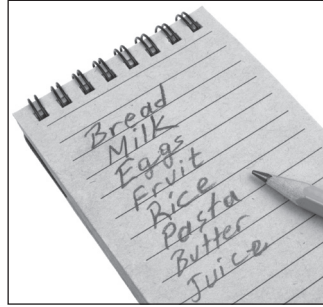


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# Getting started



**1 Work in pairs. Answer the questions.**

- a) What kind of writing can you see in the photos? Which kind of writing do you do most?
- b) What other types of writing do people do?
- c) Do you need to write a lot in your everyday life? What kinds of things do you write?
- d) Do you always need to write in full sentences or use correct punctuation?
- e) In the IELTS Writing test, do you need to use full sentences and good punctuation? Why?

**Exam tip**

In the IELTS Writing test, you need to put your ideas into full sentences. These sentences must have correct punctuation. You must do this to get a good mark.

**How many of the following can you find in this tip box?**

- sentences ..... 4
- capital letters .....
- full stops .....
- commas .....
- question marks .....

**2 Match the sentence beginnings (1–5) and endings (a–e).**

- |                           |  |
|---------------------------|--|
| 1) We use sentences       | a) to start a sentence.                                |
| 2) We use capital letters | b) to end a sentence (if it is a question).            |
| 3) We use full stops      | c) to give one complete idea.                          |
| 4) We use commas          | d) to end a sentence (if it isn't a question).         |
| 5) We use question marks  | e) to separate ideas in a sentence or items in a list. |

**3a Work in pairs. What do you know about Task 1 of the IELTS Writing test?**

- a) What do you have to write about?    b) How many words must you write?    c) How much time do you have?

**3b Read the information below and check your answers. Then rewrite the information with correct punctuation.**

- a) in the IELTS Writing test, you will see a picture (a diagram, a graph or a table). You need to describe the data in the picture. You have to report the important information. You do not need to give an opinion?

.....

.....

.....

- b) you have to write at least 150 words you can write more than this, but you must not write less than this.

.....

.....

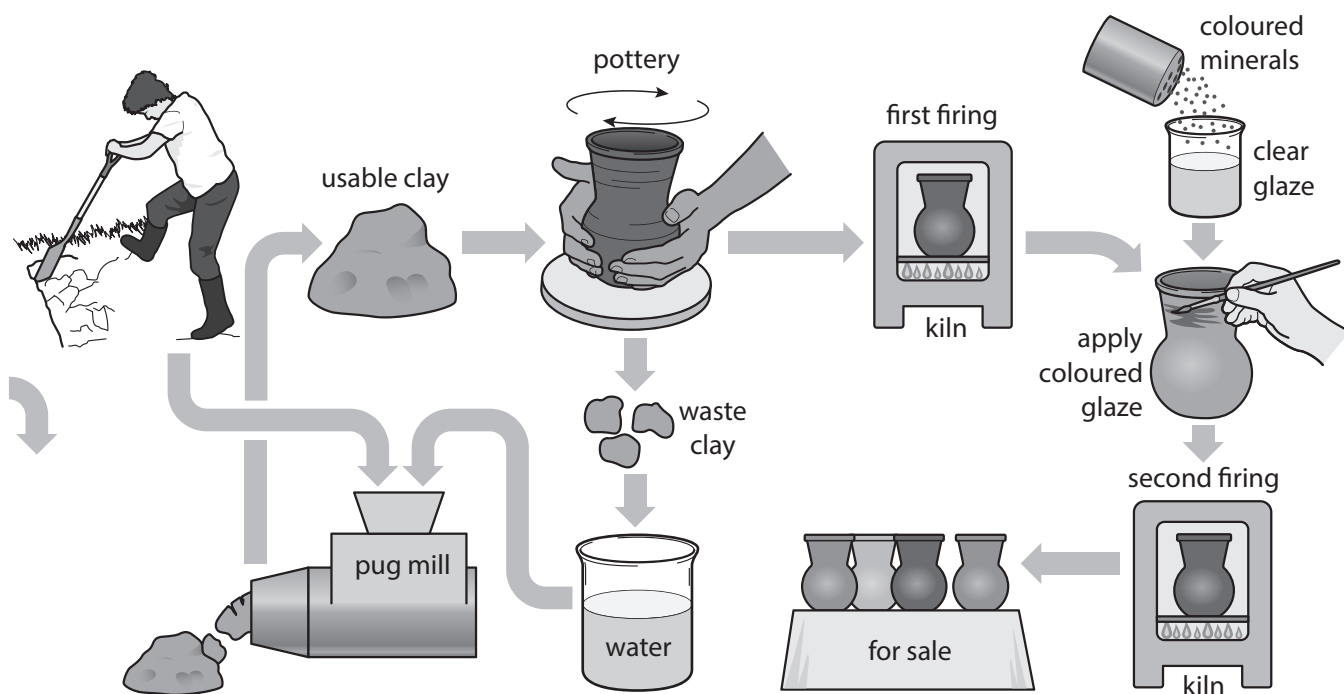
- c) you only have about 20 minutes to understand the picture and write your description you cannot afford to waste any time

