holidays. However, this increase in tourism has caused many problems for the environment, both locally and globally. This essay will discuss how tourism damages the environment and suggest some ways to limit this damage.

Tourism can cause damage both globally and locally. Firstly, the increase in air traffic leads to increased global warming, as aeroplanes destroy our ozone layer through greenhouse gas emissions. Secondly, although local places often make a profit from tourism, too many tourists can lead to a lot of environmental damage from road building or hotel construction. As a result, the tourism industry can damage or lose the beautiful places that attracted visitors in the first place. For example, if too many huge hotels are built at beautiful beaches like Hawaii, the beaches will disappear and only the hotels will be left for the visitors.

There are no simple solutions to these problems. However, there are some things that can be done to reduce the impact of tourism on the environment. For example, tourist numbers can be limited in delicate or precious places, and aeroplanes can be built with greater fuel efficiency. People can also be encouraged to visit the beautiful places that are close to home, rather than travelling for long distances on holiday.

In conclusion, tourism causes many problems for the environment, both locally and globally, and we must find ways to limit or control this so that we can protect our planet.

## Writing Practice

- 21 Write your own essay on the following topic. Follow the models in this unit and focus carefully on the grammar points that you have practised. Try to include some of the vocabulary words as well.

Beautiful and natural wild places, such as remote parks and alpine areas, are being threatened by increased tourist numbers. How do tourists cause damage, and what can we do to prevent them from damaging the places they want to visit?

# Vocabulary Bank

## Writing Task 1

### Describing Trends (Units 8, 14, 17)

#### Upward movement:

rise, increase, grow, go up, improve, climb, boom, more, greater  
slightly higher, rose significantly, increased sharply, grew steadily, climbed quickly  
dramatic increase, steady rise, moderate growth, considerable improvement  
peaked, reached a peak

#### Downward movement:

decrease, fall, drop, dip, go down, decline, reduce, less, fewer  
slightly lower, dropped sharply, dropped back, fell significantly, declined gradually, decreased slowly  
dramatic decline, steady fall, moderate dip, massive reduction  
reached the lowest point, dropped to the lowest point

#### Stability:

remain, stay, maintain, unchanged, steady, stable, level, consistent  
relatively stable, remained consistent, levelled off, maintained the same level  
relatively insignificant changes, a similar growth pattern

#### Fluctuation:

fluctuate, change

### Expressing Popularity (Units 1, 12)

the most popular, the second most popular, less popular than the first three, the least popular, equal popularity, the most favoured, the least favoured, ranking the highest, ranking the lowest  
The least popular attracts only ...  
In general, they prefer ...

### Expressing Percentages (Units 1, 12, 16, 17)

they account for 73%	by more than 100%
this makes up 26 per cent of the total	as a percentage of 25% participation
they represent 22 per cent of the chart	30% are involved in a significant percentage
only 9 and 7 per cent choose them respectively	a further 20 per cent
a percentage of total participation	
with a 68 per cent participation rate	

### Describing Numbers and Time (Units 3, 6, 8, 16, 17)

#### More than:

double, the most, twice as much, around twice as many,

about four times as much as, more than trebled, a substantial proportion, the largest proportion

#### Less than:

half, the least, reduced threefold, less than a half, equalling less than one tenth of the total, approximately a quarter less

#### General:

roughly a quarter, makes up two thirds, over a quarter, comprising almost one third, almost the same as, a more balanced output overall

#### Time:

in x-yearly intervals, over five-yearly intervals, over a 20-year period, over that time

### Language Used for Comparison and Contrast

#### (Units 6, 16, 17)

in contrast, in comparison, conversely, while, whereas, on the other hand, almost the same as, although, even though, rather than, except that

### Describing a Process (Unit 13)

five key stages, in the first stage, in Stage Two, after that, in the fourth stage, at the same time, several stages, during the second stage, first, firstly, second, secondly, in addition, also, after 30 minutes, finally

## Writing Task 2

### Sport & Health (Unit 2)

activity	health problems
avoid	heart disease
benefit	increase
blood pressure	muscle
celebrate	obesity
competition	overweight
competitors	participants
develop	participation
diabetes	physical fitness
discipline	promote
disease	skill
enable	social
exercise	spectators
fit	strategies
fitness programme	teamwork

### Computers (Unit 4)

addiction	cursor
available	download
broadband	eye strain
browse	have trouble
browser	home page
console	individual

internet café  
issue  
keyboard  
lack  
lead to  
leisure  
mouse  
movement  
neglect  
network  
networking  
parental  
point the cursor  
possibility

#### Mixed Schools (Unit 7)

academic  
advantage  
arguments  
co-educational  
comfortable  
concentrate  
discipline  
discussion  
distract  
distractions  
focus

post  
privacy  
prolonged  
repetitive  
site  
social  
strangers  
suffer  
supervision  
surf the net  
take a break  
tendency  
unrestricted

high school  
interact  
knowledge  
neglect  
opportunity  
peers  
primary school  
single-sex  
social skills  
strict  
study

#### Food Production (Unit 9)

acre  
barley  
cereal  
climate  
concentrate  
crops  
development  
drought  
educate  
farm equipment  
fertiliser  
food shortage  
genetic modification  
grain  
hectare  
implement  
improve

irrigate  
machinery  
manage  
processed food  
produce  
production  
productivity  
quality  
rotate  
scarce  
seeds  
soil  
techniques  
technology  
tractor  
wheat  
yield

#### Censorship (Unit 10)

access  
adversely  
appropriate  
behave  
censorship  
consider  
copy  
dangers  
disturbed  
exposure  
free access

graphic images  
harmful  
imaginary  
inappropriate  
influence  
limit  
nightmare  
pornographic  
protect  
real  
restrict

restrictions  
scenes  
select  
sites

uncensored  
unsuitable  
viewing  
violence

#### Transport (Unit 11)

access  
amount  
approach  
charge  
citizens  
congestion  
conserve  
construct  
destination  
direct route  
disabled  
efficient  
efficiently  
elevated  
encourage

existing  
fees  
inconvenience  
inner  
limit  
location  
motorists  
network  
reduce  
resources  
restrict  
solution  
traffic jams  
underground  
urban

#### Youth & Stress (Unit 15)

advice  
affect  
being busy  
budgeting  
consequence  
depression  
effect  
exams  
expenses  
factor  
failure  
headache  
homework  
individuals

insomnia  
institute  
loneliness  
meet a deadline  
project  
relax  
serious  
stress  
time frame  
trouble  
unavoidable  
under pressure  
unrealistic  
workload

#### Youth & Crime (Unit 15)

a great deal of  
addicted  
commit crimes  
common crimes  
control  
drug  
feel safe  
frightened

gangs  
harm  
police  
pressure  
prison  
properly  
society  
violence

#### International Events (Unit 18)

accommodation  
aspect  
associated  
bonus  
break even  
budget  
elite  
ensure

essential  
exhibition  
expenditure  
facility  
financial commitment  
financial outlay  
G8 summit  
generate

global interest  
 host country  
 huge undertaking  
 international  
 investment  
 keenly contested  
 made pledges  
 major  
 make a loss  
 make a profit  
 massive  
 media facilities  
 mobilised  
 no doubt  
 officials  
 opportunity  
 original  
 political

prestige  
 promised aid  
 publicity  
 remote location  
 risk  
 security  
 showcase  
 significant  
 soaring costs  
 sponsorship  
 stadium  
 status  
 terrorist attacks  
 TV coverage  
 undertaking  
 widespread  
 worldwide

### Tourism & Environmental Damage (*Unit 20*)

access	influx
alpine	limit
atmosphere	local
attract	local environment
beaches	masks
breath	moisture
causes	nature
damage	opportunity
delicate	ozone layer
destruction	planet
efficient	preservation
emissions	preserve
encourage	profit
enforce	protect
erosion	protection
factors	remote parks
flock	respect
forbidden	rules
fuel efficiency	sand dunes
generation	site
global	solutions
global environment	solve problems
great wonders	strict
greenhouse gas	tourist
historic	waste products
humidity	wild places
impact	

### Mobile Phones (*Unit 19*)

abuse	experiment
ambulance	exposed
belief	hands-free
brain damage	health issues
bullying	install
cancer	isolated
cell phone users	landline
concentrate	link
concern	mankind
conduct	potential
convenient	precautions
dangers	radiation
debate	remote location
destination	research
directions	risk
distract	scientist
emergency	service
emit	text
evidence	tower

# Answer Key

## Unit 0 Introduction

### Model Answers

#### Model 1

The Writing test in IELTS takes one hour, and candidates *must complete* two tasks. In the first task, they *have to write* a report **that describes** the information from a chart, table, or process diagram. They *must write* at least 150 words, and they *should spend* about 20 minutes on this task. **Task 2** is an essay where candidates *must discuss* an issue such as education or the environment. **They need** to illustrate their answer with **examples which come** from their own experience. In Task 2, which *should take* about 40 minutes, they *must write* at least 250 words. **The marking criteria include** grammar, vocabulary, ideas, and coherence. For the IELTS test, **it is** important that **students learn** useful vocabulary, correct grammar, and how to link ideas together. (128 words)

#### Key:

**Bold** = subjects + finite verbs (not including modal verbs)

*Italics* = modals + base form verbs

Underline = relative pronouns and relative adverbs

#### Model 2

The Reading test in IELTS lasts one hour. In the test, there are three reading passages which have a total length of 2,000 to 2,750 words. The material in the passages is at university level, and the topics are of general interest. The passages come from newspapers, magazines, or books. They sometimes include graphs or illustrations. During the test, candidates must answer forty questions, and they must write their answers on the answer sheet which is provided. Each question is worth one mark. Question types include multiple choice, short answers, gap-fill, and matching. (93 words)

#### Model 3

The Speaking test in IELTS takes eleven to fourteen minutes and has three parts. In the first part, candidates have to answer questions about their own experience. Topics include items such as clothes, food, and everyday habits, and this part lasts four to five minutes. Part Two is a short monologue where candidates must talk about a familiar topic for one to two minutes. There is a prompt topic card, and the topics include items such as a famous person or a vacation. The third part is a discussion which lasts four to five minutes. The topic is similar to Part Two. In this part, candidates must be able to describe, compare, and talk about changes and future trends. (119 words)

## Answers to Exercises

*NB: Words separated by / are both possible answers.*

4.

Base form verbs	Other verb endings	Nouns	Adjectives
e.g. compare	compares, compared, comparing	comparison	comparative
complete	completes, completed, completing	completion	completed
describe	describes, described, describing	description	descriptive
xxxxxxx	xxxxxxxxxxxxx	environment	environmental
discuss	discusses, discussed, discussing	discussion	xxxxxxxxxxx
illustrate	illustrates, illustrated, illustrating	illustration	illustrative
include	includes, included, including	inclusion	inclusive

5. -ment (environment) -ion (completion)	-ive (comparative) -ed (completed) -al (environmental)
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6. a. Candidates  
c. compare, description  
e. sections, passages  
g. includes  
i. criteria
7. a. speak  
c. is, focuses  
e. take  
g. took  
i. was
8. See Model 1. (Bold)
9. a. is, a  
c. includes, and, languages  
d. is, language  
f. are, number, speakers
- b. illustrate, experience  
d. include  
f. tasks, describing  
h. provided  
j. environmental
- b. speak  
d. includes  
f. are  
h. is  
j. work, do
- g. are
10. English is a **global** language **which is** 1,500 years old. It **includes** words **from German, French, Latin,** and **other languages** such as **Chinese**. It **is** the **official language** of science and business, **and it is** also the **most common language** on the **Internet**. **There are** 375 million **native** (first language) **speakers of English** and the **same number of** second language **speakers**. As well, **there are** 750 million **learners of English in the world** today.
11. See Model 1. (Italics)
12. a. must, be  
c. can't  
e. can't/mustn't, can't
- b. is  
d. include  
f. are
- b. can't/mustn't  
d. leave, pay  
f. give

13. See Model 1. (Underline)
14. a. English is a global language which is at least 1,500 years old.
- b. It includes many languages which were brought to Great Britain when people came to trade or to make war there.
- c. The people who came to Britain spoke different languages.
- d. As a result, English is a language where there are words from many different first languages.
- e. This is the reason why there are so many different ways to spell the same sound in English.
- f. It is also the reason why the same spelling can be pronounced in different ways.
- 15, 16. See Model 2.
17. See Model 3.
18. Optional practice.

IELTS LISTENING TEST		
Total time	30 minutes plus 10 minutes' transfer time	
Sections	Four sections, 10 questions each – 40 questions in total	
Sections 1 and 2 – social needs	Section 1 – conversation – to find information – e.g. bus timetable	Section 2 – monologue – to give information – e.g. event
	listen for specific facts, numbers, dates, information	
Sections 3 and 4 – education	Section 3 – discussion – 3 or 4 people – classroom environment	Section 4 – monologue – e.g. lecture
	listen for main ideas, information, attitudes, opinions	
Question types	short answers, multiple choice, completing sentences, gap-fill, matching, labelling a diagram	

### Model Answer

The Listening test in IELTS takes 30 minutes plus 10 minutes' transfer time, and it has four sections with 10 questions each. There is a total of 40 questions in the Listening test. In Sections 1 and 2, the topics are about social needs. Section 1 is a conversation to find information, for example, a bus timetable, and Section 2 is a monologue, where the speaker gives some information about an event. Candidates need to listen for specific facts, numbers, dates, or information. In Sections 3 and 4, the topic is education. In Section 3, candidates must listen to a conversation between 3 or 4 people in a classroom, and Section 4 is a lecture. They need to listen for main ideas, information, attitudes, and opinions which the speakers give on the tape. Question types include short answers, multiple choice, completing sentences, gap-fill, matching, and labelling a diagram. (148 words)

## Unit 1 Fast Food

### Model Answers

#### Model 1

*The pie chart* shows the fast foods that teenagers prefer in the USA. **In general, teenagers prefer hamburgers, pizza, and French fries.** *Hamburgers* are **the most popular** food of all, because *they account for* **the largest** proportion of the pie chart, at 33 per cent. *Pizza* is **the second most popular**, and *this makes up* 26 per cent of the total survey. *Teenagers* also like French fries, which **represent** 22 per cent of the chart. *Only 9 and 7 per cent of teenagers* choose fried chicken and tacos respectively, so *they* are **less popular than** the first three. **The least popular fast food** in this survey is sushi. *Only 3 per cent of teenagers* prefer this kind of food. (119 words)

#### Key:

**Bold = comparatives and superlatives**

Underline = useful words for describing graphs

*Italics = subjects*

Font = topic sentence

Font = overview sentence

#### Model 2

*The pie chart* shows the beverages that high school students prefer in China. **In general, students prefer soda, fruit juice, and mineral water.** *Soda* is **the most popular** beverage of all, because *it represents* **the largest** proportion of the pie chart, at 30 per cent. *High school students* also like fruit juice and mineral water, which **make up** 26 per cent and 24 per cent of the preferences respectively. *Only 9 and 7 per cent of high school students* choose coffee and tea, so *they* are **less popular than** the first three. **The least popular beverage** in this survey is milk. *This accounts for* only 4 per cent of high school students' preferences. (113 words)

#### Key:

**Bold = comparatives and superlatives**

Underline = useful words for describing graphs

*Italics = subjects*

Font = topic sentence

Font = overview sentence

#### Model 3

The pie chart shows the kinds of fruit that primary school children prefer in New Zealand. In general, the two most popular fruits are bananas and strawberries. Bananas are the most popular fruit of all, because they make up the largest proportion of the pie chart, at 34 per cent. Primary school children also like strawberries very much, and they account for 27 per cent of the preferences. Oranges and apples represent 15 and 14 per cent of the chart respectively, so they are less popular than the first two. The least popular fruits in the survey are peaches and kiwi fruit. 7 per cent of primary school children like peaches, and only 3 per cent choose kiwi fruit as their preferred fruit. (123 words)

### Answers to Exercises

*NB: Words separated by / are both possible answers.*

3. Which kind of fast food do you prefer / like the most?

Choose from this list: hamburgers, pizza, French fries, fried chicken, tacos, sushi.

