IELTS ADVANTAGE

WRITING SKILLS

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

RICHARD BROWN
LEWIS RICHARDS

NTV
Công ty TNHH
Nhân Trí Việt

NHÀ XUẤT BẢN TỔNG HỢP
THÀNH PHỐ HỒ CHÍ MINH

Scanned with CamScanner

IELTS Advantage

Writing Skills

Richard Brown
Lewis Richards

NTV
Công ty TNHH
Nhân Trí Việt

NHÀ XUẤT BẢN TỔNG HỢP
THÀNH PHỐ HỒ CHÍ MINH

Scanned with CamScanner

IELTS Advantage – **Writing Skills**

Copyright © 2011, 2019 by Ernst Klett Sprachen GmbH, Stuttgart, Germany

Vietnam's edition © 2019 by Nhan Tri Viet Co., Ltd., Ho Chi Minh City, Viet Nam

This edition is published in Vietnam under a license Agreement between Ernst Klett Sprachen GmbH and Nhan Tri Viet Co., Ltd.

This edition is licensed for distribution and sale in Vietnam only.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means – electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the copyright owners.

Designed by Caroline Johnston
Illustrations by Kathy Baxendale and Caroline Johnston
Photos by iStock (pages 33, 51, 61, 73, 77, 87), Shutterstock (pages 13, 45, 46, 57 Nataliya Hora/Shutterstock.com, 101), Lewis Richards (page 69) and Richard Brown (page 109)
Cover design by Peter Bushell

Author acknowledgements
The authors would like to thank the following people for their help during the writing of the book: Ross McKenzie, Peter and Allan Gray, Lea Brophy, Fiona Lewis, Suzie Coates, Heqian Ma and all the teachers and students at Language Specialists International in Portsmouth. Many thanks also to Nick Boisseau, Catriona Watson-Brown and the staff at Delta Publishing for their helpful editing and support, and to Caroline Johnston for the book design. Also, to the IELTS students who wrote sample answers for the book – Abdullah Alamer, Se-Hee Lee, So-Young Kim, Suzie Ganchimeg, Ka Yu Li, Cristina Pozas, Mohammed Nayta, Naif Hasher, Ana Ivanova, Christine Noelle, Selin Sonmez, Stefano Scalone, Merve Civas – and to Hitomi Ito for the original design of the tomato-ketchup process. Thank you also to Paul Snell and Des O'Keefe for inspiring and guiding us along the first steps of the journey.

Richard Brown
I would like to say a special thank you to all my family, friends and colleagues for their love, encouragement and ideas which have all helped to make this book a reality. Also thanks to colleagues and students past and present for sharing great memories, great ideas and their great gifts. But most of all, thank you to Raquel for her love and for always believing in me.

Lewis Richards
I would like to give thanks to all my family, and to Jihyon Kim for her encouragement and support. Also thank you very much to all the friends, colleagues and students who have been such an important part not only of the ideas in the book, but also of making my life as an English teacher so enjoyable and special. Thanks also to the following IELTS students: Gorkey, Bengu, Dilara and Simge. Finally, I owe a debt of gratitude to Paul Seligson for providing me with the original inspiration to become a teacher.

Scanned with CamScanner

Contents

TASK 2

Introduction 5

Unit 1 Advantages and disadvantages essays 1: Living abroad 7
- Spotlight
  1 Writing about life changes and experiences
  2 Verb patterns
- Model essay: Advantages and disadvantages
- Structure and linking: Organizing your essay
- Writing introductions
- Writing conclusions
- Exam skills
  1 Topic sentences
  2 Avoiding generalizations in your writing

Unit 2 Problem and solution essays 1: Education and teaching 19
- Spotlight
  1 Collocations for writing about education
  2 Academic language for writing about solutions
- Model essay: Problems and solutions
- Structure and linking: Contrasting ideas
- Language workout: Word-building
- Grammar and phrases for introductions
- Exam skills
  1 Grammar and vocabulary for writing conclusions
  2 Building a good paragraph

Unit 3 Opinion essays 1: Crime 31
- Spotlight
  1 Key language for writing about crime
  2 Key structures: make/let/allow
- Model essay: Opinions
- Structure and linking: Supporting arguments and opinions
- Writing introductions for opinion essays
- Dealing with discussion essays
- Exam skills
  1 Expressing someone else's opinion
  2 Using articles correctly

Unit 4 Advantages and disadvantages essays 2: Work 43
- Spotlight
  1 Key language for writing about work and careers
  2 Avoiding generalizations: using tend (not) to
- Model essay: Advantages and disadvantages
- Structure and linking: in spite of / despite
- Language workout: Word formation
- Exam skills
  1 Using pronouns to link ideas and avoid repetition
  2 Using the passive
  3 Key adverbs for emphasis, opinion and style

Unit 5 Problem and solution essays 2: Cities 55
- Spotlight
  1 Collocations and common phrases about cities
  2 Singular and plural forms
- Model essay: Problems and solutions
- Structure and linking: in order to / so as to / so that
- Language workout: Word-building
- General vocabulary for writing about solutions
- Exam skills
  1 Developing topic sentences
  2 Using the second conditional to write about solutions

Unit 6 Opinion essays 2: Running a business 67

- Spotlight
  1 Qualifying your opinion
  2 Giving an opinion about future trends
- Model essay: Opinions
- Structure and linking: instead (of)
- Relative clauses
- Exam skills
  1 Checking and editing your essays
  2 Using noun phrases

Unit 7 Graphs with a trend 79

TASK 1

- Spotlight
  1 Re-wording the introduction
  2 Writing an overview
  3 Language to describe changes 1: Verbs and adverbs
  4 Language to describe changes 2: Adjectives and nouns
- Model answer: Graphs with a trend
- Exam skills
  1 Joining two changes together
  2 Prepositions and articles
  3 Commenting on the data in a graph
- Next steps
  1 Writing about graphs with a future trend
  2 Tables and bar graphs with trends

Unit 8 Comparative graphs 91

- Spotlight
  1 Key language for making comparisons
  2 More comparative structures
  3 Advanced comparatives and linking devices
  4 Describing numbers
- Model answer: Comparative graphs
- Exam skills
  1 Numerical comparatives
  2 Ranking information
  3 Improving your writing style
- Next steps
  1 Dealing with more than one graph
  2 Developing your range of language and vocabulary

Unit 9 Processes and maps 103

- Spotlight
  1 Using the present simple passive to describe a process
  2 Linking stages together
- Exam skills
  1 Giving extra information about a stage
  2 Writing the introduction and overview
- Model answer: Processes
- Exam skills
  3 Grammar and vocabulary for maps
  4 Noun phrases for maps
- Model answer: Maps

Answer key 115

Sample student answers 126

Introduction

Aim of the book

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

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

The book aims to take your writing to this level, based on our many years of successfully preparing students for the IELTS exam, and our experience as IELTS Writing examiners. All the exercises in the book have been developed in the classroom, and the material has helped hundreds of IELTS students to achieve high Writing scores. The book is designed so that it can be used either in class with a teacher or as a self-study book as you prepare for the exam on your own.

About the exam

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

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

The IELTS scoring system

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

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

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

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

5.5–6.0 Entry onto a university Foundation course

6.0–6.5 Entry onto a Bachelor's degree course

6.5–7.0 Entry onto a Master's degree course

+7.0 Normally required to work in English-speaking countries in professions such as medicine, dentistry, law and accounting

Organization of the book

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

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