.....

.....

4a Work in pairs. Look at the diagram. Choose the best summary.

- A The diagram explains what kind of people like pots.
- B The diagram explains how pots are made.
- C The diagram explains how many pots are made every year



4b Use the pictures to help you guess what the words in the diagram mean. Match the words in the box with the definitions (a–i).

clay firing glaze kiln minerals pot pottery pug mill waste

- a) a hot oven ..... *kiln* .....
- b) a container, which you can put things in (e.g. food or drink) .....
- c) the material we make pots from .....
- d) the process of making something hard by adding heat .....
- e) something which makes a pot shiny and attractive .....
- f) what you don't need or want .....
- g) chemical substances .....
- h) a place where people make pots .....
- i) a machine which mixes pieces of clay to make it usable (easy to use) .....

**Exam tip**  
 In IELTS Writing Task 1, there may be some words you don't know in the diagram. Use the pictures to help you understand the words.

5a Read the introduction about the diagram. Rewrite it into two sentences. Add full stops and capital letters.

*this diagram shows the process of making handmade pots from clay, starting with digging the clay out of the ground it also shows how we can use waste clay, and how we can make coloured glaze*

.....

.....

**5b** What is the purpose of the introduction in exercise 5a? Choose the correct answer.

- A to give an overview of what we can see in the diagram
- B to explain in detail what is happening
- C to give an opinion about making pots

**6** Work in pairs. Look at two more introductions about the diagram. Why are they not good introductions?

- a) *Many people enjoy making pots by hand. In my country, this has been a tradition for thousands of years. In this essay, I would like to discuss why people still use this method.*
- b) *First, you need some clay. This is important because without clay, you can't make anything.*

**7a** Here is a list of points to include in a description of the diagram. Complete the points with words from the diagram.

- a) someone digs ..... *clay* ..... from the ground
- b) the pieces of clay go into a ..... , so that it can be usable
- c) usable clay goes to a ..... and someone makes it into pots
- d) ..... clay from this process goes into water
- e) waste clay also goes back to the ..... , which turns it back into usable clay
- f) the pot goes into a ..... for the first firing
- g) someone applies coloured ..... to the pot
- h) you can make glaze by mixing coloured ..... with clear glaze
- i) the pots return to the kiln for the second .....

**7b** Look at part of a description. What do the words in bold do? Choose the correct answer.

*First, someone digs the clay from the ground. **Next**, the pieces of clay go into a pug mill, so that it can be usable. **After that**, the usable clay goes into a pottery, and someone makes it into pots.*

- A they give extra information about the process
- B they explain what words like *clay* or *pug mill* mean
- C they show how one thing in the process happens after another thing

**8** Write a description of the diagram in exercise 4a. Use the ideas in exercise 7a and the words in exercise 7b. Check your work for punctuation (capital letters and full stops).