4. a. hamburgers; b. 33%; c. hamburgers, pizza, French fries; d. 26% pizza, 22% French fries; e. sushi; f. 3%
7. a. popular; b. famous; c. famous, popular; d. popular, famous; e. popular, popular, famous
8. NB: Check third person '-s' for b, d, f.
- a. French fries make up/represent/account for 26% of fast food preferences.
- b. Ice cream makes up/represents/accounts for the biggest percentage of the pie chart.
- c. Chips make up/represent/account for 55% of the total.
- d. Fried chicken makes up/represents/accounts for 15% of the survey.
- e. Tacos make up/represent/account for 12% of the total.
- f. Sushi makes up/represents/accounts for the smallest percentage of the fast food.
9. See Model 1. (Underline)
10. See Model 1. (Bold)
11. a. French fries **are more popular than** sushi.
- b. Sushi **is the least popular** of the fast foods in the pie chart.
- c. Tacos **are more popular than** sushi, but **less popular than** fried chicken.
- d. Fried chicken **is less popular than** pizza.
- e. Pizza **is the second most popular** fast food.
- f. French fries **are more popular than** fried chicken.
- g. Hamburgers **are the most popular** of the fast foods.
- h. **The third most popular** fast food is French fries.
- i. Tacos **are less popular than** fried chicken and French fries.
- j. Pizza **is less popular than** hamburgers, but **more popular than** French fries.
12. There are many possibilities. Here is one correct answer for each sentence.
- a. Fruit juice is the most popular of the drinks/beverages.
- b. Coffee is less popular than tea.
- c. Ice cream is more popular than frozen yoghurt.
- d. Ice cream is less popular than frozen yoghurt, but more popular than chocolate.
- e. Pizza is the least popular fast food.
- f. Soda is the most popular drink/beverage.
- g. Fruit juice is less popular than soda.
- h. Frozen yoghurt is (slightly) more popular than ice cream.
13. a. Hamburgers are the most popular food of all.
- b. Pizza is less popular than hamburgers.
- c. Teenagers also like French fries.
- d. Only 9 and 7 per cent of teenagers choose fried chicken and tacos respectively.
- e. The least popular fast food in this survey is sushi.
14. See Model 1. (Italics)
- 15, 16. There are many possible answers. Here is one correct version.
- Pizza is the most popular fast food with teenagers, and it makes up 35% of the preferences. 23% of teenagers like hamburgers, which are less popular than pizza. The third most popular fast food, French fries make up 20% of the preferences. Only 11% and 9% of teenagers choose sushi and fried chicken respectively. Tacos are the least popular fast food, with only 2% of teenagers choosing this kind.

17. See Model 1. (Font and **font**)

18, 19, 20, 21. See Model 2.

22. See Model 3.

## Unit 2 Sport

### Model Answers

#### Model 1

(Doing team sports **is** popular all over the world, and participation in sporting activities, for example, soccer or basketball, **has** many benefits.) Firstly, sport **promotes** the development of the body and muscles and **helps** to keep the players fit. Secondly, this increase in physical fitness **enables** players to avoid obesity and health problems, like heart disease and high blood pressure. In addition, sportspeople **develop** useful group skills, such as teamwork and strategies. *These skills can help* them in their later lives and also in their jobs. Finally, *people* often **do** sport for social reasons, as it is a good way of making new friends and enjoying activities together. (108 words)

#### Key:

**Bold** = present simple verbs

*Italics* = subjects, countable

Underline = subjects, uncountable

Double underline = signpost words

(Font = topic sentence)

#### Model 2

*Friendly 'business-house' sports competitions* are popular with *workers* who spend many hours at work each day. Participation in these weekly competitions has many benefits. Firstly, it helps to decrease the stress from working all day. Secondly, participants can increase their overall fitness and control their weight. In addition, weekly exercise enables workers to avoid health problems, such as heart disease, diabetes, and high blood pressure. Finally, doing a team sport together in a friendly competition enables the development of teamwork and friendships that can help people in their work as well as when *they* are playing together. (97 words)

#### Key:

Double underline = signpost words

*Italics* = subjects, countable

Underline = subjects, uncountable

#### Model 3

Sports such as soccer and basketball are popular among high school students. There are lots of benefits to be gained from participation in team sports. Firstly, there are physical benefits, such as developing fitness and muscles. Secondly, doing a team sport can help to lower stress levels, and in addition, it can enable students to avoid health problems later, such as heart disease or high blood pressure. Sports players can learn useful teamwork skills that will help them in their studies and later in their lives. Finally, doing team sports leads to the development of social skills, as students make friends and enjoy the support of their team. (108 words)

### Answers to Exercises

NB: Words separated by / are both possible answers.

4. a. Participation                      b. muscles, fitness  
c. development, avoid              d. activity, social

- e. teamwork                      f. obesity  
g. enable                          h. strategic  
i. heart disease, diseases      j. fitness, beneficial
5. *NB: While there are many correct answers, it is bad style to repeat the same verb in consecutive gaps or to use one verb many times.*

- a. **Sport.** Doing sport **develops/promotes/improves** fitness and **increases/develops** muscles. It **enables** you to **avoid** illnesses, and you can **develop/improve** your teamwork skills and **improve/develop/promote** your friendships.
- b. **Saving petrol.** Choosing not to drive private cars **benefits/improves** the environment, and it **improves** the quality of air in the city. It also **promotes/develops** the use of public transport, which **avoids** traffic congestion and **increases/improves** efficiency. It **benefits** all the people who live in the city.

7. Key: **bold = nouns**

enable	<b>strategy</b>	<b>activity</b>	<b>development</b>
<b>participation</b>	develop	<b>increase</b>	<b>obesity</b>
<b>heart disease</b>	promote	<b>muscle</b>	avoid
fit	<b>skill</b>	social	<b>blood pressure</b>
<b>teamwork</b>	<b>benefit</b>	<b>health problem</b>	<b>fitness</b>

8. Countable nouns	Uncountable nouns
e.g. activity(ies)	development
strategy(ies)	participation
increase(s)	obesity
muscle(s)	heart disease
skill(s)	blood pressure
benefit(s)	teamwork
health problem(s)	fitness

9. a. (-) Participation in the company volleyball competition will be rewarded with an extra annual leave day.  
b. Basic fitness includes such things as muscle control and (-) balance.  
c. A lot of companies encourage the development of (-) teamwork by supporting friendly sporting competitions.  
d. When you join this company, they ask you to choose (a) sport for the weekly competition – either volleyball or indoor soccer.  
e. (-) Promoting team sports is a good idea for companies.  
f. Doing sports such as badminton and tennis is a good way of improving (-) fitness.  
g. Strategic thinking is an example of (a) skill which is improved by doing team sports.  
h. (-) Development of fitness is (a) result of doing team sports.
10. a. reasons  
b. players, muscles, fitness  
c. problems, diseases, pressure  
d. skills, teamwork, strategies  
e. spectators, sport  
f. players, money  
g. sport, competitions

11. Soccer is a popular **sport** for a variety of **reasons**. Firstly, players need to use their **muscles** and **develop** their **fitness** to play soccer. **Developing** a good level of fitness helps to **avoid health problems** and diseases such as high blood pressure and **obesity**. In addition, soccer helps in the **development** of **skills** such as **teamwork** and strategies. Soccer is also fun for the spectators, as it is an **exciting sport** which involves fast action. The **players** can become very famous, and some of them can **make** a lot of **money**. Finally, soccer is an important **international sport**, and many competitions are held throughout the world.

12, 13, 14, 15. See Model 1.

16. There are many **benefits** of regular exercise. **Firstly**, it can promote fitness and help you to stay healthy. **Secondly**, exercise helps to develop **skills**, and **in addition**, you can avoid **diseases** such as heart disease and **diabetes/high blood pressure** if you exercise regularly. **Finally**, if you do a team sport, you can **develop** social **skills** and strategies.

19, 20, 21. See Model 2.

22. See Model 3.

## Unit 3 Media

### Model Answers

#### Model 1

The bar graph shows the average science test scores of students in Grade 8 **in relation to** the hours they spend watching television. Overall, the students *who watch* less television have higher scores, and the average test score decreases as the number of viewing hours increases. The highest score of 80 is for students *who usually watch* one hour or less of television a day. The next highest score is **approximately** 79. This is for students *who average* two hours of television viewing. Students *who watch* no television and students *who watch* about 3 hours of television per day have a score of **about** 76. The lowest score of **approximately** 65 is for students *who view* six or more hours of television daily. (123 words)

#### Key:

**Bold = useful words for describing graphs**

Underline = verbs

*Italics = relative pronouns*

#### Model 2

The bar graph shows how many hours Americans spend watching weekday television **in relation to** age group. Overall, the older age groups watch **around** twice as much weekday television as the younger groups, and the viewing time increases with age. The figure is **around** two hours for the two younger age groups, 15 to 24 and 25 to 34, but decreases slightly to **around** 1.8 hours for the viewers *who are* 35 to 44. The viewing time is slightly higher for the 45 to 54 age group, at **about** 2.1 hours, and increases to 2.6 hours for the people *who are* 55 to 64 years old. People *who are* in the age group 65+ watch **approximately** 3.7 hours of television a day. (122 words)



**Key:****Bold = useful words for describing graphs**Underline = verbs*Italics = relative pronouns*

## Model 3

The bar graph shows the percentage of people who say they cannot live without their television in relation to age group. Overall, fewer people who are young say they need their television. In the 18 to 26 age group, the figure is only around 18 per cent of people. Less than 25 per cent of people who are in the 27 to 40 age group say they cannot live without their television. As people get older, they say they need their television more, with about 32 per cent of 41 to 50 year olds and approximately 36 per cent of 51 to 61 year olds saying they cannot live without their television. The highest figure, around 44 per cent, is for people in the over 62 age group. (128 words)

## Answers to Exercises

2. a. Bar graph  
 b. It shows the hours of TV watched per day plotted against the scores on a science test.  
 c. In hours per day  
 d. 100  
 e. Those who watch 1 hour or less per day  
 f. Those who watch 2 hours per day  
 g. Those who watch 6 hours or more per day  
 h. Those who watch 5 hours per day  
 i. The more the students watch TV, the lower their science test scores are.

average	averages averaged averaging	average	average
decrease	decreases decreased decreasing	decrease	decreasing
increase	increases increased increasing	increase	increasing
score	scores scored scoring	score	xxx
inform	informs informed informing	information	xxx

6. a. similar      b. different      c. different  
 d. similar      e. similar      f. different  
 g. similar      h. different
7. a. score      b. decrease, viewing  
 c. usually      d. approximate      e. overall, trend  
 f. decrease, increase
- 8, 10. See Model 1. (Bold)
9. a. This graph shows the test scores of primary school children in relation to the hours they spend doing homework.  
 b. This graph shows the IELTS scores of students in relation to the amount of English TV they watch.

- c. This graph shows the fitness test scores of high school students in relation to the time they spend doing sport.

11. Key: **bold = nouns**, underline = verbs, *italics = adjectives*
- a. The students in the advanced science class average four hours of television per day.  
 b. The magic **show** lasted two hours.  
 c. There was a **decrease** in **test scores** over the period.  
 d. The students view six hours of television each day.  
 e. The bar graphs show the *average score* of students in my class.  
 f. The *average test scores* in the class decrease each year.  
 g. My friend always scores highly in this **test**.  
 h. The **view** from my window is very beautiful.  
 i. Researchers **test** students to find out if television **viewing** affects performance.  
 j. **Scores** decrease as television **viewing** rises.

12. See Model 1. (Underline)

13. a. less      b. much      c. Fewer  
 d. Many      e. a lot of

14. See Model 1. (Italics)

15. a. The students who watch no television have an average score of 76.  
 b. The people who are in the 65 to 74 age group watch more television.  
 c. People who do a lot of sport generally watch less television.  
 d. Those people who watch a lot of English TV often have good spoken English skill and clear pronunciation.  
 e. Students in my class who try to speak English all the time improve their speaking skill quickly.

## 16, 17.

Bar graphs usually show some type of information in relation to other information. For example, a graph about television may show how much television is watched, measured in average hours, and the groups of people who watch it. It is important to describe the overall trend, or main idea, that the graph shows.

In Model 1, the overall trend is that the students who watch less television have higher test scores. You need to describe the data from the graph in more detail. You also need to describe the way in which the bars on the graph increase and decrease. In Model 1, there is a decrease in the test scores from 80 to 65 as students watch much television. It can be difficult to see the exact numbers on the graph. To describe these inexact figures, you may use words like 'about', 'around', and 'approximately'.

18. a. Bar graph  
 b. It shows how much TV different age groups of Americans watch.  
 c. Six age groups  
 d. In ten-yearly age groups and in hours per day  
 e. Older people tend to watch more TV.  
 f. About 2 hours  
 g. Around 1.8 hours  
 h. Approximately 2.1 and 2.6 hours  
 i. 65+

19, 20. See Model 2.

21. See Model 3.

## Unit 4 Youth Issues: Computer Use

### Model Answers

#### Model 1

Playing computer games for a long time, either individually or with friends, **causes** a lot of problems. One major issue is the tendency for people to play for hours and neglect their studies. If *they* stay up very late, *they* will have trouble getting up in the morning for school or work. Another issue is the lack of exercise **because** the players spend so much time sitting down. If teenagers waste a lot of time playing on the computer and do no exercise, *this* can **lead to** obesity and health problems. In addition, spending hours using the console controls and making repetitive movements many times can **cause** eye strain or muscle problems. (112 words)

#### Key:

Underline = two-verb phrases with -ing

**Bold** = cause-effect linking words

*Italics* = referencing pronouns

  = words or phrases the referencing pronouns refer to

#### Model 2

Spending a lot of time on the Internet can **cause** a lot of problems for young people. One major problem is the tendency for people to spend time posting photos and personal information on social networking sites such as MySpace or Facebook. If *they* do *this*, it can **lead to** privacy issues **because** this information is available to people all over the world. Another issue is adults pretending to be teenagers **so** *they* can make contact with young people through these sites. If teenagers meet these adults, *they* will have a lot of problems. Finally, wasting a lot of time playing on the Internet can **cause** health problems **due to** lack of exercise. (113 words)

#### Key:

Underline = two-verb phrases with -ing

**Bold** = cause-effect linking words

*Italics* = referencing pronouns

  = words or phrases the referencing pronouns refer to

#### Model 3

Unrestricted access to the Internet can lead to a lot of problems for young people. One major problem is the tendency for some young people to become addicted to surfing the net and to spend many hours on their computer instead of doing other things. If they do this, it can lead to social problems. For example, internet chatting or gaming does not lead to the development of the social skills that we all need in our lives to help us to get along with other people and to make friends. Another issue is that spending hours playing on the computer may cause health problems in young people because they are not doing the exercise that they need to develop their bodies and muscles. (124 words)

### Answers to Exercises

*NB: Words separated by / are both possible answers.*

4. a. tendency; b. Social networking; c. posting, private;  
d. issue, lack; e. console; f. neglect; g. Neglecting, lead to; h. have trouble; i. eye strain; j. available
6. See Model 1. (Underline)

7. a. parents; b. teenagers, time, playing; c. studies, people, prefer; d. program, age, gaming; e. Players; f. hours, playing, exercise; g. quits, keep; h. continues, lose
8. *NB: There is sometimes more than one possible answer for the words in the gaps.*

Many teenagers like **playing computer games**, and others really enjoy **using** social **networking sites** such as Facebook. They like **chatting** and **putting** photos on these sites, and they can **spend** hours every day **doing** these activities. However, if they **spend a lot of** time **sitting** at the computer, they may have trouble **getting** enough exercise, and they may end up **having** health **problems** such as **obesity**. In addition, they could suffer from **eye strain** if they spend hours **sitting** in front of a **computer** screen. Another **issue** is schoolwork. If teenagers **waste a lot of time playing** on the computer, they may end up not **doing** their homework or **being** late for class.

9. a. can cause/lead to; b. can be due to; c. can be due to;  
d. can cause/lead to; e. can cause/lead to
10. a. Playing computer games can cause/lead to a lack of time for schoolwork.  
b. Contacting strangers on social networking sites can lead to/cause a lot of problems.  
c. Problems with strangers on the net can be due to posting your photo onto a social networking site.  
d. Posting photos onto Facebook can cause/lead to a loss of privacy.  
e. Tiredness and poor work habits can be due to too many hours on the computer.  
f. Spending too many hours on the computer can cause/lead to muscle strain.  
g. Working too hard without taking a break can cause/lead to tiredness.  
h. Not getting enough exercise can cause/lead to poor health.  
i. Computer addiction can cause/lead to having no friends and becoming isolated.  
j. Poor grades at school can be due to too much time at the computer.

11. See Model 1. (Bold)

12. See Model 1. (Italics and circle)

13. a. If teenagers spend a lot of time playing on the Internet, they will become lazy, and they will get into trouble at school.  
b. Computers can be very helpful, but they can also be a big problem for people. If people spend too much time working on the computer, they will get muscle and back problems. This can lead to lower work productivity, and it can cause a lot of pain and distress as well.  
c. Cars are convenient and they give us a lot of freedom, but they can also cause a lot of problems. For example, they cause air pollution, and if there are too many cars on the roads, this can cause congestion and traffic jams.

15, 16. See Model 2.

17. See Model 3.

## Unit 5 Education: Study Abroad

### Model Answers

#### Model 1

The table illustrates the number of students from four different countries (a) who attended tertiary institutions in a western country in 2000 and 2005. Overall, the number of international students (a) dropped slightly over this five-year period and, in particular, there was a significant decrease in student numbers from China (d), although it still remained the largest group.

There was a fourfold rise in Brazilian student enrolments (c).

In 2000, the number of students who came from China (b), at 35,000, was more than twice the number of Indian students (e), at 15,000. Smaller numbers came from Japan and Brazil, at 6,000 and 2,000 respectively. In 2005, the proportion of students (a) changed considerably. Chinese student numbers (c) decreased to 22,000, but there was a dramatic increase in the number of Brazilian students (e), which went from 2,000 to 8,000. Indian student numbers (c) stayed mostly unchanged, at around 16,000, and there was a small decrease in the number of Japanese students (e), from 6,000 in 2000 to 4,000 in 2005. (160 words)

#### Key:

**Bold** = subjects (including relative pronouns and 'there')

*Italics* = noun phrases (letters beside refer to Exercise 12)

Double underline = useful words for describing graphs

□ = adjective and noun and verb and adverb combinations

Underline = past simple verbs

#### Model 2

The table illustrates the number of immigrants from four different countries (a) who came to live in Australia in 1995 and 2005. Overall, the number of immigrants (a) rose slightly over this ten-year period and, in particular, there was a significant increase in immigration from New Zealand (d), which had the largest number of arrivals in 2005. There was a big drop in South Korean immigration (c) over this time.