### EXAM TASK: Writing (Task 1)

The diagram shows how pots are made by hand.

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

Write at least 150 words.

# What's the topic?



**1 Work in pairs. Discuss the questions.**

- a) What kinds of things do you use the internet for?
- b) How much time a day do you spend using the internet?
- c) Do you think people spend too much time on the internet?
- d) Look at the photos. What are some of the advantages and disadvantages of using the internet?

**2a Work in pairs. What do you know about Task 2 of the IELTS Writing test?**

- a) What do you have to write about?
- b) How many words must you write, and how much time do you have for this?

**2b Read the information below and check your answers. Then complete the information with words from the box.**

60 250 essay opinion question

In Task 2 of the IELTS Writing test, candidates have to write an **(1)** ..... *essay* ..... . You will have a **(2)** ..... which will ask you to discuss or argue different points of view (for example, the advantages and disadvantages of something), and give your **(3)** ..... about something.

For this part of the Writing test, you will need to write at least **(4)** ..... words. You must follow the instructions given in the question, and you need to write in an academic style. The complete IELTS Writing test (Task 1 and Task 2) lasts **(5)** ..... minutes, and you should spend around 40 minutes of this on Task 2.

**3 The information in exercise 2b is written in two paragraphs. Choose the correct answers.**

- a) We sometimes / always need to organise essays into paragraphs.
- b) A paragraph is made of one / more than one sentence.
- c) There is / isn't a space between each paragraph.
- d) A paragraph has one clear topic / lots of different topics.
- e) The first / last sentence of the paragraph usually explains what its topic is.

**4 Work in pairs. Look at the Task 2 question. What is your opinion?**

People spend too much time using the internet and not enough time talking with family, friends and neighbours. Do you agree or disagree with this opinion?

**Exam tip**

In IELTS Writing Task 2, you need to write in paragraphs to get a good mark. Paragraphs help the reader understand what your main topics are, and what you want to discuss in your essay.

**5 Look at the essay. Match the topics (a–e) with the paragraphs (1–4).**

- a) agreeing with the opinion in the question ...2...
- b) summarising the essay, and mostly disagreeing with the opinion in the question .....
- c) disagreeing with the opinion in the question .....
- d) introducing the essay and the things that the writer wants to discuss .....

- 1 *Many people spend several hours each day using the internet. **In this essay, I will** discuss whether I agree that this stops people from spending enough time with their family, friends and neighbours.*
- 2 *I agree that some people spend too much time online. **For example**, some people play games online, or use the internet for shopping or checking news. Many people spend too much time in front of screens, which can be unhealthy. It means that they do not communicate with real people, in the real world. It is true that people nowadays prefer looking at their smartphones to talking with their families, friends and neighbours.*
- 3 *However, the internet can also help people to communicate. Millions of people use it to make new friends or stay in contact with old ones. Family members who live far away from each other can communicate with each other any time they want to, thanks to new technology. I do not think that a conversation which uses text messages or video calls is very different to a face-to-face conversation. Many community groups use social media to help organise events and to get new members. **In my opinion**, people can communicate and make friends more easily than before the internet existed.*
- 4 ***In conclusion**, I do not agree that using the internet means that people don't spend enough time talking to their families, friends and neighbours. I believe that it has increased the amount of communication between people, and offers new ways for people to communicate.*

**Exam tip**

Phrases like *In this essay, ...*, *For example, ...*, *In my opinion ...*, and *In conclusion, ...* are useful for organising your ideas and making your essay clearer to read.

**6a Match the phrases in bold in exercise 5 to the reasons the writer uses them (a–d).**

- a) to introduce a final paragraph *In conclusion* .....
- b) to give his/her personal view .....
- c) to explain something, by giving examples .....
- d) to say what the essay will include .....