In 1995, the number of immigrants who came from Britain (b), at 4,500, was larger than any other group. 3,500 immigrants came from New Zealand, and smaller numbers from China and South Korea (d), at 1,500 and 800 respectively. In 2005, British immigrant numbers (c) decreased to 3,500, but there was a significant rise in the number of New Zealanders (e), which went from 3,500 to 5,100. Chinese immigrant numbers (c) stayed mostly unchanged, at around 1,600, but there was a significant decrease in the number of South Korean immigrants (e), from 800 in 1995 to 300 in 2005. (159 words)

#### Key:

**Bold** = subjects (including relative pronouns and 'there')

*Italics* = noun phrases (letters beside refer to Exercise 12)

Underline = past simple verbs

#### Model 3

The table illustrates the number of new cars sold in the USA in 2000 and 2005 and the four major countries that they came from. In general, there was a slight decrease in the number of cars sold over the period and, in particular, in the number of American cars.

In 2000, the largest number of cars sold in the USA was locally produced American cars, at 4.2 million. 2.2 million Japanese cars were sold, and smaller numbers from South Korea and Germany, at 1.1 million and 0.2 million respectively. In 2005,

this changed significantly. The number of American cars dropped considerably, to 2.6 million, and there was a significant rise in the number of Japanese cars sold, at 3.4 million. Sales of South Korean cars stayed unchanged, at 1.1 million, and there was a small increase in German cars, to 0.3 million in 2005. (145 words)

### Answers to Exercises

NB: Words separated by / are both possible answers.

2. a. 2000 and 2005; b. four; c. China in both years; d. 2000 – Brazil, 2005 – Japan; e. Chinese student numbers dropped significantly, and overall, student numbers dropped slightly.

Base form verbs	Other verb endings	Nouns	Adjectives
e.g. illustrate	illustrates illustrated illustrating	illustration	illustrative
consider	considers considered considering	consideration	considerable
enrol	enrols enrolled enrolling	enrolment	enrolled
remain	remains remained remaining	remainder	remaining
attend	attends attended attending	attendance	xxxxxxxxxx

6. Noun endings                      Adjective endings
- -ion (illustration)              • -ive (illustrative)
  - -ance (attendance)            • -able (considerable)
  - -ment (enrolment)            • -ing (remaining)
  - -der (remainder)              • -ed (enrolled)
7. Most students who attend university or other tertiary institutions come from the local area. However, some of them are international students, who come from a variety of home countries. A significant/considerable percentage of overseas students are Chinese, but there is also a significant/considerable number who come from India, Japan, and Brazil. Over the last five years, the overall number of Indian students has remained relatively unchanged, but the number of Chinese students has dropped, while Brazilian student numbers have increased fourfold in that period. In general, enrolments have dropped over this period for both domestic and international students.
8. See Model 1. (Double underline)
9. Possible answers:
- a. In general, the number of sheep increased and, in particular, in 1990.
  - b. Overall, the price of grain stayed unchanged and, in particular, corn and wheat prices stayed stable from 2000 to 2005.
  - c. In general, the population grew and, in particular, the number of children from 10–15 years old.
  - d. Overall, the price of computers dropped and, in particular, PC and laptop prices fell significantly.
  - e. In general, the percentage of full-time workers fell and, in particular, from 1980 to 1990.

10. The first verb is in the present simple because it is describing the table, which is a present fact. The reader is looking at it now.

See Model 1 for other verbs and subjects. (Underline and bold)

11. Possible answers:

- This table **illustrates** the number of students who **attended** tertiary institutions in 2008. Most students **came** from Australia, but there **was** also a significant number of students from China.
- This pie chart **shows** the percentage of teenagers who **bought** different kinds of electronic equipment in 2007. Overall, the mobile phone **was** the most popular choice, but MP3 players **were** nearly as popular.
- This bar chart **shows** the test scores of male and female students over three time periods. In general, male students **got/gained** higher scores in all periods, but the women's scores **increased** in the final time period, although they **did** not reach the men's total.
- This bar graph **illustrates** the sales of luxury cars from the years 2000–2008. Overall, the number of Lexus cars sold **was** the highest in this period, although Mercedes and BMW **were** also very popular.
- This line graph **shows** pollution levels in three major cities between the years 2000 and 2008. Overall, pollution **was** highest in 2008, though it **decreased** to some extent in Beijing in that year.

12. See Model 1. (Italics)

13. Possible answers: (Many answers are possible here.)

- The number of students from China dropped significantly.
- Brazilian enrolments rose slightly.
- The number of visitors who came from Japan stayed unchanged.
- Tourist numbers from New Zealand increased by 20%.
- The number of North American cars fell slightly.
- The number of immigrants from Africa rose considerably.
- European imports dropped slightly.
- The number of bottles of French wine rose dramatically.
- Thai tourist numbers fell significantly.
- International visitor numbers from South Korea grew slightly.

14. See Model 1. (Circle)

15. Possible answers:

- There was a significant drop in the number of students from China.
- There was a slight rise in Brazilian enrolments.
- There was no change in the number of visitors who came from Japan.
- There was a 20% increase in tourist numbers from New Zealand.
- There was a slight fall in the number of North American cars.
- There was a considerable rise in the number of immigrants from Africa.
- There was a slight drop in European imports.
- There was a dramatic rise in the number of bottles of French wine.

- There was a significant fall in Thai tourist numbers.
- There was a slight rise in international visitor numbers from South Korea.

16. a. 1995 and 2005; b. four; c. 1995 – Britain, 2005 – New Zealand; d. both years – South Korea; e. slight rise in immigration, more immigrants from New Zealand and China and fewer from Britain and South Korea

17, 18, 19. See Model 2.

20. See Model 3.

## Unit 6 Advertising

### Model Answers

#### Model 1

The bar chart shows the respective amounts of money in thousands of dollars spent on different types of advertising by two companies – Acme and Famous. Overall, Acme spent **more** on advertising **than** Famous. Both companies spent **the most** money on television promotion, with Acme spending \$250,000, while Famous spent \$200,000. Acme spent **the second highest** amount on newspaper advertising, at \$125,000, **whereas** Famous spent only \$75,000 on this type. **In contrast**, Famous spent *twice as much* on the Internet *as* Acme, at \$100,000 and \$50,000 *respectively*. Both companies spent **the least** money on billboard promotion, at about \$25,000 each. (99 words)

**Key:**

Underline = 'respectively'

**Bold** = comparing words

*Italics* = quantifying phrases

**Font** = linking words that show contrast

#### Model 2

The bar chart shows the amounts of money in thousands of euros spent on different types of sponsorship by two companies – Awesome and Best. Overall, Best spent **more** money on sponsorship **than** Awesome. Both companies spent **the most** money on sports sponsorship, with Best spending 500,000 euros, **whereas** Awesome spent 400,000 euros. Best spent twice as much money as Awesome on charities, at 200,000 euros and 100,000 euros *respectively*. **In contrast**, Awesome spent 200,000 euros on scholarships, while Best spent only 150,000 euros in this area. Awesome and Best spent **the least** money on arts and culture sponsorship, at approximately 50,000 and 75,000 euros *respectively*. (105 words)

**Key:**

Underline = 'respectively'

**Bold** = comparing words

**Font** = linking words that show contrast

#### Model 3

The bar chart shows the places where the advertisement for a popular sportswear company was first seen. Overall, most people in the older age group saw the advertisement on television, while most people in the younger age group saw it on the Internet for the first time. In the under-45 age group, 20,000 people saw the advertisement for the first time on the Internet, followed by 12,500 who saw it in the newspapers. The same number of people aged under 45 saw it on television

as on billboards, at 10,000. Twice as many people over the age of 45 saw the advertisement on television as on billboards, at 25,000 and 12,500 respectively. Fewer people in that age group saw the sportswear advertisement in newspapers and on the Internet, at 7,500 and 5,000 respectively. (133 words)

### Answers to Exercises

1. a. The bar chart shows the amounts of money spent on different types of advertising by Acme Company and Famous Company.
  - b. Dollar
  - c. Two
  - d. TV, newspapers, Internet, and billboards
  - e. TV
  - f. Billboards
  - g. Acme spent more on TV, newspapers and billboards, and less on the Internet.
4. categories, criteria, currencies, discrepancies, data, formulae, media
5. a. categories; b. types; c. advertising; d. Billboard; e. budget; f. currencies; g. in relation to; h. respectively, advertising
6. See Model 1.
7. *There are several correct answers. Here is one correct answer for each sentence.*
  - a. Microsafe spent less on TV advertising than Applex, at \$2 million and \$3 million respectively.
  - b. Acme spent more of its budget on Internet promotion than Famous, at 33% and 25% respectively.
  - c. Nyke spent more on billboard advertising than Cougar, at \$800,000 and \$700,000 respectively.
  - d. Awesome and Best spent a quarter and a half of their budgets respectively on magazine advertising.
  - e. Kayfes spent twice as much as McDonells on newspaper advertisements, at \$2 million and \$1 million respectively.
8. a. more money than  
b. less time than  
c. bigger  
d. less money on charities than  
e. more, than, less  
f. most effective  
g. least expensive, cheapest  
h. the fewest
9. See Model 1. (Bold)
10. See Model 1. (Italics)
11. a. twice as much  
b. three times as much  
c. twice as many  
d. Three times as many  
e. five times as much
12. See Model 1. (Font)
13. Any of the linking words that show contrast can be used. Note: **while** and **whereas** join the two sentences together. **Conversely** and **In contrast** are at the beginning of the second sentence in each example.
14. a. The bar chart shows the amounts of money spent on sponsorship by Awesome and Best.  
b. The money is in euros.

- c. There are two companies.
- d. Sports, charities, scholarships, and arts and culture are being compared.
- e. Both companies spent the most money on sports.
- f. Both companies spent the least money on arts and culture.
- g. Awesome spent more money on scholarships than Best.
- h. Best spent more on sports, charities, and arts and culture than Awesome.

15, 16. See Model 2.

17. See Model 3.

## Unit 7 Education: Schools

### Model Answers

#### Model 1

Single-sex high schools help to produce better students because there are fewer distractions in these kinds of schools than in co-educational schools. Nowadays, students **are learning** more than ever before, and while they **are trying** to understand all this new knowledge, they do not need distractions. *If boys and girls study together, they may become more focused on each other and not concentrate on the lesson.* For example, a male student might be more interested in impressing a female peer than listening to the teacher; similarly, female students might get into arguments over popular boys or spend their time discussing the boys in their class instead of listening to the teacher. *If high schools are single-sex, these kinds of distractions can be reduced.* (124 words)

#### Key:

**Bold = present continuous verbs**

*Italics = 'if' sentences with modals*

Underline = topic sentence

#### Model 2

On the other hand, co-ed schools have some advantages for teenagers because they offer the opportunity to learn important social skills. *If young people only interact with their same-sex peers, they may not feel comfortable in mixed company when they go to university.* For example, they may never learn how to talk easily to the opposite sex, and they might do some very foolish things when they first start to study with the opposite sex. While they **are learning** at university, they need to focus on their study. *If they **are socialising** with the opposite sex for the first time at university, they may be distracted, and they may neglect their studies and focus on their social life instead.* (119 words)

#### Key:

**Bold = present continuous verbs**

*Italics = 'if' sentences with modals*

Underline = topic sentence

#### Model 3

Co-educational schools are good for developing the social skills of both sexes. If they attend schools together, students can find out about the differences between men's and women's ideas and attitudes when they are discussing issues in class. If they go out in groups at weekends, they can become comfortable with each other and learn that men and women share many similar ideas. If they go to school together, students may become better prepared for the adult world

outside school. In the workplace, it is important for men and women to understand and communicate with each other, and co-educational school is a good place to learn the skills needed for this. (111 words)

### Answers to Exercises

*NB: Words separated by / are both possible answers.*

3. The writer believes single-sex schools are better because there are fewer distractions.
4. distract, **distract**, **distracted**  
focus, **focus**, **focused**  
concentrate, **concentration**  
reduce, **reduction**, **reduced**  
**know**, knowledge, knowledgeable
6. a. peer; b. reduce; c. interact; d. distract; e. get into an argument; f. comfortable; g. focus, concentrate; h. co-educational; i. single-sex; j. knowledge; k. advantage; l. opportunity
7. a. distraction; b. got into, argument; c. single-sex, co-educational; d. focus/concentrate; e. focus/concentrate; f. peers; g. knew; h. comfortable; i. opportunity; j. interact, peers; k. advantage; l. focus/concentrate
8. Form: present simple  
Meaning: statement of fact and opinion
9. a. simple; b. continuous; c. continuous; d. continuous; e. continuous; f. simple; g. continuous
10. See Model 1. (Bold)
11. a. are spending; b. helps, are having; c. are working, distract; d. are focusing; e. is concentrating; f. reduce; g. are choosing; h. are teaching
12. a. modal verbs: 'may' and 'will'; b. the second example; c. boys and girls study together, they do not study; d. may become more focused on each other and not concentrate on the lesson, will not pass their exams; e. future
13. See Model 1. (Italics)
15. a. Doing team sports teaches about co-operation, and being a member of a team can build social skills. Team members must pass the ball to each other, so they must learn to co-operate, and if they don't pass at the right time, their whole team can lose the game. In addition, members of a team must learn to play together even if they disagree or don't like each other very much. Finally, team members often become good friends, and they build close relationships with each other while they are playing together.
- b. Internet addiction is a very serious problem, and it has many unfortunate consequences. For example, addicts may spend hours playing games or chatting, and they may begin to neglect their friends and their work or study. If they play for many hours at night, they lose sleep, and this can also affect their health. Other health problems include eye strain, poor fitness, and even obesity because of the lack of exercise.
- c. Restricting car traffic in the city can make it very difficult for some people to do their daily work. For example, moving quickly to meetings is very important for businessmen, and if they have no car, this could create problems for them. In addition, it is important for disabled people or for families with young children

to access city services, and they should be able to drive their cars to the places where they need to go. Thus, limiting the use of cars could create real inconvenience for some citizens.

16, 17, 18. See Model 2.

19. See Model 3.

## Unit 8 Environment

### Model Answers

#### Model 1

The graph shows the birds' population in Europe, measured in millions, for the years 1977 to 2001, in three-yearly intervals. Overall, the graph shows the population **decreased** over time. In 1977, the population **was** 120 million birds. *This* **increased** to a peak of about 126 million in 1980, and then **dropped** sharply over the next six years to approximately 98 million in 1986. *It*, then, **rose** significantly to about 105 million in 1989. *It* **fell** sharply over the next three years to about 95 million in 1992 and **remained** relatively stable after that at between 96 and 90 million birds. The graph shows a trend of a gradual decrease in the number of birds since 1995. (116 words)

**Key:**

Underline = in x-yearly intervals

**Bold** = past simple verbs

*Italics* = referencing pronouns

#### Model 2

The graph shows carbon dioxide emissions, measured in millions of tons of carbon, for the years 1990 to 2004, in two-yearly intervals. Overall, the graph shows the quantity of emissions **increased** steadily over the fifteen years. In 1990, emissions **were** around 6,100 million tons of carbon. *They* **increased** slightly in 1992 to about 6,200 million tons, and then **dropped** back to the previous level in 1994. *They* **climbed** sharply for two years to approximately 6,500 million tons in 1996. *They* **remained** stable for two years, and then **rose** steadily over the next four years to nearly 7,000 million tons in 2002. *They*, then, **rose** sharply over the following two years to a peak of about 7,700 million tons in 2004. (120 words)

**Key:**

**Bold** = past simple verbs

*Italics* = referencing pronouns

#### Model 3

The graph shows the average global sea level increase, measured in millimetres, for the years 1997 to 2005. Overall, the graph shows the sea level increased steadily over the nine years. In 1997, the sea level rose around 4.8 millimetres. It increased slightly the following year to nearly 5 millimetres. It remained relatively stable for a year, then climbed steadily for three years to approximately 18 millimetres in 2002. It rose slightly to 20 millimetres in 2003. The sea level increased to approximately 23 millimetres in 2004. *It*, then, rose steeply to about 29 millimetres in 2005. (97 words)

#### Model 4

The graph shows carbon dioxide emissions, measured in

millions of tons of carbon, for the West and the East, for the years 1988 to 2006, in three-yearly intervals. Overall, the graph shows that over the period, the West emitted far more carbon dioxide than the East. However, over the eighteen-year period, the East significantly increased emissions, while the West remained relatively stable.

In 1988, emissions for the East were around 1,800 million tons of carbon. They remained stable for the next three years, and then rose to just over 2,000 million tons in 1994, before dropping back to previous levels over the next three years. They, then, climbed sharply from 1,800 million tons in 1997 to 4,000 million tons in 2006.

In contrast, the West had a far higher emission rate in 1988, of 4,000 million tons of carbon. This dropped slightly over the next three years, and then rose slightly to just over 4,000 million tons, where it stayed until 2003. The rate, then, climbed to a high of approximately 4,800 million tons in 2006. (176 words)

### Answers to Exercises

- a. line graph; b. population of birds in Europe; c. in millions of birds; d. 3 years; e. a downward trend; f. 1977-80, 1986-89, 1992-95; g. all the other years; h. after 1992
- significantly, sharply, slight, steady, gradually, quickly
- a. similar; b. similar; c. different; d. different; e. different; f. similar
- a. fell; b. significantly; c. steady; d. dropped, sharply; e. remained; f. gradually
- See Model 1.
- a. The graph shows the school population for the years 1990 to 2005 in five-yearly intervals.  
b. The graph shows the number of cars sold for the years 2001 to 2009 in two-yearly intervals.  
c. The graph shows greenhouse gas emissions for the years 1980 to 2004 in four-yearly intervals.
- See Model 1.
- See Model 1. (Bold)
- a. regular, increased; b. irregular, fell; c. regular, climbed; d. irregular, grew; e. regular, remained; f. irregular, rose
- a. was; b. were; c. were; d. was; e. was; f. were; g. was
- See Model 1. (Italics)
- a. *These figures* show changes in the environment. *They* are for the last five years.  
b. *The environment* is important to everyone. We all need *it* to survive.  
c. *Cars* use fossil fuels. *They* also create air pollution.  
d. *The hole in the ozone layer* is caused by chemicals in the air. *It* is getting bigger.  
e. *The number of species in the world* is unknown. But *it* is decreasing.  
f. *The birds in Europe* are dying. Scientists can help *them*.
- Rapid population growth during the twentieth century **caused** a lot of environmental damage. **It put** a lot of pressure on land and other natural resources, such as energy and water. **It also created** problems such as pollution, changing weather patterns, and the loss of many species of plants, birds, and animals. **These died** because urban development and agriculture **destroyed** their habitat. **They cannot** be brought back. Towards the end of the 1990s, scientists **realised** that the world was getting

warmer. **They now believe** that this is due to air pollution caused by industrial development, planes, and vehicles.

- a. line graph; b. CO<sub>2</sub> emissions; c. millions of tons of carbon; d. 14 years; e. an upward trend; f. 1990-92, 1994-96, 1998-2004; g. 1992-94; h. 1996-98
- See Model 2.
- See Model 2. (Bold and italics)
- See Model 3.
- See Model 4.

## Unit 9 Food

### Model Answers

#### Model 1

One way to increase food production is for people to eat grain such as barley, oats, or maize instead of **feeding** it to animals. More food is produced when farmers grow crops instead of animals on their land. While animals constantly need a lot of grass or grain, water, and space in which to move, crops need only water and fertiliser. Also, it costs money to turn the grain into meat, by **feeding** it to animals and then **killing** the animals. Therefore, the food yield per unit of land is far greater with crops than with animals.

Another way to increase food production is by **improving** the technology that farmers use. Firstly, better methods for **irrigating** land need to be developed. In countries which have little or no rain, such as parts of Africa, improved irrigation could lead to a big increase in food production. Secondly, if better seeds are developed, this could lead to stronger and healthier plants, which would provide more food yield per unit of land. (169 words)

#### Key:

Underline = passives

**Bold** = gerunds

#### Model 2

One way to promote a healthy diet is by **educating** people about the dangers of unhealthy eating. If people are taught that processed food is high in salt, fat, and sugar, they might choose healthier meals and snacks. **Educating** people about the problems of **eating** too much processed food could lead to better eating habits. *While* it is important to educate adults, schoolchildren should be the main target for education because they are young, and their bodies are still growing. Another way is by **promoting** healthy food. Firstly, the packaging on healthy foods should be marked to show that it is friendly, with a tick or a smiley face, and the ingredients of foods should be shown very clearly on the packaging. This would help people to choose healthy options when they are buying their daily food. Secondly, the government could help by **making** healthy food cheaper so people could afford to buy the food which is good for them. (160 words)

#### Key:

Underline = passives

**Bold** = gerunds

*Italics* = 'while' or 'whereas'

Font = topic sentences

#### Model 3

One way that governments can encourage people to eat healthy food and stay fit is by educating children while they

are very young. If physical education and healthy eating are subjects in the primary school curriculum, young people will learn from an early age the value of a strong, fit and healthy body. Food companies can also educate the public by promoting more natural food, rather than processed food, and by labelling their healthy food products clearly with a list of ingredients.

Another way that people can be encouraged to eat a healthy diet is for the government to remove all taxes from natural, unprocessed foods, and to tax highly processed foods. By doing this, the government will make the choice of what to buy simple and easy – the cheapest option is the healthiest one! (135 words)

### Answers to Exercises

2. meat
3. 1. f; 2. g; 3. l; 4. k; 5. c; 6. a; 7. i; 8. d; 9. h; 10. j; 11. e; 12. b
4. a. irrigation; b. soil; c. yield; d. farm equipment; e. produce; f. production; g. development
5. shortage; solving; increasing; production; irrigation; improved; solution; grow; increase; produced; people
6. See Model 1.
7. a. is produced; b. are given; c. is used; d. is, increased; e. are improved
8. be improved; be increased; provide; are supplied; change; grow; are grown; increases
9. See Model 1. (Bold)
10. a. on growing; b. for supporting; c. Improving; d. Making; e. Raising; f. by improving; g. Producing; h. Distributing; i. feeding
11. One way to help people to grow more food is *by educating* farmers about the highest **yield** production for their area. For example, farmers can **be encouraged** to grow high yield crops that are **suitable** for the local climate and soil type, and they can **be taught** about **rotating** crops so that the soil is not **exhausted**. Yield can **be improved** by **managing** agriculture in this way and **by replacing** meat production with suitable, high yield crops. If farmers are supported **in understanding** and **implementing** the best farming methods for their local climate, this will help to increase food production.
12. 1. b; 2. c; 3. e; 4. d; 5. a; 6. i; 7. f; 8. g; 9. j; 10. h
13. Possible answers:
  - a. Whereas some farmers use old-fashioned equipment, others make use of modern technology on their farms.
  - b. Crops make efficient use of farmland, whereas growing meat is inefficient.
  - c. Some people eat a healthy diet, while others eat too much fat and sugar.
  - d. Whereas some companies use responsible food production methods, others employ cheap alternatives.
  - e. While there is too much food in some countries, there is not enough in others.
  - f. While the climate is suitable for wheat in Canada, many farmers still choose to grow beef.
  - g. While genetic modification can solve some problems, it often creates others.
  - h. Eating too much sugar and fat is unhealthy, whereas grains, fruit, and vegetables are healthy foods.

14, 15, 16, 17. See Model 2.

18. See Model 3.

## Unit 10 Censorship

### Model Answers

#### Model 1

Some people think that if children watch violent images on television, they **may try** to copy the things they see. As a result, they **could behave** more violently towards other people. While it is sometimes true that children love to copy some of the violence they see in the games they play, they *generally* know the difference between real and imaginary violence. For example, *some* children love kung fu movies and television shows. They *often* like to play at fighting each other, and they copy the scenes they watch on TV. Yet, most of these children do not grow up to be violent.

Another argument against allowing children to watch violent TV programmes is that these programmes **could make** them frightened or **give** them nightmares. However, there is a difference between imaginary violence, such as cartoons, and real violence, such as police dramas or the TV news. For example, *most* children **might laugh** at the violence in a funny cartoon, but **be** disturbed by seeing a child being beaten in a news report. For this reason, parents need to consider what is appropriate for their own child and select programmes carefully. (191 words)

#### Key:

**Bold = modals and verbs following**

*Italics = qualifying adjectives, adverbs, adverb phrases*

Underline = linking words and phrases

#### Model 2

*Generally speaking*, software programs, such as Net Nanny, do provide *some* protection from violent or sex sites for children. For example, if children find inappropriate websites, the Net Nanny program will *usually* not allow them to open these pages. As a result, children are *mostly* safe when they use the net with these programs. However, *occasionally*, children may be able to open *some* sites that are not suitable for them to see even though they have a software censorship program.

There is a difference between a software program and the loving care and control of a parent. Parents are responsible for limiting and checking what their children see on the Internet, and they are *generally* the best people to guide children from day to day. In particular, they *mostly* know which sites may be harmful to their children. For this reason, it is their responsibility to watch and limit the sites that their children can access. The Internet is a powerful tool, and a software program by itself might not be sufficient to protect children from inappropriate influences. (178 words)

#### Key:

*Italics = qualifying adjectives, adverbs, adverb phrases*

Underline = linking words and phrases

#### Model 3

If people are allowed unrestricted access to the Internet, some may access violent or sex sites which could be inappropriate



or dangerous. However, there are several problems with restricting internet access. Firstly, it is difficult to restrict only a few sites on the Internet, and frequently, harmless or useful sites can be blocked as well as violent or pornographic ones. For example, if the censorship software does not allow access to sites which include the word 'breast', it will limit access to sites about breast cancer. In addition, blocking programs can make it difficult to download software or access other sites such as games sites.

Another argument against restricting internet access is that these restrictions could also limit personal freedom to news or other information. There is a difference between political censorship and restricting access to violent or sex sites. In particular, it is not appropriate to block people from sites which may give different opinions about some important issue. For this reason, restricting internet access is not a good way to limit violence and pornography, because it may cause more problems than it solves. (185 words)

### Answers to Exercises

NB: Words separated by / are both possible answers.

2. The writer is answering questions a, b, and d. He/She thinks that there is a difference between real and imaginary violence, and that imaginary violence is safe for children, but real violence is not.
3. 1. j; 2. a; 3. p; 4. g; 5. n; 6. b; 7. m; 8. l; 9. e; 10. i; 11. c; 12. o; 13. k; 14. f; 15. d; 16. h
4. a. disturbed                      b. images  
c. access                            d. limits  
e. protected                        f. sites  
g. selection, violent/inappropriate  
h. copy, violent                    i. imaginary  
j. consider, appropriate
5. **Censorship** of TV programmes is essential for some young viewers. **Protection from violence** is very important so that we can keep our children **safe**. **Violent** TV programmes can **influence** our children and can make them **disturbed** and give them **nightmares**. For this reason, **parents** need to give **consideration** to the programmes that their children watch and **carefully select** appropriate programmes for them. However, **imaginary** violence is probably less **harmful** than real violence, so cartoon **images** may be **appropriate** for most children.
6. a. Children **could be** disturbed by watching violent programmes on television.  
b. Violent images in the news media **may cause** children to have nightmares.  
c. Exposure to disturbing scenes **can** negatively **influence** children's behaviour.  
d. Surfing the Internet **could increase** children's exposure to violent images.  
e. Children **might copy** violent programmes on TV.  
f. Children **can be** affected by violent TV programmes.  
g. Police dramas **can show** scenes of violence, and this **could cause** nightmares for some children.  
h. Cartoons **can be** violent, but this **may not affect** children the way that real violence does.  
i. The Internet contains many inappropriate sites, and these **could have** a bad effect on children.
- j. We **may be** able to protect our children from being disturbed if we censor their TV watching.
7. See Model 1. (Bold)
8. a. (**Frequently**,) Late-night television programmes (**frequently**) contain scenes of violence and negative behaviour.  
b. (**Generally**,) Younger children (**generally**) require parental supervision when watching rental movies at home.  
c. **Some** children may be adversely affected by violent TV programmes.  
d. (**Often**,) News footage on television these days is (**often**) uncensored for violence.  
e. (**Sometimes**,) Modern computer games (**sometimes**) contain scenes of graphic violence.  
f. **Most** parents censor their children's TV programmes, but some do not.  
g. (**On the whole**,) Watching TV is not bad for children (**, on the whole**,) as long as they do not watch too much.  
h. Parents **frequently** complain that their children watch too much TV, but (**often**) they (**often**) do not restrict their viewing hours.  
i. (**Occasionally**,) Children can (**occasionally**) be deeply disturbed by something they have watched, and this can even cause nightmares.  
j. **Generally speaking**, violent TV is not a good choice for most children.
9. See Model 1. (Italics)
10. *There are many possible answers. Here is one answer.*  
It is **generally** believed that children **can be** disturbed by watching violent programmes on television. Some people are of the opinion that exposure to disturbing scenes **could** negatively **influence** children's thoughts and behaviour. For example, violent images in the news media **might cause** children to have nightmares. For this reason, experts **often** suggest that parents closely control their children's access to and viewing of scenes of a violent nature. In particular, they point out that late-night television programmes **frequently** contain scenes of violence and negative behaviour and, in addition, news footage on television these days is **generally** uncensored for violence. Furthermore, free access to the Internet and modern computer games **can increase** children's exposure to graphic images. Finally, younger children **often** require parental supervision when watching rental movies at home.
11. a. For example; b. For this reason; c. In particular; d. in addition; e. Furthermore; f. Finally
12. a. In particular  
b. For this reason, As a result  
c. First  
d. For example  
e. Furthermore, In addition  
f. Finally  
g. Yet, However
13. See Model 1.
14. If children watch the TV news, they could be deeply disturbed by the violence that they see. **As a result**, they might have nightmares or start to behave violently

towards other children. **In particular**, they might begin to hit their little brothers or sisters. **In addition/Furthermore**, they could become quiet and moody at home or become scared of going out into the street.

**However**, the violence from cartoons or fantasy programmes is generally less disturbing for most children.

**For this reason**, parents are advised to censor real violence and to decide about exposure to imaginary violence according to the nature of their individual child. **Finally**, the most important factor for children is how their family and friends behave. If they live in a close and loving family, on the whole, they are unlikely to behave violently.

16, 17. See Model 2.

18. See Model 3.

## Unit 11 Transport

### Model Answers

#### Model 1

In the past twenty years, the amount of traffic on the roads **has** greatly **increased**, and this **has led to** many problems with traffic jams and pollution in inner-city areas. Some countries **have limited** the use of cars in the inner city by charging fees or restricting the days on which people can drive into the city. This approach has some disadvantages but, on the whole, it is a good solution to the problems of inner-city traffic.

Restricting car traffic in the city *can make it very difficult* for some people to do their daily work. For example, moving quickly to meetings *is very important* for businessmen, and if they have no car, this could create problems for them. In addition, *it is important* for disabled people or for families with young children to access city services, and they should be able to drive their cars to the places where they need to go. Limiting the use of cars could create real inconvenience for some citizens.

However, there are many advantages to this idea. Firstly, it greatly reduces inner-city pollution, both by reducing the number of cars and by encouraging the use of public transport. This reduction in pollution benefits everyone who lives and works in the city. Secondly, it decreases traffic congestion and *makes it easier* to move around the city. Thus, businessmen may *find it quicker* to get to their meetings and to visit other locations either by taxi, by bus, or by rail transport. (247 words)

**Key:**

**Bold = present perfect tense**

*Italics = expressions including an adjective*

Font = introduction to the topic

#### Model 2

Recently, there **has been** a huge increase in the number of cars on the roads. This **has caused** many problems with traffic congestion in inner-city areas. Some cities **have tried** to solve this problem by building motorways underground or above street level. This approach has some advantages but, in general, it is not the best solution to the problems of inner-city traffic.

Elevated or underground motorway networks can reduce

congestion by removing a lot of traffic from city streets. Thus, *it is much easier* to travel around the city and *quicker* to get from one place to another. In addition, these new networks do not need to follow existing streets, so they can take a more direct route from one place to another, and this also *makes it easier* to travel from place to place.

However, this approach has a lot of disadvantages. Firstly, it does nothing to reduce the number of cars in the city, and this means that it does not reduce pollution. In addition, *it is difficult* to build motorway networks in an existing city. Consequently, it takes a long time and creates a lot of congestion while the new motorways are being built. Finally, the cars that come into the city on these new networks have to come back to street level once they reach their destination. This means that there will still be a lot of cars in the city. (235 words)

**Key:**

**Bold = present perfect tense**

*Italics = expressions including an adjective*

#### Model 3

Recently, the number of cars in the inner city has grown significantly, and this has led to many problems with parking in inner-city areas. Some countries have tried to solve this problem by building car parks around the inner city and providing public transport to take people into the central business district. This approach has both advantages and disadvantages for commuters.

Making car parks around the city can greatly reduce the number of cars in the city and make it much easier for people to travel long distances to work. They can drive their cars part way to work and then catch public transport to take them into the inner-city area. This avoids waiting in long traffic jams and also reduces or eliminates parking problems. In addition, it could be cheaper for drivers to take public transport than to pay high inner-city parking fees.

However, this plan needs to be carefully managed if it is going to be effective. If many people use this system, it could be a good idea, but if only a few people use it, it could be costly to set up and not very effective in reducing congestion. Therefore, public transport needs to be cheap, efficient, and fast so that it is quick and economical for drivers to get into the city and to their workplaces. In addition, there need to be sufficient car parks on the outskirts of the city so that businessmen and other commuters can easily find a park. (247 words)

### Answers to Exercises

4. 1. e; 2. h; 3. g; 4. k; 5. a; 6. i; 7. l; 8. m; 9. c; 10. d; 11. f; 12. n; 13. b; 14. j
5. **Charging** money for entry into the **inner** city is one way to **approach** the **problem** of traffic **congestion**. This would **encourage motorists** to use public transport and, at the same time, it **allows** people to use their cars if they pay a **fee**. **Restricting** vehicle **access** to the city is another way of **limiting** the **amount** of traffic. However, this could cause **inconvenience** to some people, for example **disabled** people, who need to be able to **access** the inner city in their cars, because they cannot **use** public transport easily. A third

method for **approaching** the issue is to construct **underground** or **elevated** motorway **networks** which can **carry** cars without **disturbing** street-level traffic. This would also **reduce** congestion in the inner city.