**6b Match the phrases (1–4) with phrases with a similar meaning (a–d).**

- |                              |                       |
|------------------------------|-----------------------|
| 1) In this essay, I will ... | a) For instance       |
| 2) In my opinion, ...        | b) To summarise       |
| 3) For example, ...          | c) I am going to ...  |
| 4) In conclusion, ...        | d) I believe that ... |



**7a** Work in pairs or small groups. Look at the Task 2 question and the plan. Discuss ideas for paragraphs 2 and 3.

### EXAM TASK: Writing (Task 2)

Some people think that old houses should be knocked down to build new houses or apartment blocks. Others think that old houses should be protected because they are part of a nation's history. Discuss both views and give your own opinion.

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

You should write at least 250 words.

1 Introduction paragraph	One or two sentences to introduce the topic, then a sentence starting: <i>In this essay, I will discuss ...</i>
2 Reasons to knock down old houses	
3 Reasons to protect old houses	
4 Conclusion paragraph	Your opinion, starting: <i>In conclusion, ...</i>

**7b** Work with another pair or group. Listen to other students' ideas. Decide what your own opinion is: do you think that old houses should be knocked down or protected?

**8** Write your essay in at least 250 words. Make sure you write in clear paragraphs.



# Academic subjects



**1a** Work in pairs. Discuss the questions about students in your country.

- a) What subjects have you studied at school?
- b) Is there something you would like to study in the future?
- c) What university subjects are most popular with students in your country?
- d) Is it more common to find more men than women studying certain subjects?
- e) Do you think everyone should study a foreign language in school?

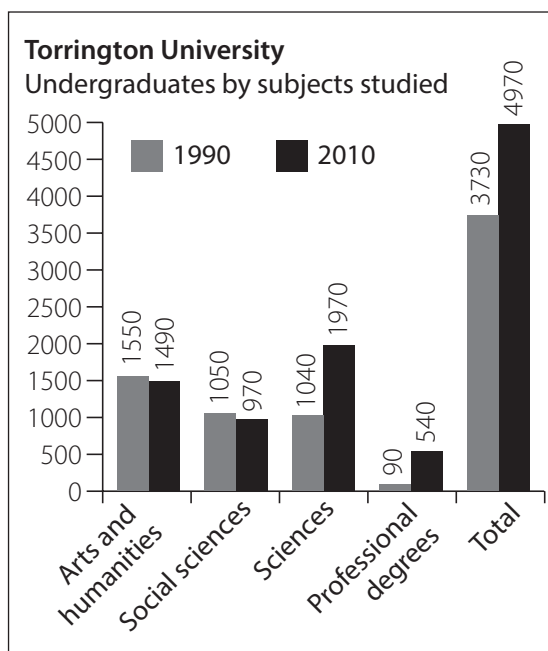
**1b** Write examples of academic subjects for these categories.

- arts and humanities *history* .....
- social sciences .....
- sciences .....
- professional degrees .....

**2** Look at the Task 1 question and the chart. Choose the best overview of the data.

The chart shows the numbers of undergraduates studying arts, sciences, social sciences and professional training subjects at Torrington University in 1990 and 2010.

Summarise the information by selecting the main points and reporting the main features, and make comparisons where relevant. Write at least 150 words.



- A More people are deciding to study professional subjects, such as business, because it gives them a better chance of finding a job.
- B The information in the bar chart shows how many undergraduate students chose various subjects at Torrington University in the years 1990 and 2010, and also how many students there were in total for both of these years.
- C Torrington University is a good place to study sciences and professional degrees, because these are the subjects which have a growing number of students.

**3a** Work in pairs. Discuss the information you can see in the chart. How was the situation in 2010 different to the situation in 1990?

**3b** Complete the sentences with the information from the chart.

- a) The total number of undergraduates went up to nearly *5,000* .
- b) The number of undergraduates studying arts subjects went down from ..... to 1,490.
- c) The number of social sciences students went down from 1,050 to .....
- d) In ....., social sciences and sciences had almost exactly the same number of students.
- e) The number of students studying sciences went up from ..... to 1,970.
- f) The number of students studying professional degrees went up from ..... to 540.
- g) No subject had more than ..... students in 1990 or 2010.