6. See Model 1. (Bold)
7. a. The number of international students coming to western countries **has increased** greatly in recent years. There **are** currently around 35,000 international students in New Zealand alone. This **has led to** many changes in education systems around the world. Vietnamese education **has begun** to become more westernised and, in turn, western education **has been forced** to change to some extent to meet the needs of Asian students.
- b. Air pollution **has become** an increasingly serious problem around the world. Asthma and other respiratory problems **are caused** by this form of pollution. The problem **has worsened** because the number of cars in developed countries **has grown**, and also, there **has been** an increase in industrial air pollution from factories and other sources.
- c. In the past thirty years, Vietnam **has become** an increasingly industrialised country. There **are** now many more factories in Vietnam, and industrial cities **have grown** fast. This **has resulted in** an increase in living standards for many Vietnamese people. For example, more Vietnamese people **own** cars and **live** in modern buildings in big cities. The use of technology **has also increased**, and now, millions of Vietnamese **have** access to the Internet and cell phones.
8. 'Change' verbs – increase, become, begin, decrease, grow, shrink, go up, go down, worsen, improve, rise, fall, widen, narrow, get, etc.
9. See Model 1. (Italics)
10. a. Limiting the number of cars makes it easier to get around.
- b. It is important to conserve our petrol resources by using public transport.
- c. Travelling by public transport makes it difficult to carry a lot of luggage.
- d. It is very difficult to move around the city if there is a lot of traffic congestion. (*if-clause* can go at the beginning of the sentence)
- e. Getting from one place to another by public transport is easy.
- f. Traffic congestion in the city makes it very difficult to get from place to place. (*in the city* can also go at the end of the sentence)
- g. It is possible to reduce congestion by building underground motorway networks.
- h. Having too many cars makes it impossible to keep our city air clean.
- i. It is difficult to predict the result of limiting cars in the inner city.
11. **Having** too many cars in the inner city **makes it difficult** to get around. **Limiting** the number of cars **makes it possible** to travel faster from place to place, but this has some problems, too. For example, **it is important** for disabled

people to access some services, and if cars are limited, this **makes it harder** for them to do this. In addition, **requiring** businessmen to use public transport **makes it harder** for them to do their work efficiently. However, **it is important** to control air pollution, and **restricting** car traffic **makes it easier** to do this. **It is also important** to reduce congestion, and **limiting** cars is one way to **make this possible**.

12. See Model 1. (Font)

13. A. 2, 1, 3; B. 3, 2, 1; C. 2, 1, 3

15, 16, 17, 18. See Model 2.

19. See Model 3.

## Unit 12 Leisure Activities

### Model Answers

#### Model 1

The pie chart **shows** the six sporting activities of male students at Hamilton University as a percentage of total participation. Overall, team sports **make up** over two thirds of the sports played by the population group, *with a 67.5 per cent participation rate*. Soccer is the most popular sport, *with 30 per cent of students involved in this activity*. This is followed by basketball, *with 25 per cent participation*. Tennis is the third most popular sport, *with 15 per cent of students choosing this activity*. Volleyball and swimming share equal popularity, *each with 12.5 per cent participation*, while the least popular sport, athletics, **attracts** only 5 per cent of male students at Hamilton University. (114 words)

#### Key:

**Bold = verbs showing data**

Underline = ranking superlatives

*Italics = qualifying phrases that give percentages*

Font = 'per cent' and 'percentage'

#### Model 2

The pie chart **shows** the six optional subjects chosen by students at Grand High School as a percentage of total participation. Overall, the performance arts – Music, Drama, and Dancing **make up** over two thirds of the elective subjects chosen, *with a 68 per cent participation rate*. Individually, Music is by far the most popular subject, *at 35 per cent*, followed by Drama, *with a 21 per cent participation rate*. The third most popular subject is Art History, *at 15 per cent*, followed closely by Dancing, *at 12 per cent*. The least popular elective subjects are Latin, *with a 10 per cent participation rate*, and Painting, *at 7 per cent*. (109 words)

#### Key:

**Bold = verbs showing data**

Underline = ranking superlatives

*Italics = qualifying phrases that give percentages*

Font = 'per cent' and 'percentage'

#### Model 3

The pie chart shows the seven different leisure activities of girls at the University of Southern Utopia as a percentage of total participation. Overall, the most popular activities are spending time with friends and shopping which, at 25 per cent and 20 per cent respectively, make up nearly half of the

participation rate. The third most popular activity is doing sport, with a 15 per cent participation rate. Going to nightclubs and going to the cinema follow, each at 12.5 per cent. The least favourite leisure activities are listening to music and chatting on the Internet, each with only a 7.5 per cent participation rate. (105 words)

### Answers to Exercises

NB: Words separated by / are both possible answers.

1. a. Sports that male students play at Hamilton University;  
b. 6; c. team; d. soccer; e. basketball; f. tennis;  
g. volleyball, swimming; h. athletics
4. do athletics, do swimming  
play baseball, play basketball, play soccer, play tennis,  
play volleyball
5. do drama, do painting  
play / listen to music  
go dancing, go shopping  
go to the cinema, go to nightclubs  
chat on the Internet
7. In western high schools, some subjects, such as maths and language, are compulsory, but there are also many **elective subjects**. **Participation** in some kind of **optional** subject is required at most schools. At Smith High School, a larger **percentage** of students prefer **playing** soccer to basketball. However, at Jones High School, **performance** activities are **more popular** than sports, and **65 per cent** of students **do** drama and music. Of the **population** of 1,300 students at Mary High School, the largest **percentage** of students prefers team sports as their **option**, whereas at Frank High School, this is **reversed**, and **55 per cent** choose individual sports, such as tennis or swimming, rather than team sports. At both schools, basketball **attracts** a significant **percentage** of students.
8. In English, we use the word **percentage** with comparative words. For example, we say, 'A larger **percentage** of students prefer soccer to basketball.' or, 'The highest **percentage** of students do drama.' We use **per cent** with numbers. For example, we say, '65 **per cent** of students prefer soccer, and 35 **per cent** prefer basketball.'
9. a. The pie chart shows the Vietnamese GDP as a percentage of global wealth.  
b. The pie chart shows the six major causes of death in New Zealand as a percentage of New Zealand mortality statistics.  
c. The pie chart shows the sales of tobacco and alcohol products as a percentage of total retail sales in the year 2006.  
d. The pie chart shows the number of cars, buses, trucks, and bicycles on the road as a percentage of vehicular traffic in Vietnam.  
e. The pie chart shows the five major import areas as a percentage of total imports to Australia.
10. a. Shopping is the most popular leisure activity.  
b. Drama is the least popular option.  
c. Eating in restaurants is the least popular option.  
d. Watching TV is the most popular leisure activity.  
e. Badminton is the most popular sport.
11. a. Skiing is the most popular sport.  
b. Rugby is the second most popular sport.

- c. Basketball is the third most popular sport.
- d. Badminton is the second least popular sport.
- e. Hockey is the least popular sport.

12. See Model 1.
13. Soccer is the most popular sport, with 30% participation. Basketball is the second most popular sport, at 25%. Tennis is the third most popular sport, with a participation rate of 15%. Volleyball and swimming together are the second least popular sports, each with 12.5% participation. The least popular sport is athletics, with a participation rate of 5%.
14. a. shows; b. make up; c. share; d. attract
15. See Model 1. (Italics)
16. a. Music is the most popular subject, with 33% of students participating in this subject.  
b. Drama is the second most popular subject, at 25%.  
c. Art History is the third most popular subject, with a 15% participation rate.  
d. Dancing is the fourth most popular subject, with 12.5% of students involved in this subject.  
e. Latin is the second least popular subject, at 7.5%.  
f. Painting is the least popular subject, with only 7% participation.
17. See Model 1.
- 18, 19, 20. See Model 2.
21. See Model 3.

## Unit 13 Technological Processes

### Model Answers

#### Model 1

(The ice cream making process has six key stages.) In the first stage, sugar, cream, and milk are mixed together in a 3,000 gallon vat to make the basic ice cream mix. In Stage Two, this mix is pasteurised, or heated to 70 degrees centigrade for 20 seconds, to kill any bacteria. After that, flavour such as chocolate, vanilla, or strawberry is added and mixed using steel blades. In the fourth stage, the mix is frozen in a tube to -10 degrees centigrade, and at the same time, it is whipped by blades to prevent ice crystals from forming. Then, the ice cream is packed into boxes and finally stored in freezers. (112 words)

#### Key:

**Bold** = passives

*Italics* = phrases of purpose

Underline = prepositional phrases

(Font = topic sentence)

#### Model 2

(The cheese making process has five key stages.) In the first stage, warm milk is cooled to 4°C in a refrigerated vat. In Stage Two, this cooled milk is pasteurised, or heated to 63°C for 30 minutes, to kill any bacteria. After that, the milk is cooled to 30°C and pumped into a cheese vat, where a starter is added to ripen the milk. After 30 to 60 minutes, a coagulant such as rennet is added to separate the milk into the whey, which rises to the top, and the curds, which remain at the bottom of the vat. This part of the process takes about 30 minutes. Finally, the curds are cut into grains and sent off to be made into different types of cheeses. (126 words)

**Key:****Bold = passives***Italics = phrases of purpose*Underline = prepositional phrases

(Font = topic sentence)

## Model 3

The bread making process has six key stages. In the first stage, warm water and sugar are added to yeast to activate it. Then, the activated yeast is added to flour and salt, and more water is added to make dough. The dough is kneaded for about 10 minutes to make it smooth and shiny. In the next stage, the dough is left to rise in a warm place for about 1–3 hours. Then, it is punched down to release air and is kneaded again for a few minutes. After that, it is shaped into loaves and left to rise a second time for about one hour. Finally, it is baked at 200°C for about 10–15 minutes. (117 words)

## Answers to Exercises

NB: Words separated by / are both possible answers.

3. Stage 1: milk, mix; Stage 2: kill; Stage 3: add, mix;  
Stage 4: whip, prevent; Stage 5: pack, boxes; Stage 6: freeze

5.

Base form verbs	Past participles	Gerunds	Nouns	Adjectives
add	added	adding	addition	added
mix	mixed	mixing	mix/mixture	mixed
freeze	frozen	freezing	freezer	frozen
pack	packed	packing	pack/package	packed
pasteurise	pasteurised	pasteurising	pasteurisation	pasteurised
prevent	prevented	preventing	prevention	preventable
store	stored	storing	storage	stored
whip	whipped	whipping	whip	whipped

6, 7.

- The ice cream making process has six **key** (*adj.*) stages.
  - In the first stage of the **process** (*n.*), sugar is **added** (*v.*) to milk.
  - The **addition** (*n.*) of the sugar makes the ice cream sweet.
  - After **adding** (*gerund*) the ingredients, the mix is **pasteurised** (*v.*).
  - The process of **pasteurisation** (*n.*) is important because it kills **bacteria** (*n.*).
  - After **pasteurisation** (*n.*), the mix is **frozen** (*v.*) in a big tube.
  - It is also whipped to **prevent** (*v.*) the formation of ice **crystals** (*n.*).
  - Prevention** (*n.*) of ice crystal formation is important because this keeps the ice cream smooth.
  - Then, the ice cream is put into **packages** (*n.*) and finally **stored** (*v.*) in **freezers** (*n.*).
8. Some possible example sentences:  
Mixing the sugar, cream, and milk is the first stage of the process.  
The ice cream mix contains sugar, cream, and milk.  
Freezing the ice cream is the final stage.  
The mixture is frozen after it is packed.

The ice cream is stored in packages.

It is packed into boxes.

Pasteurisation is an important stage because it kills bacteria.

The mix is pasteurised by heating.

- The process of making a cake has several stages.
  - In the first stage, butter and sugar **are whipped** together until they are soft and creamy.
  - Then, eggs **are added** to the mixture.
  - After that, flour and baking powder **are mixed**, and maybe, some flavour such as chocolate or raisins **is added**. (*is* agrees with *flavour* – uncountable)
  - In the third stage, the tin for baking the cake **is prepared**, and the cake mix **is poured** into the tin.
  - The tin **is put** into the oven.
  - The cake **is baked** for 30 minutes to one hour.
  - Finally, it **is left** to cool and then **eaten**. Yum!

10. See Model 1. (Bold)

11. The **process** of making Chinese dumplings has several stages. **In the first stage/First**, flour and water **are mixed** together to make a dough, and this is **kneaded** for several minutes. Then, the dough **is formed/made** into balls and is rolled out to make circles. In the next stage, the filling **is made**. Vegetables and meat **are chopped**, and spices **are added** to make a tasty **mix(ture)**. The dough circles **are filled** with the **mixture** and then, they are **sealed** with a little water. Finally, they are **boiled** in a pot of water and then **eaten**. They are very delicious!

- The flour and water are kneaded for a few minutes **to make** the dough smooth and shiny.
- The ice cream is put into boxes **to be sold** in shops.
- The mixture is whipped with giant paddles **to prevent** ice crystals from forming.
- Chocolate is added to the mix **to make** it taste very good.
- The mix is heated to 70°C for twenty seconds **to pasteurise** it and **to kill** the bacteria.
- Sugar and eggs are beaten together **to introduce** air into the cake and **to make** the eggs stiff and shiny.
- The water is boiled for ten minutes **to kill** the germs and bacteria that may be present.
- The ice cream is stored in the freezer **to prevent** it from melting and deteriorating.

13. See Model 1. (Italics)

14. One suggested answer:

The process of making Chinese dumplings has several stages. First, flour and water are mixed together to make a dough, and this is kneaded for several minutes **to make it smooth**. Then, the dough is formed into balls and is rolled out to make circles **to enclose the filling**. In the next stage, the filling is made. Vegetables and meat are chopped, and spices are added to make a tasty mixture. The dough circles are filled with the mixture and then, they are sealed with a little water **to make them stick together when they are cooked**. Finally, they are boiled in a pot of water and then eaten. They are very delicious!

- At the beginning of their study, most people can't speak any English.

- b. After hard study, they gradually improve.
- c. In the end, some people become fluent in speaking English.
- d. However, because of pronunciation difficulties, others find it more difficult to communicate effectively.
- e. In many cases, newcomers/foreigners have a strong first language accent, so it is hard for others to understand them.
- f. In English speaking countries, they have difficulty being understood.
- g. However, in their own country, there is no problem.
- h. After some time in the new country, they change their accent so they can speak more clearly.

16. See Model 1.

19, 20. See Model 2.

21. See Model 3.

## Unit 14 Money and Finance

### Model Answers

#### Model 1

The line graph shows oil prices in dollars per barrel **from** 1995 **with forecasts to** 2015. Overall, oil prices increased by nearly five hundred per cent **from** 1995 **to** 2009, with the most dramatic increase **in** the three years **from** 2006 **to** 2009. This rise **is predicted to continue into the future**. Prices started at twenty dollars a barrel **during** 1995 and then *rose slightly* to approximately twenty-four dollars **in** 1998. The cost of a barrel then dropped **for** two years, to the lowest point of about sixteen dollars **during** 2000. **After that**, there was a steady price rise, reaching about fifty dollars a barrel **in** 2006. This was followed by a dramatic climb to one hundred dollars **in** 2009, and it is forecast that **this rise will continue into the future and will level off slightly after** 2010. (139 words)

#### Key:

Underline = adjective and noun combinations

*Italics* = verb and adverb combinations

**Bold** = future prediction language

**Font** = prepositions of time

#### Model 2

The graph shows average house prices in Britain in thousands of pounds **over** five-yearly intervals **from** 1970 **with forecasts to** 2015. Overall, house prices increased by a significant percentage **from** 1970 **to** 2005, with the most dramatic increase **in** the five years **from** 2000 **to** 2005. **It is predicted that prices will fall slightly in the future**. Prices started at around 110 thousand pounds **during** 1970 and stayed steady **for** five years. They, then, fluctuated between 110 and 120 thousand pounds **for** the next twenty years, and **from** 1995 **to** 2000, there was a steady rise to over 120 thousand pounds, which was followed by a dramatic climb in prices to approximately 190 thousand pounds **during** the next five years. **It is forecast that this rise will not continue into the future, and that prices will drop steadily** to around 180 thousand pounds **in** 2015. (146 words)

#### Key:

Underline = adjective and noun combinations

*Italics* = verb and adverb combinations

**Bold** = future prediction language

**Font** = prepositions of time

#### Model 3

The line graph shows the average price of a TV set in Utopia in dollars over several decades from the 1940s with forecasts to the 2020s. Overall, TV prices dropped sharply in the twenty years from the 1950s to the 1970s and then rose again. It is predicted that they will level off in the future. Average prices started at \$500 in the 1940s, and in the next ten years, there was a sharp rise to a peak of \$2,500 in the 1950s. Prices, then, dropped dramatically back to \$500 over the next twenty years, and this was followed by a steady rise back to approximately \$2,000 in the 2000s. It is predicted that prices will climb slightly for the next ten years and then drop back to the \$2,000 level in the 2020s. (134 words)

#### Model 4

The graph shows average international phone call prices for two countries, Atlantis and Utopia, over five-yearly intervals from 1990 with future predictions to 2015. In general, Utopia has always had much higher prices for international calls than Atlantis, and this is forecast to continue to 2015, although prices in both countries will continue to drop. In 1990, the average price for a phone call in Utopia was approximately \$2.30 a minute, and this dropped slightly to \$2 by 1995. It remained steady at around this price until 2005, when it began to drop. This drop is forecast to continue to an average of \$1.60 a minute by 2010 and to \$1.50 by 2015. In contrast, in Atlantis, the average price in 1990 was around \$1.30, and this rose slightly to about \$1.40 over the next five years, before falling significantly to around 80 cents in 2000. This drop continued over the next five years, and in 2005, the average price was around 40 cents. It is forecast that the price will continue to drop steadily to around 10 cents a minute in 2015. (183 words)

### Answers to Exercises

NB: Words separated by / are both possible answers.

- a. line graph; b. oil prices from 1995 to 2015; c. dollars per barrel and five-yearly intervals; d. 20 years; e. 15 years in the past and 5 years in the future; f. a big rise in prices; g. 1995–2000, 2010–2015; h. 2005–2010
- Here are some possibilities.

Money	Time	Adjectives for describing changes
cost	decade	surprising
dollars	week	dramatic
pounds	years	light
euros	5-yearly interval	sharp
yuan	century, etc.	sudden
price		steady
yen, pesos, etc.		small, etc.

- 13; 62; 11; 190; 37; 1,000,000; 2,010; 12; 52,000; 16; 8; 8; 11; 12; 13; 16; 37; 62; 190; 2,010; 52,000; 1,000,000

6. ninety-five; two thousand; forty; three million; ninety-five thousand; nineteen; seventy-two

**Useful words for describing graphs**

The chart shows blueberry production in kilograms per year.

The chart shows egg prices in euros per dozen.

The chart shows the price of gold in pounds per ounce.

The chart shows the population in millions per city.

7. a. In 2004, there was a slight increase in the cost of oil to \$26 per barrel.  
 b. House prices climbed moderately in 2007.  
 c. Oil prices will fall significantly over the next two years.  
 d. There was a slight drop in enrolments at university last year.  
 e. House prices increased dramatically over a twenty-year period.  
 f. There was a steady rise in beef prices for two years to reach a peak of \$22 per kilo.  
 g. There was a sudden drop in the cost of a house in 1992.  
 h. Gold prices rose dramatically last month, from \$700 to \$900 per ounce.
8. a. rose/increased/climbed slightly  
 b. sudden/dramatic decrease/drop/fall  
 c. rose/increased/climbed steadily  
 d. slight drop/fall/decrease  
 e. rose/climbed/increased steadily/moderately  
 f. steady/moderate increase/rise/climb  
 g. sudden/dramatic drop/fall/decrease  
 h. risen/increased/climbed slightly
9. See Model 1. (Underline and italics)
10. *There are several possible answers. Here is a model for each one.*
- a. The chart shows gold prices in five-yearly intervals starting from 1995 with future predictions to 2020. It is forecast that prices will fall until 2020.
- b. The chart shows the population in decade intervals from 1981 with forecasts to 2030. It is predicted that the population will remain steady until 2030.
- c. The chart shows the net immigration in yearly intervals from 2005 with future predictions to 2020. It is forecast that there will be a slight rise until 2020.
- d. The chart shows the GDP in five-yearly intervals from 2000 with future predictions until 2020. It is predicted that the GDP will rise until 2015 and there will be a drop thereafter.
- e. The chart shows house prices in two-yearly intervals from 2005 with forecasts to 2015. It is forecast that there will be a steady fall in prices until this time.
- f. The chart shows the CPI in five-yearly intervals from 2000 with forecasts to 2020. It is predicted that the CPI will fall slightly in the future.
- g. The chart shows cell phone sales in yearly intervals from Jan 2005 with forecasts to Jan 2020. There will be a dramatic rise in sales until Jan 2020.
- h. The chart shows oil prices in two-yearly intervals starting from 2008 with future predictions to 2018. There will be a steady rise in prices in the future to 2018.

11. See Model 1. (Bold)

12. See Model 1. (Font)

13. a. in; b. for; c. before; d. After; e. Over; f. in; g. In, to, before; h. During; i. for; j. *any of the listed prepositions of time could go in this gap, but of course, the meaning changes accordingly.*

14, 15, 16. See Model 2.

17. See Model 3.

18. See Model 4.

## Unit 15 Youth Issues

### Model Answers

#### Model 1

Stress is an unavoidable factor in life today. Many factors can **cause** stress for students, and these can **lead to** several negative effects. This essay will describe the **reasons for** student stress and the **consequences of** it.

There are many **reasons for** young people experiencing stress nowadays. To begin with, most students are under pressure to do well in their exams. They not only have to study hard at school but also attend institutes in the evening, which means their days are very full and stressful. **Because** they have such a high workload, they may not have time for physical activity, or sport, and **as a result**, they *have increased* feelings of stress. In addition to being busy at school and at institutes, they usually get homework. If they have no time to do the homework that their teachers gave them, they may get into trouble, and this can **lead to** even more pressure and difficulty.

There are some serious **consequences of stress that is caused by** being under pressure from schools, institutes, and exams. If a student *has worked* at school all day and then *attended* another institute at night, this could **lead to** insomnia, **because** it is difficult to stop thinking and worrying about future tests or exams. This might become even worse if the student *has not done* any physical activity to exercise his or her body. Worrying and lack of sleep can **lead to** failure in tests or exams, which is a big problem for many students. (250 words)

#### Key:

**Bold** = cause-effect language

*Italics* = present perfect verbs

Underline = relative clauses

Font = thesis statement

#### Model 2

Teenage crime is becoming increasingly common in the world today. There are several **causes for** teenage crime, which creates negative effects for both youths and society. This essay will describe some **reasons for** teenage crime and its **consequences**.

There are many **reasons for** teenagers turning to a life of crime. To begin with, some of these teenagers have a poor family life **because** their parents are often not at home, or they do not care for their children properly. This can **cause** feelings of depression and loneliness and often **lead to** crime as well. Another **reason for** teenage crime is pressure from schoolwork, which can lead to stress and eventually to crime, especially if the students do not have a good family life. **As a result of** these two factors, some teenagers become addicted to drugs, which can **cause a great deal of harm to themselves and others**.

There are some serious **consequences of** teenage crime, for the teenagers, their families, and society. If teenagers become addicted to drugs, they often join gangs, which can lead to real

problems. If they commit serious crimes, they can end up in prison, which is very serious for them and also for their families. It is also bad for society, as people become frightened of teenage gangs, and consequently, demand more police to make them feel safe in the streets. (227 words)

**Key:**

**Bold = cause-effect language**

Underline = relative clauses

Font = thesis statement

### Model 3

High school students have always had regular homework, but the homework load these days is becoming heavier. This heavy workload can lead to increased stress and insomnia for students because they must work so hard to meet their deadlines at school. This essay will discuss the two main reasons for the increased homework requirements and some consequences of this.

There are two reasons for the increased homework load. Firstly, in countries such as Vietnam, high school students are under a lot of pressure to pass national exams so that they can get into universities. There is a lot of competition to get into the best universities in Vietnam and, as a result, high school students need to stay at school for long hours and then do homework in the evenings as well. Another reason is that all students nowadays are expected to take academic subjects and to study hard at school, even if they are not academic. This can lead to huge stress on students who find study very hard and who are not interested in book learning.

An unrealistic homework load can have serious consequences. If students are asked to work too hard, they may become sick or depressed, and this can even lead to suicide in extreme cases. Alternatively, they may decide to stop working and spend their time playing computer games or truanting from school, which can cause a lot of unhappiness both for them and their families. (241 words)

### Answers to Exercises

*NB: Words separated by / are both possible answers.*

2. Causes of stress – being busy, exams, homework, parents, teachers

Effects of stress – failure, headache, insomnia

3. Paragraph 2 – causes; paragraph 3 – effects

4, 6.

- experience stress – negative
- under pressure – negative
- study hard – neutral
- attend institutes – neutral
- get into trouble – negative

7. a. My older brother **attends** an **institute** to study computer science.

b. He **experiences stress** because he is so busy.

c. He is **under** a lot of **pressure** because of an exam next week.

d. If he fails the exam, he will **get into trouble** with our parents.

e. Therefore, he is **studying hard** so he can pass the exam.

f. To **relieve stress**, he should do some exercise.

9. Watch verb tenses carefully – for example, sentence 1 should be past tense because it is talking about a past event. Sentence 2 should be present tense because it is talking about a habitual action.

*Here is one example for each one to show the grammar structure for each sentence.*

a. I experienced stress when **I was studying for my end of high school exams**. (clause – past tense)

b. I feel under pressure when I **have too much work to do**. (clause – present tense)

c. The last test I studied hard for was **my end of high school exams**. (noun phrase)

d. I would like to attend an institute to study **accounting**. (noun)

e. I relieve stress by **listening to music**. (gerund phrase)

10. See Model 1. (Bold)

11. a. caused by; lead to/cause

b. reason for; lead to/cause

c. because; as a result

d. Because

e. reason for

f. As a result

g. consequence of

12. See Model 1. (Italics)

13. a. They **haven't finished** their homework because it is too hard.

b. We **haven't read** the book because the library is closed.

c. **Have you attended** an institute this year?

d. He **has forgotten** the word, so he needs his dictionary.

e. The teacher **hasn't graded** my test because she is sick.

f. I **have been** stressed this week because I am too busy.

g. I can't get into my house because I **have lost** my key.

h. Mary is feeling tired because she **has had** a lot of extra work lately.

i. We need to finish this project today because the manager **hasn't extended** our deadline.

j. We **haven't had** much rain lately, so the soil is very dry.

15. See Model 1.

16. a. which / that      b. which / that      c. who

d. which / that      e. which / that      f. which / that

17. a. Students must work very hard, which can cause stress.

b. Students who pass the exams can move on to the next level.

c. Stress is often caused by working hard all day, which can lead to difficulty sleeping at night.

d. Stress, which can lead to insomnia, is often caused by working hard all day.

e. Physical activity which can make your body relax is very good for your health. *OR:* Physical activity, which is very good for your health, can make your body relax.

f. Physical activity can make your body relax, which can help you to relieve stress.

g. People who are under a lot of stress often have difficulty concentrating.

h. Pressure can cause many health problems, which can lead to failure in tests or exams, or even losing your job.

18. See Model 1. (Font)

19. a. In my **opinion**, **single-sex schools** are better for the following **two reasons**.

b. This **essay** will **discuss** two possible **solutions** to the problems of **increasing (global) food production**.

c. **In my opinion**, it is not a **good idea** to **allow** children to watch **violent** programmes **for the following reasons**.

22, 23, 24. See Model 2.

25. See Model 3.



## Unit 16 Commodities & Manufactured Goods

### Model Answers

#### Model 1

The pie charts show 2006 **production** for two countries over the same range of five metal commodities. In general, Austani had a **significant percentage** of its **production** in iron ore, copper, and uranium, *whereas* Kizani had a more balanced output overall, although its **biggest percentage** of metal **production** was gold. Austani had **over two thirds** of its **production** in iron ore and copper, at 41 per cent and 30 per cent respectively. Uranium **contributed** a further 20 per cent. Gold and silver, *however*, were relatively insignificant, equalling **less than one tenth** of the total. *In contrast*, Kizani had a much more balanced output of metal commodities. Iron ore, uranium, and silver each made up 19 per cent. Gold, *on the other hand*, comprised **almost one third** of the overall **production**, which was a *much higher percentage* than in Austani. *In contrast*, copper **output** was *much lower than* Austani, at 12 per cent as against 30 per cent. (157 words)

#### Key:

**Bold = language to describe segments of a pie chart**

*Italics = comparing and contrasting words*

Underline = preposition 'of'

#### Model 2

The two pie charts show microchip production figures for two companies in 2006 over the same range of electronic products. In general, Siliconia had a **significant proportion** of its production in the PC, laptop, and notebook market, *whereas* Micronia produced a **larger proportion** of microchips for small electronic devices. **Over half** of Siliconia's output was in PC microchips, at 55%. Microchips for laptops and notebooks made up another 35% of its output. **Only one tenth** of its total production was designed for PDAs, cell phones, and MP3 players. *In contrast*, Micronia focused on microchips for small electronic devices such as PDAs, cell phones, and MP3 players. These three products together comprised a **substantial proportion** of the total output, at 30%, 25%, and 24% respectively. Microchips for notebooks were the *next biggest* category, at 14%. Laptops and PCs were **almost the same**, at 4% and 3% respectively. (146 words)

#### Key:

**Bold = language to describe segments of a pie chart**

*Italics = comparing and contrasting words*

#### Model 3

The two pie charts show comparative energy sources for two countries, as percentages, over the same range of five methods of power generation in 2007. In general, Omland derived a significant proportion of its energy needs from nuclear and oil-fired power, whereas Dolphus had a relatively limited percentage in these categories and a significant proportion in hydro electricity and wind power. Almost half of Omland's energy production was in nuclear energy, at 45%. Oil-fired electricity and coal-fired power made up another 30% of its output. Only a quarter of its total production came from hydro and wind power. In contrast, hydro and wind power was a significant source of Dolphus's energy production, comprising 67%, at 52% and 15% respectively. Coal-fired generation, at 13%, was almost the same as in Omland. Oil-fired power

and nuclear power, on the other hand (both at 10%), were only of relatively minor importance. (147 words)

### Answers to Exercises

*NB: Words separated by / are both possible answers.*

- a. metals produced by two countries; b. percentage; c. 2006; d. Austani: more iron ore and copper, Kizani: more gold and more balanced production of all metals
- significant: considerable, major  
contribute: comprise, make up  
production: output  
percentage: ratio, proportion, share  
segment: section
- The pie charts show 2003 **production** for two countries over the same range of five agricultural **commodities**. In general, Riola had a significant **percentage** of its production in apples, oranges, and wool, *whereas* **output / production** in Sierra was more balanced, with a special emphasis on wheat and barley. Riola had over two thirds of its **production** in apples and oranges, at 41 per cent and 30 per cent respectively. Wool **contributed / comprised / made up** a further 20 per cent. Wheat and barley, *however*, were relatively insignificant, equalling less than one tenth of total farm **exports**. *In contrast*, Sierra had a much more even **output** of agricultural **exports**. Apples made up 19 per cent, with orange production at 12 per cent. Wool **production / output**, at 19 per cent, was almost the same as in Riola. Wheat, on the other hand, **comprised / made up / contributed** almost one third of the overall production, with barley **contributing / making up / comprising** 19 per cent.
- 6, 8. See Model 1. (Bold and underline)
1. e; 2. b; 3. a; 4. e; 5. d; 6. f; 7. c; 8. g
9. *There are many possible answers. Here is one example for each sentence.*
  - Just over one third of Kizani's agricultural production was in wool, at 34%.
  - Austani had just under one tenth of its agricultural production in apples, at 9%.
  - Riola had just under a third of its export metal production in gold, at 30.1%.
  - Sierra had almost the same level of metal production in iron ore and copper, at 43% and 42% respectively.
  - A significant proportion of Austani's metal production was in copper, at 78%.
  - Just under half of Sierra's agricultural production was in barley, at 48%.
  - Kizani had just over two thirds of its agricultural production in wheat, at 67%.
  - Riola had almost the same proportion of its agricultural production in fruit, at 15% for oranges and 15.5% for apples.
10. See Model 1. (Italics)
11. a. The pie charts show 2006 production for two countries over the **same** range of five metal commodities.
  - Austani had a **significant** percentage of its production in iron ore, copper, and uranium, *whereas* Kizani had a more **balanced** output, with approximately equal production of three metals.
  - Austani had **over** two thirds of its production in iron ore and copper, at 41 per cent and 30 per cent respectively.