**4 Look at the model answer. Match the topics (a–d) with the paragraphs (1–4).**

- a) a paragraph describing what decreased .....2.....
- b) an overview of the information .....
- c) a final summary of the information .....
- d) a paragraph describing what increased .....

- 1 The information in the bar chart shows how many undergraduate students chose various subjects at Torrington University in the years 1990 and 2010, and also, how many students there were in total for both of these years.
- 2 The number of undergraduate students studying some subjects **fell** between 1990 and 2010. The number of undergraduates studying art and humanities subjects **went down** from 1,550 to 1,490 and the number of social sciences students also **decreased**, from 1,050 to 970.
- 3 However, the number of students studying sciences nearly **doubled** from 1,040 to 1,970 and the number of students studying professional degrees **rose** by more than six times, from 90 to 540. As a result, the total number of undergraduates **increased** by about a third to nearly 5,000.
- 4 In conclusion, while the number of arts and social sciences undergraduates **fell**, the number of postgraduates and undergraduates studying other subjects **rose** significantly.

**Exam tip**

When you write a description, do it clearly and logically. Make sure that your sentences are written in paragraphs, and that each paragraph has a clear topic.

**5 Complete the table with the words in bold from the description.**

went up	went down
<i>doubled</i> .....	.....
.....	.....
.....	.....



**6 Complete the description for this Task 1 question.**

**EXAM TASK: Writing (Task 1)**

The graph shows the percentage of 12-year-old children learning foreign languages in schools in a region of Britain in 1975 and 2015.

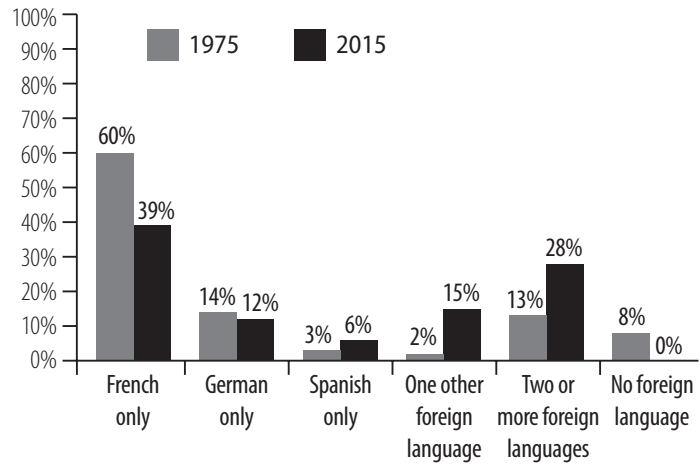
Summarise the information by selecting the main points and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

**Exam tip**

When describing how numbers change, try not to repeat the same words too often. You will get a higher grade if you use a range of vocabulary. Use other words with the same meaning. For example, instead of *went up*, you could say *increased* or *rose*.

**Languages learned at school by children, aged 12**



The graph gives us information about how many 12-year-old children learned foreign languages in a part of the UK in two years: 1975 and 2015. It also shows the number of children who learned no foreign language.

.....

.....

.....

.....

.....

.....

In conclusion, while the number of children learning French or German decreased, the number of children learning at least one other language, or learning two or more languages increased.