- d. Uranium contributed a **further** 20 per cent, **whereas** gold and silver were relatively **insignificant**, equalling **less** than one tenth of the total.
- e. **In contrast**, Kizani had a much more **even** output of metal commodities.
- f. Iron ore, silver, and uranium each made up 19 per cent, with copper production at 12 per cent, **whereas** Austani had 41 per cent in iron ore.
- g. Gold, **on the other hand**, comprised **almost** one third of the value of overall production, with silver contributing 19 per cent.
12. Leone had the largest percentage of **its** agricultural production in wool, whereas Ifric had a significant percentage of ~~Ifric's agricultural production~~ in fruit, ~~Ifric had with/at 34% of Ifric's agricultural production~~ in apples and ~~Ifric had 28% of Ifric's agricultural production~~ in oranges. ~~It had only a small percentage of Ifric's agricultural production~~ in wool and grain. In contrast, Leone had most of **its** agricultural production in wool, and ~~Leone had most of Leone's agricultural production~~ in wheat, and corn, ~~Leone had at 33%, of Leone's agricultural production~~ in wool, and ~~Leone had 29% of Leone's agricultural production~~ in wheat. Leone had, **and** 28% of Leone's agricultural production in corn **respectively**. It had the smallest percentage of **its** agricultural production in fruit, **at 10%**. ~~Leone had 10% of Leone's agricultural production in fruit.~~ (127 words)
- Leone had the largest percentage of its agricultural production in wool, whereas Ifric had a significant percentage in fruit, with/at 34% in apples and 28% in oranges. It had only a small percentage in wool and grain. In contrast, Leone had most of its agricultural production in wool, wheat, and corn, at 33%, 29%, and 28% respectively. It had the smallest percentage of its agricultural production in fruit, at 10%. (70 words)
13. a. microchip production for different electronic appliances; b. in percentages; c. 6; d. Siliconia: PCs and laptops, Micronia: PDAs, cell phones, and MP3 players; e. Siliconia: PDAs, cell phones, and MP3 players, Micronia: PCs and laptops
- 14, 15. See Model 2.
16. See Model 3.

## Unit 17 Social Issues: Population

### Model Answers

#### Model 1

The table shows the changes in ethnic population groups in Atlantis City over a twenty-year period. Overall, the city population grew significantly and all ethnic groups grew in size, but the percentages of each group changed considerably. There was a massive reduction in the percentage of Caucasians, **which decreased by about one third, from 68% in 1988 to 59% in 1998 and 47% in 2008, although** their numbers increased from 60,000 to 72,000. The Indian population stayed relatively stable for the first decade and then more than trebled from 2,500 to 8,500, in the decade from 1998 to 2008,

*even though* it remained the smallest group in the city. The Polynesians and South-East Asians had a similar growth pattern, increasing from 18% and 12% respectively in 1988 to 24% and 23% of the population in 2008, although the South-East Asian population, **which grew from 11,000 in 1988 to 35,000 in 2008**, had a greater percentage increase. (156 words)

#### Key:

**Bold = non-defining relative clauses**

*Italics = 'although' and 'even though'*

Underline = prepositional phrases for data

#### Model 2

The table shows the changes in the employment status of the population of Atlantis City over two decades. Overall, the percentage of part-time workers nearly doubled in this period, while the number of unemployed people declined significantly. The percentage of full-time workers stayed relatively stable over the two decades, at around 40%, although the total number increased from 36,000 in 1988 to 40,000 in 1998 and 65,000 in 2008. There was a massive increase in the number of part-time workers, which rose from 19,000 to 59,000 and whose percentage increased steadily from 21% to 38% of the workforce. In contrast, the proportion of the unemployed, who were the smallest group, reduced more than threefold from 11% to 3%, and their numbers also dropped in the decade from 1998 to 2008. The percentage of students rose in 1998 and then declined dramatically from 33% to 18%, although the total number of students rose slightly from 24,000 in 1988 to 28,000 in 2008. (161 words)

#### Model 3

The table shows the changes in four income groups of the Atlantis City workforce over two decades, from 1985 to 2005. Overall, the percentage of people in the lowest income bracket dropped, while there was a rise in the other three groups. There was a significant drop in the percentage of people earning \$15,000 to \$25,000 over the period, from 41% in 1985 to 31% in 1995 and only 18% in 2005. Total numbers also dropped in this group. In contrast, the group earning \$25,000 to \$40,000 grew from approximately 29,000 in 1985 to 64,000 in 2005, though the group grew by only 8% in total and increased by only 1% over the second decade, from 40% to 41%. The \$40,000 to \$60,000 income group, which had a ten per cent increase over the period, grew in numbers from 16,500 to 45,000 people. Although the highest income bracket had the smallest growth, it trebled in numbers from 6,200 to 19,500. (160 words)

#### Answers to Exercises

- a. population in percentages and numbers, four ethnic groups, two ten-year periods; b. It has grown.; c. SE Asian, Indian, Polynesian; d. Caucasian; e. SE Asian and Polynesian; f. Indian
4. The population of Xanadu has had a **considerable growth** in the last decade. Xanadu is **composed** of four main **groups**, and thus it is **ethnically diverse**. The **biggest** group is the Hun, who represents **25 per cent** of the population, and this group has **grown significantly** over the past ten years. There are now **approximately** 35,000 Hun in Xanadu. The second and third **biggest** groups are the Jakes and the

- Wallies, who **make up** 15 and 12 **per cent respectively** and whose numbers have stayed **relatively stable over** the period at about 20,000. The smallest group, the Pixies, has had a **massive** increase from 5 to 15 per cent of the population. Although their proportion of the population has **trebled**, the group remains small in terms of numbers.
5. a. almost, nearly, **not quite**  
b. roughly, approximately, **about**  
c. double, **increase twofold**  
d. treble, **increase threefold**  
e. quadruple, **increase fourfold**  
f. to a large degree, **considerably, significantly, massively**
  6. Caucasian – Europe, USA, United Kingdom, Republic of Ireland  
Polynesian – Tonga, Samoa, Cook Islands, Niue  
South-East Asian – Cambodia, Thailand, Vietnam, Indonesia, Philippines, East Timor  
West African – Benin, Côte d'Ivoire, Ghana, Liberia, Mali, Nigeria, Senegal  
Indian – India
  7. a. by, from, to  
b. by, from, to  
c. from, to  
d. by, from, to  
e. from, to
  8. See Model 1.
  9. See Model 1. (Bold)
  10. a. There was a huge increase in Xanadu's Caucasian population, which increased **by** over 300 per cent.  
b. There was a corresponding fall in the South-East Asian population, which decreased **from** 35 per cent **to** 18 per cent.  
c. There was no change to the North African population, which remained stable **at** 2 per cent.  
d. The South-East Asian population remained stable over the period, which stayed **at** around 24,000 people.  
e. The Wally population, which had the biggest decrease, fell **by** 30%, **from** 25,000 **to** about 17,000.  
f. There was a significant fall in the Pixie population, which decreased threefold.  
g. The Wallies, who make up about 45% of the population, immigrated last century.  
h. The Polynesian population, which is one of the larger ethnic groups, showed a threefold increase.
  11. Between 1978 and 2008, the Caucasian population of Xenia increased **by over** 300%. There was a corresponding fall in the South-East Asian population, **which** decreased by nearly half, **from** 35% **to** 18%. There was also a significant decrease in the Polynesian population group, **which** fell by roughly one **quarter**, from 42% **to** 33%. The West African population, **which** made up one of the smallest groups, increased **by one** third, from 6% **to** 8%. Finally, there was a slight drop in the Indian population, **which** fell **from** 5% **to** 4%.
  12. See Model 1. (Italics)
  13. *There are several possible answers. Here is one correct answer for each sentence.*
    - a. Although the Indian population grew significantly, it had the smallest numbers.
    - b. The percentage of Caucasians declined, although they had the largest numbers.
    - c. Even though there was an influx of Wallies from Wallyland in 1995, the percentage of Wallies decreased.
    - d. The numbers of Pixies remained stable, although there was a percentage decrease.
    - e. Although the population as a whole grew, the Polynesian population declined.
    - f. Although it had the smallest percentage increase, the Hun was the largest group.
    - g. The Jakes and Wallies had similar numbers, even though the percentage of Jakes rose more than the percentage of Wallies.
    - h. Although they had the smallest percentage increase, the Caucasians had the largest numbers.
  14. a. people aged 18–65, changes in employment status over two decades; b. full-time workers, part-time workers, unemployed, students; c. full-time workers remained stable, part-time workers increased, unemployment dropped, and percentage of students also dropped; d. full-time workers; e. part-time workers; f. unemployed; g. students
- 15, 16. See Model 2.  
17. See Model 3.

## Unit 18 International Events

### Model Answers

#### Model 1

Hosting the Olympic Games has become a huge undertaking *because of the cost of preparation and the overall financial risks involved*. However, it is a wonderful opportunity for the host country *because of the chance for worldwide publicity and the prestige associated with the Games*. This essay will discuss some of the problems and also the positive aspects of being a host for the Olympics.

There can be no doubt that holding the Olympics involves financial risks. It is possible to lose money *because of the expense of the special buildings and facilities needed for the Games*. For example, the original budget of under €5 billion for the Athens Olympics grew to €11 billion, and **that** was a shock for the Greek government. In addition, most countries have a limited budget for building projects, and if it is all spent on preparations for the Games, **this** may mean there is less for other essential projects.

On the other hand, there are major benefits to be gained by hosting the Olympics. It is certainly a wonderful showcase for the host country *because of the global interest and TV coverage it generates*. It also ensures significant investment in facilities such as stadiums, roads, water supply, and accommodation. An additional bonus is the possible profit generated by the sale of TV rights, sponsorship, ticket sales, and visitor expenditure. Over the 20 years to 2000, every country hosting the Olympics either broke even or made a profit. (243 words)

**Key:****Bold = demonstrative determiners***Italics = 'because of' + noun phrase*Underline = signpost words

## Model 2

Hosting the G8 summit is an important opportunity for any country *because of the publicity and the possible political benefits*. However, it has become a huge undertaking *because of the soaring cost of preparation and the overall security risks it involves*. In this essay, I will discuss some of the benefits to be gained by being a host for the G8 summit and also consider some of the disadvantages.

There can be no doubt that there are major benefits to be gained by hosting the G8 summit. It is certainly a showcase for the culture and attractions of the host country *because of the global interest and TV coverage it generates*. It also ensures significant investment in facilities such as media centres and accommodation. An additional bonus is the political benefit of being a member of the elite G8 group.

On the other hand, holding the G8 summit involves a considerable financial commitment. For example, the overall budget for the 2008 summit in Japan of £285 billion was more than triple that of the same event in Britain three years ago. **That** was a shock for the Japanese people. The cost of organising the summit itself increased tenfold. In addition, half of the budget was spent on a massive security operation due to the fear of a terrorist attack. (219 words)

**Key:****Bold = demonstrative determiners***Italics = 'because of' + noun phrase*Underline = signpost words

## Model 3

Hosting the World Cup has become a huge undertaking because of the cost of preparation and the financial risks involved. However, it is a wonderful opportunity for the host country, with worldwide publicity and prestige. This essay will discuss some of the problems and also the positive aspects of being a host for the World Cup.

There can be no doubt that holding the World Cup involves financial risks. It is possible to lose money because of unplanned increases in overall costs. For example, the original budget for the 2006 tournament was under €430 million, but the cost of three new stadiums meant that the final total exceeded €1.4 billion; that was a shock for the German government. In addition, most countries have a limited budget for building projects. If too much is spent on the World Cup, there may be less for other essential projects.

On the other hand, there are major benefits to be achieved. A World Cup is certainly a wonderful showcase for the host country because of the global interest and TV coverage it generates. It also ensures significant investment in facilities such as stadiums and accommodation. An additional bonus is the possible profit from the sale of TV rights, sponsorship, ticket sales, and visitor expenditure. Most countries hosting the World Cup either break even or make a profit. (223 words)

## Answers to Exercises

- 4. Verbs:** host, break even, generate; **Nouns:** undertaking, aspect, host, facility, showcase, expenditure, publicity, prestige, budget, accommodation, sponsorship, coverage; **Adjectives:** worldwide, original
- 5. a.** Hosting the Olympic Games has both positive and negative **aspects**.  
**b.** TV stations provide **worldwide** coverage of the Olympic Games.  
**c.** The Beijing National Stadium, which is also known as the Bird's Nest, has received widespread TV **coverage**.  
**d.** The **original** budget for the Athens Olympics was less than half of the final cost.  
**e.** Some people think that being a host country for the Olympics is a risky **undertaking** these days.  
**f.** Others believe that it is a great opportunity to gain international **prestige**.  
**g.** If an exhibition or a project **breaks even**, that means that it makes enough money to cover all expenses.  
**h.** Countries that host the Olympic Games rely on **sponsorship** from big companies to help them cover their costs.  
**i.** It is important to provide enough **accommodation** for all the athletes, officials, and visitors who are present for the Games.  
**j.** Olympic host countries rely on the sale of TV rights and money spent by visitors to the Games to **generate** income.
- 6. a.** Athletes all over the world want to compete in the Olympics **because of the chance to win a gold medal and become famous**.  
**b.** The Japanese authorities spent half of their budget on security **because of fears of a terrorist attack**.  
**c.** A lot of money had to be spent on media facilities and fibre-optic cables **because of the remote location of the G8 summit**.  
**d.** Millions of people all over the world learn more about the Olympic host country **because of the resulting TV coverage**.  
**e.** The Olympic host country can make a profit **because of the sale of TV rights, sponsorship, and ticket sales**.  
**f.** There may be some drawbacks to hosting the Games **because of the high cost of buildings and preparations**.  
**g.** However, the advantages outweigh the drawbacks **because of the status and publicity the host country gains as a result of the Games**.  
**h.** International events represent a huge undertaking for all those involved **because of the huge financial outlay and organisation involved in the preparations for these events**.
- 7.** See Model 1. (Italics)
- 8. a.** Hosting the G8 summit is an important opportunity for any country. **This** is now recognised by most of the major political powers.  
**b.** There are significant benefits to be gained by hosting the World Soccer Competition. **These** relate to the global interest and TV coverage generated by the Games.  
**c.** Half of the budget for the 2008 summit was spent on

security. **This** totalled about £142 million.

- d. **The promises made at the previous summit** had not yet been kept. **These** related to increased annual aid for African countries.
- e. Holding the G8 summit involves a considerable financial commitment. **This** is not shared by the other members of the G8 group.
9. See Model 1. (Bold)
10. a. The cost of organising the summit itself increased tenfold. **This cost** covered new facilities, hospitality, and accommodation.
- b. In 2008, there was the fear of a terrorist attack. **This fear** arose due to the bombings in Britain at the time of the 2005 summit.
- c. Half of the 2008 budget was spent on a huge police operation. **This police operation** mobilised 21,000 police officers from across the country.
- d. In 2005, summit members made pledges of increased aid commitments to Africa. **These aid commitments** have not been fulfilled.
- e. A new five-billion yen media centre with fibre-optic cables was specially built in northern Japan. **This media centre** was necessary because of the lack of media facilities in the remote location.
11. See Model 1.
12. a. 1; b. 3; c. 9; d. 4; e. 6; f. 7; g. 5; h. 10; i. 8; j. 11; k. 2; l. 12
- 13, 14, 15. See Model 2.
16. See Model 3.

## Unit 19 Technology: Communication

### Model Answers

#### Model 1

Mobile phones are becoming increasingly popular nowadays, and the number of people using them has grown hugely, especially in developing countries. There is some debate about the safety of mobile phones, but in my opinion, the benefits from these phones are far greater than any possible health risks.

**There is some concern that mobile phones may cause brain damage or cancer because of the radiation they emit while they are being used. Some people are also worried that cell phone towers may be bad for health.** However, researchers have conducted experiments over many years to find out if **this** is true, and so far, they have found no evidence for **this**.

On the other hand, **mobile phones** have many benefits, both for individuals and for isolated communities. **They** help individuals to communicate quickly and easily, and **they** can be used both for social reasons and in emergencies. For example, **people** can use **them** to contact their friends, and if **they** use texting, the phones are cheap and convenient. **They** are also very useful if someone has an accident *while driving*. In addition, isolated communities which do not have landlines can **use mobile phones to contact the outside world**, and **this** is much cheaper than installing landline phones.

In conclusion, although some people are worried about **the health risks of cell phones**, there is little or no evidence for **this**. However, there is a lot of evidence for the benefits of cell phones, so in my opinion, we should not worry about the dangers of cell phone use. (257 words)

#### Key:

Underline = verb tenses, Para. 1 and 2

*Italics* = 'while' + present continuous

**Bold** = reference words plus words they refer to

Font = conclusion – summary

Font = conclusion – opinion

#### Model 2

More and more people are using mobile phones nowadays, and the number of people using **these** phones in their cars has increased. There is some debate about the safety of mobile phone use in cars. **Some people believe they make car travel safer, but others think they can cause accidents.** This essay will evaluate these two ideas and give my opinion.

**Mobile phones can make** car travel safer because **they allow** people to quickly and easily contact emergency services if there is an accident. For example, if **someone sees** an accident *while driving*, **they can call** an ambulance and help can arrive very quickly. Similarly, if **a driver is threatened** by other drivers or by thieves, **he can lock his** car doors and contact the police without leaving **his** vehicle. In addition, mobile phones can help people to get directions if **they get lost while travelling to their destination**.

However, although **mobile phones** can increase safety, **they** should not be used to **chat while driving**. **This** is very dangerous because **it** can lead to loss of concentration and to car accidents. The three main causes of car accidents are careless driving, drinking alcohol, and talking *while driving*. Even a hands-free phone is harmful because **the driver** is not concentrating on the road *while he is talking*.

In conclusion, although **mobile phones** can make driving safer in some situations, we should not use **them** to **talk to our friends or family while we are driving**. **This** is very dangerous and causes many accidents every year. (254 words)

#### Key:

Underline = verb tenses, Para. 1 and 2

*Italics* = 'while' + present continuous

**Bold** = reference words plus words they refer to

Font = conclusion – summary

Font = conclusion – opinion

#### Model 3

Nowadays, more and more teenagers are using cell phones, and cell phone sales to young people have greatly increased. There is some debate about whether cell phones are dangerous for teenagers. Some people believe they add to teenagers' social problems, while others feel they make their lives safer and more convenient.