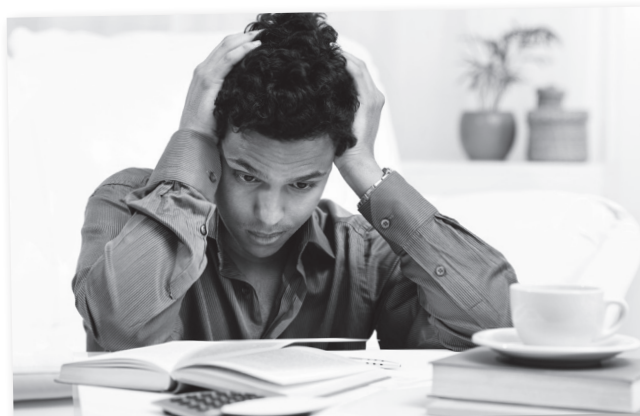
# Education issues

**1** Work in pairs. Discuss the statements. What are your opinions?

**a** Some students are stressed at university or school because they study too much.

**b** Exams are not the best way to test a student's abilities.

**c** People should only study subjects at university that will lead to a good job.



**Exam tip**

In Task 2 of the IELTS Writing test, you will have a question which asks you to give an opinion. It is a good idea to plan your essay before you start writing. Why is this?

**2** Look at the Task 2 questions below. What are they asking you to do? Match the questions (1–3) with the types of essay (a–c).

- 1 Some people say that the only reason to study a subject at college or university is in order to get a job related to that subject. Other people say that it more important for students to study subjects they enjoy. Discuss both these views and give your own opinion. ....c.....
- 2 Some people say that exams are not the best way to test a student's abilities. Do you agree or disagree? .....
- 3 Some school children become stressed by their studies. What do you think are the causes of this, and what could be done to solve it? .....

- a) Discuss a problem and give some solutions.
- b) Discuss the advantages and disadvantages of something.
- c) Discuss two opposite points of view and say what you think.

**3a** Look at the essay plan below, answering question 2 in exercise 2. Match the topics (a–d) with the paragraphs (1–4).

- a) Give reasons why you agree with the statement. ....2.....
- b) Say what you are going to write about. ....
- c) Give your opinion about whether the statement is true. ....
- d) Give reasons why you disagree with the statement. ....

**Paragraph 1:** introduce topic / 'In this essay I will discuss ...'

**Paragraph 2:** exams better for students who are good at exams / stressful, some students don't do well / exams at school don't test skills like dealing with people & being creative

**Paragraph 3:** we need some kind of system for testing students / imagine doctors, dentists and pilots without exams!

**Paragraph 4:** exams not always accurate but necessary / not perfect but no other system

**3b** How are the notes different to normal English?

**3c** Work in pairs. Read the answer below and discuss the questions.

- a) Are the ideas in the answer the same as the notes in exercise 3a?
- b) How many ideas are the same as yours, when you discussed the question in exercise 1?
- c) Do you agree with the conclusion?

*Some people are not sure if exams are really the best way to test a student's abilities. Other people think that there are too many exams, and this is stressful for many students. In this essay, I will discuss this issue and give my own opinion.*

*Exams are not necessarily the best way to test someone's intelligence. Maybe they only test how good a student is at doing exams. A student who is relaxed in exams may get a much better grade than another student who is very stressed, or just having a bad day. Also, many exams only test a student's knowledge of a subject, or what they have learned in lessons. They do not always test important skills, like dealing with people or thinking creatively.*

*Of course, it is necessary to have to some kind of system for testing students. Otherwise, there would be no guarantee that a student actually knew anything about a subject. Imagine a world in which doctors, dentists and pilots could do their jobs without being tested in some way.*

*In conclusion, exams are not a perfect system, but they are the only system we have. They may not always be a totally reliable way to test students' abilities, but they at least give a general idea of what students know. I agree that exams are not always the best way to test students' abilities, but I believe that they are necessary, and I can think of no alternative system which would work better.*



**Exam tip**

Decide what you will write in your last paragraph, before you start writing. This will be your conclusion. If you know what your conclusion is before you start writing, it will help you organise your ideas logically.

**4** Work in pairs to write a plan for the Task 2 essay. Decide what your conclusion will be. Then write your essay.

**EXAM TASK: Writing (Task 2)**

Some people say it is best for children to start learning a foreign language as soon as they start school. Other people say it is better to start later. Discuss both these views and give your own opinion.

You should write at least 250 words.