Mobile phones can have some serious social risks. Some teenagers have become the target for cell phone bullying, and this can be very unpleasant and even lead to suicide in extreme cases. In addition, cell phone photos can be a problem. If teenagers use their phones to take inappropriate photos, these could be posted onto the Internet and could cause serious problems.

However, cell phones can also make teenagers' lives safer because they allow them to be in contact with their parents or the police in an emergency. Parents can also check on their teenagers and find out where they are and what they are doing. For example, if a teenager has been drinking alcohol at a party, he can use his cell phone to call his parents or a taxi

and get home safely. Similarly, teenagers can call for help if they feel threatened while they are away from home. In addition, mobile phones can help teenagers to get directions if they get lost while travelling to their destination. In conclusion, cell phones can be a risk for teenagers, but they also increase safety. Teenagers need to be taught how to use their phones safely and appropriately so that they can use the good aspects and avoid the bad ones. (262 words)

### Answers to Exercises

NB: Words separated by / are both possible answers.

1. a. cancer, brain damage; b. no evidence
4. a. Cell phones and cell phone **towers** emit **radiation**, and there is a **debate** about whether this is dangerous for human health. Scientists are **conducting research** about the health **risks** of mobile phones. However, so far, they have found no **evidence** that the radiation that cell phones **emit** poses a health risk for humans.
- b. Cell phones have many benefits for people in **isolated** communities because **installing landline** phones is very expensive, and cell phones allow communication without the need for landline phones.
- c. Cell phones should not be used while driving because drivers can lose **concentration** if they are **chatting**, and this can be dangerous. However, they are very useful in **emergencies** and also to help people to get **directions** for their **destination** if they are lost.

5. NB: Gerund forms are also nouns.

install	installs, installed, installing	installation
concentrate	concentrates, concentrated, concentrating	concentration
isolate	isolates, isolated, isolating	isolation
emit	emits, emitted, emitting	emission
text	texts, texted, texting	text
conduct	conducts, conducted, conducting	conduct
risk	risks, risked, risking	risk
research	researches, researched, researching	research

6. See Model 1. (Underline)

7. a. Nowadays, many people **buy/are buying** cell phones, and the number of cell phones **has increased** over the past fifteen years. As a result, many cell phone towers **have been built** in urban areas, and some people **think** this **represents** a danger to health. They also **believe** that cell phone users may **run** the risk of brain damage or cancer because of the radiation that cell phones **emit**. Consequently, many experiments **have been conducted** in a variety of countries to find out if cell phones **pose** a danger to health. So far, no evidence **has been found** for this, but it is possible that such evidence may be found in the future.
- b. Nowadays, many people **drive/are driving** private cars, and the number of cars in cities **has risen** hugely over the past fifty years. As a result, many new motorways and roads **have been constructed** in urban areas, and this **represents** a danger to health because of the gases

that **are emitted** by car exhausts. It **is** also a big problem because of the congestion that cars **cause** in inner-city areas. Consequently, many new policies **have been developed** in a variety of countries to try to manage private car use in inner-city areas. So far, no perfect solution **has been found** for this problem, but we **hope** that this problem will be solved in the future.

8. a. Many people have accidents while driving to work.
  - b. Chatting on a cell phone while driving is/can be dangerous.
  - c. It is sensible to take precautions while using a cell phone.
  - d. Texting while driving can cause/causes accidents.
  - e. People are exposed to radiation while using cell phones.
  - f. Talking while driving can lead to/leads to loss of concentration.
  - g. Cell phones emit radiation while being used.
  - h. You should avoid drinking alcohol while driving.
9. See Model 1. (Italics)
10. See Model 1. (Bold)
11. a. One major issue with playing computer games is the tendency for people to play for hours and neglect their studies. If **they** stay up very late, **they** will have trouble getting up in the morning for school or work. If teenagers waste a lot of time playing on the computer and do no exercise, ~~wasting time playing on the computer and doing no exercise~~ **this** can lead to obesity and health problems. (71 words – aim to remove 9 words)
  - b. Many people believe that cigarettes cause lung cancer and heart attacks because of the poisons **they** put into people's bodies while **they** are smoking. Researchers have conducted experiments over many years to find out if ~~the belief that cigarettes cause lung cancer and heart attacks~~ **this** is correct, and **they** have found a lot of evidence ~~that cigarettes cause lung cancer and heart attacks~~ **for it**. (64 words – aim to remove 15 words)
  - c. In the past twenty years, the amount of traffic on the roads has greatly increased, and ~~the increase in the amount of traffic~~ **this** has led to many problems with traffic jams and pollution in inner-city areas. Some countries have limited the use of cars in the inner city by charging fees or restricting the days on which people can drive into the city. ~~The This approach of charging fees or restricting the days on which people can drive into the city~~ has some disadvantages, but on the whole, ~~charging fees or restricting the days on which people can drive into the city~~ **it** is a good solution to the problems of inner-city traffic. (111 words – aim to remove 34 words)
12. See Model 1. (Font and font)
- 15, 16. See Model 2.
17. See Model 3.

## Unit 20 Environment: Tourism

### Model Answers

#### Model 1

International tourism is becoming increasingly popular, and people from all over the world flock to visit famous places,

such as the Great Wall of China and the Sistine Chapel in the Vatican City. However, this influx of visitors has **caused many problems** for the preservation and protection of these places. This essay will discuss the causes of this damage and suggest some ways it can be reduced.

Damage to famous places can be **due to many different causes**. For example, the paintings in the Sistine Chapel are being damaged by people breathing onto them when they visit. Their breath contains moisture, which raises the humidity of the atmosphere, and **consequently damages the paintings**. Damage in other places such as the Great Wall is **because of tourists climbing on delicate areas**, and other factors such as road building so that visitors can access the site. These activities can **cause erosion and damage** to the area.

There are various solutions to these problems. The first one is *to limit* tourist numbers, **because** fewer visitors will result in less damage. Another solution is *to enforce* strict rules about which areas people can visit and what they can do when they get there. For example, special paths *can be built* and people *can be forbidden* to walk off the paths. Visitors to inside places *can be asked* to wear masks to reduce humidity.

In conclusion, it is necessary to control or limit tourism at famous places, because if we do not do this, these places will disappear, and future generations will lose the opportunity to see these great wonders. (265 words)

**Key:****Bold = cause-effect language + nouns phrases/clauses***Italics = solution structures*Underline = reference words

Font = conclusion – summary

Font = conclusion – opinion

## Model 2

International tourism has become increasingly common in the past twenty years, and nowadays, many people travel by air to visit other cities or countries on their holidays. However, this increase in tourism has **caused many problems** for the environment, both locally and globally. This essay will discuss how tourism damages the environment and suggest some ways to limit this damage.

Tourism can **cause damage** both globally and locally. Firstly, the increase in air traffic **leads to increased global warming**, as aeroplanes destroy our ozone layer through greenhouse gas emissions. Secondly, although local places often make a profit from tourism, too many tourists can **lead to a lot of environmental damage** from road building or hotel construction. **As a result, the tourism industry can damage or lose the beautiful places that attracted visitors in the first place.** For example, if too many huge hotels are built at beautiful beaches like Hawaii, the beaches will disappear and only the hotels will be left for the visitors.

There are no simple solutions to these problems. However, there are some things that *can be done* to reduce the impact of tourism on the environment. For example, tourist numbers *can be limited* in delicate or precious places, and aeroplanes *can be built* with greater fuel efficiency. People *can also be encouraged* to visit the beautiful places that are close to home, rather than travelling for long distances on holiday.

In conclusion, tourism causes many problems for the environment, both locally and globally, and we must find ways to limit or control this so that we can protect our planet. (264 words)

**Key:****Bold = cause-effect language + noun phrases/clauses***Italics = solution structures*Underline = reference words

Font = conclusion – summary

Font = conclusion – opinion

## Model 3

In the past thirty years, tourism has grown hugely, and people from all over the world flock to visit beautiful and natural wild places, such as famous lakes, mountains, and forests. However, these visitors have created many problems for the preservation and protection of the land and the animals in these places. This essay will discuss how tourists cause damage and suggest some ways to prevent them from damaging these places.

Damage to wild and beautiful places is due to two main causes. Firstly, the number of people visiting these remote and fragile places is a big problem, because of the damage they can cause by walking on delicate areas and destroying plant life. In addition, tourists can frighten animals and birds, and this can lead to a decrease in animal life in the area. The second problem is the damage from construction of roads and buildings, which can destroy parts of the landscape and cause erosion in the area.

It is difficult to solve these problems, but there are some things we can do to limit the damage. Firstly, we can restrict tourist numbers, because this will help to minimise their impact on the environment. Another solution is to make clear guidelines about where people can walk and which parts of the area are off-limits. For example, walkways and bridges can be built and people can be asked to keep to the paths. Animals can be protected by making some areas off-limits during the spring, when babies are born.

In conclusion, it is vital to limit tourism in wild and isolated places, because of the risk that uncontrolled tourism will cause real damage to irreplaceable areas. We must protect our planet for future generations to enjoy. (287 words)

## Answers to Exercises

NB: Words separated by / are both possible answers.

- a. The Sistine Chapel (in the Vatican City) and the Great Wall of China
- Recently, there **has been an influx** of international **tourists**, and this has had a big **impact** on our environment. We need to be careful to **preserve** and **protect** some of our **beautiful** and **delicate places** so that future **generations** can enjoy them. In particular, we need to **protect** beaches from **erosion** caused by many **people** walking on the sand dunes. We need to **encourage tourists** and business **owners** to **respect** the **natural** environment, and if they do not do this, we need to **enforce** some limits on **tourist** numbers. Otherwise, the short-term **profits** from tourism will soon be **lost** because our natural places **will disappear**. In that case, tourists will no longer **be attracted** to come here, and the **opportunities** for our tourist industry will be **reduced**.
- See Model 1. (Bold)
- a. Humidity is a major cause of damage to the Sistine Chapel, **so** the paintings need to be protected from moisture.

- b. The erosion in the sand dunes is **due to/because of/caused by** tourism.
- c. Tourists **cause** a lot of damage to both natural places and historic buildings.
- d. The damage can be **due to/because of/caused by** many different factors.
- e. Tourists need to be able to access famous and delicate locations. **Consequently/As a result**, access roads have to be built, and these roads can **lead to/cause** damage to the environment.
- f. We need to protect our special places, **because** if we don't, we will lose them.
- g. Too many people crowding into delicate areas can **lead to/cause** the destruction of the local area.
- h. Tourists **cause** a lot of damage to the Great Wall of China. **As a result/Consequently**, the Government is limiting tourist numbers.

7. Here is one possible answer for each sentence.

- a. Increased tourist numbers can lead to pressure on facilities such as hotels.
- b. Erosion of the land can be due to many tourists walking on delicate areas.
- c. Damage to paintings can be caused by people breathing near them.
- d. Many tourists visit famous places. Consequently, they can destroy the places they want to see.
- e. There is a problem for the ozone layer because of air travel.
- f. Because tourists need facilities, this leads to building roads and hotels, which can cause damage to the environment.
- g. People climb onto delicate places and, as a result, they destroy them.
- h. If we don't preserve special places, we will lose them.

8. See Model 1. (Italics)

9. One **solution is to limit** the number of cars that are allowed into the city. Another **solution is to** enforce strict rules about car exhaust fumes so that the cars do not emit poisonous gases. For example, special tests **can be developed** to check car emissions, and people **can be asked** to leave their cars at home on alternate days.

10. One solution to the problem of global warming is to restrict factory emissions such as smoke and poisonous gases. Another solution is to reduce consumption of fossil fuels such as petrol and diesel. New technology can be developed to improve factory efficiency, and countries which produce too much carbon can be fined.

11. See Model 1.

12. There are various solutions for the problems with water pollution in some large rivers and lakes. The first solution for **these** problems is to reduce the amount of waste products that factories put into rivers. **These** products can cause a big reduction in water quality, and **they** can even kill the fish in the river. Another solution is to create rules and enforce rules for local farmers so that **they** must limit the amount of wastewater **they** put into the river.

In conclusion, it is necessary to control the amount of wastewater that is put into rivers, because if we do not **do**

**this**, the rivers will become much polluted, and we will not be able to use **them** any more for our drinking water.

13. See Model 1. (Font and font)

14. In **conclusion**, the two main ways to **increase food production** are by **growing grain instead of animals** and by **improving farm technology**. In my opinion, it is very important to increase food production because **everyone in the world needs enough to eat**.

15. In **summary**, while there are some **disadvantages** to restricting car traffic in the inner city, there are many more **advantages** because of the reduction in **pollution** and traffic **congestion**. Therefore, I support **limiting the use of cars in inner-city areas**.

18, 19, 20. See Model 2.

21. See Model 3.





# Multi-level New TOEIC Test Preparation Series

Bản quyền của loạt sách này được chuyển nhượng cho Công ty TNHH Nhân Trí Việt, độc quyền xuất bản tại Việt Nam.

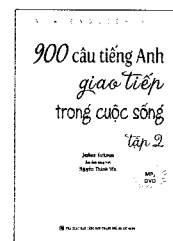
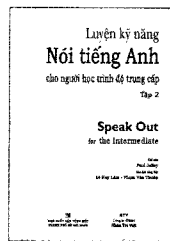
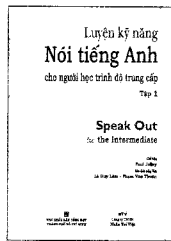
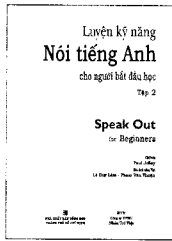
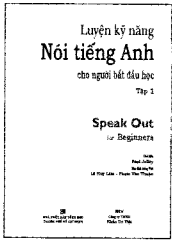
100 - 250										
200 - 350										
300 - 450										
400 - 550										
500 - 750										
700 - 950 +										
ALL LEVELS										

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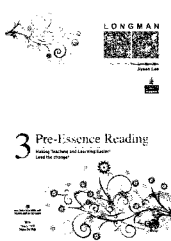
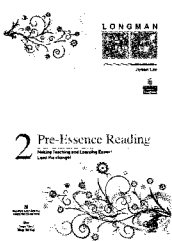
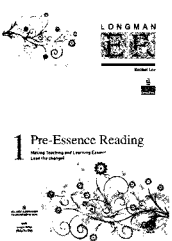
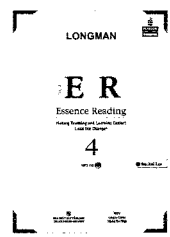
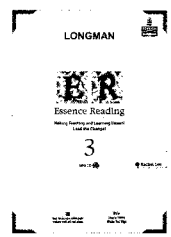
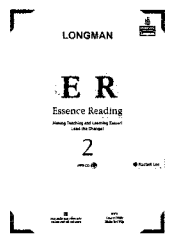
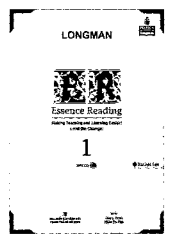
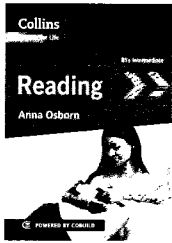
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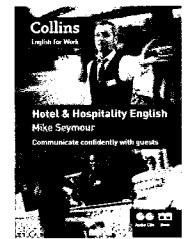
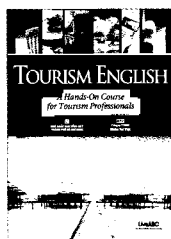
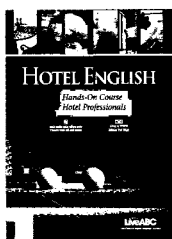
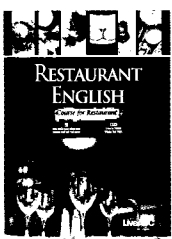
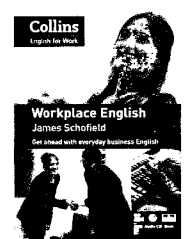
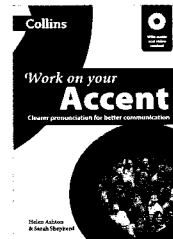
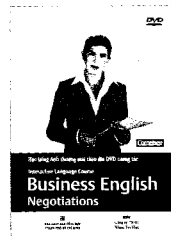
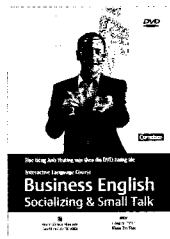
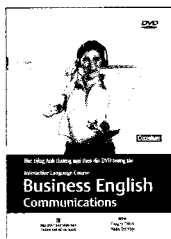
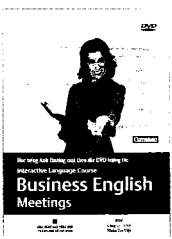


4 tập

4 tập



4 tập



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# Multi-level IELTS Preparation Series

Bản quyền của loạt sách này được chuyển nhượng cho Công ty TNHH Nhân Trí Việt, độc quyền xuất bản tại Việt Nam.

4-5+									
5-6.5+									
6-7.5+									

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