

# Collins

English for Exams

# Writing for IELTS

Anneli Williams



NHÀ XUẤT BẢN TỔNG HỢP  
THÀNH PHỐ HỒ CHÍ MINH

NTV

Công ty TNHH  
Nhân Trí Việt



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### **About the author**

**Anneli Williams** has taught English for academic purposes at university level in the UK for over 15 years, developing extensive experience assessing and preparing candidates for the IELTS examination.

### **Author's acknowledgements**

The author would like to thank her editors Katerina Mestheneou, Tasia Vassilatou and Howard Middle for their valuable input and Louis Harrison for his advice and support.

## **Collins**

### **Writing for IELTS**

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Published in Vietnam, 2014

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# Introduction

## Who is this book for?

*Writing for IELTS* will prepare you for the IELTS Academic Writing test whether you are taking the test for the first time, or resitting the test. It has been written for learners of band scores of 5–5.5 who are trying to achieve a band score of 6 or higher.

The structured approach, comprehensive answer key and model answers have been designed so that you can use the materials to study on your own. However, the book can also be used as a supplementary writing skills course for IELTS preparation classes. The book provides enough material for approximately 50 hours of classroom activity.

## Contents

*Writing for IELTS* is divided into 12 units. Each unit focuses on a topic area that you are likely to meet in the IELTS exam. This helps you to build up a bank of vocabulary and ideas related to a variety of the topics.

Units 1–11 cover the key stages of the writing process: everything from analysing the task to proofreading a completed response. Every exercise is relevant to the test. The aims listed at the start of each unit specify the key skills, techniques and language covered in the unit. You work towards Unit 12, which provides a final practice IELTS Writing test.

Additionally, the book provides examination strategies telling you what to expect and how best to succeed in the test. Exam information is presented in clear, easy-to-read chunks. 'Exam tips' in each unit highlight essential exam techniques and can be rapidly reviewed at a glance.

## Unit structure

Each of the first 11 units is divided into 3 parts.

**Part 1** introduces vocabulary related to the topic as well as a selection of the most common academic words and expressions needed for the writing functions covered in the unit. A range of exercises gives you the opportunity to use the vocabulary – clearly and effectively – in a variety of contexts. The vocabulary is presented using Collins COBUILD dictionary definitions.

**Part 2** provides step-by-step exercises and guidance on the key stages of the writing process. Both writing Task 1 and Task 2 are covered in each unit. There are guided questions and worked examples to show you what an effective IELTS response looks like. Useful expressions and grammatical forms are highlighted, and there are exercises to help you to develop good range and accuracy in your writing. You are encouraged to apply what you have learnt while at the same time, writing your own responses to task questions.

**Part 3** provides exam practice questions for Task 1 and Task 2 in a format that follows the actual exam. You can use this as a means of assessing your readiness for the actual exam.

## Answer key

A comprehensive answer key is provided for all sections of the book including recommended answers and explanations for more open-ended writing tasks. There are model answers for all of the writing questions. For one of the practice exam questions in each unit, two model answers are given – one of them annotated. This shows you that a variety of approaches to each writing task can be taken.

## Using the book for self-study

If you are new to IELTS, we recommend that you work systematically through the 12 units in order to benefit from its progressive structure. If you are a more experienced learner, you can use the aims listed at the start of each unit to select the most useful exercises.

Each unit contains between three and four hours of study material. Having access to someone who can provide informed feedback on writing practice exercises is an advantage. However, you can still learn a lot working alone or with a study partner willing to give and receive peer feedback.

Ideally, you should begin each unit by working through the **Part 1** vocabulary exercises. Try to answer the questions without looking at a dictionary in order to develop the skill of inferring the meaning of unfamiliar words from context. This is important because dictionaries cannot be used during the actual exam. Avoid writing the answers to vocabulary exercises directly into the book so that you can try the exercises again once you have completed the unit.

Work through the **Part 2** writing exercises from beginning to end. It is important to study the examples given in order to become familiar with the type of writing required. Doing this will also help you become a perceptive – and critical – reader of your own work. The grammar points covered should be thoroughly mastered so that during the actual exam, you can focus on the higher order skills of planning and effectively communicating your response. All learners, including those who are working on their own, should attempt the writing tasks as writing is a skill that can only be improved through extensive practice. At the same time, you should aim to become well informed about a wide variety of subjects, not just those covered in the book. The IELTS Writing test can cover almost any topic considered to be within the grasp of a well-educated person.

**Part 3** contains exam practice with timed questions. This gives you the opportunity to practise writing within a time limit. If you find this difficult at first, you could focus first on writing a high-quality response of the correct length. Then you could start to reduce the time allowed gradually until you are able to write an acceptable answer within the time limit. You should become familiar enough with your own handwriting so that you can accurately estimate the number of words you have written at a glance. Model answers should be studied to identify the underlying approach and effect on the reader. Try not to memorise essays or reports or to attempt to fit a pre-existing response around another exam question. If you work systematically through the book, you should develop the skills and language to effectively express your own responses to unseen exam questions on the day.

# The International English Language Testing System (IELTS) Test

IELTS is jointly managed by the British Council, Cambridge ESOL Examinations and IDP Education, Australia. There are two versions of the test:

- Academic
- General Training

Academic is for students wishing to study at undergraduate or postgraduate levels in an English-medium environment.

General Training is for people who wish to migrate to an English-speaking country.

This book is primarily for students taking the Academic version.

## The Test

There are four modules:

<b>Listening</b>	30 minutes, plus 10 minutes for transferring answers to the answer sheet NB: the audio is heard <i>only once</i> . Approx. 10 questions per section Section 1: two speakers discuss a social situation Section 2: one speaker talks about a non-academic topic Section 3: up to four speakers discuss an educational project Section 4: one speaker gives a talk of general academic interest
<b>Reading</b>	60 minutes 3 texts, taken from authentic sources, on general, academic topics. They may contain diagrams, charts, etc. 40 questions may include multiple-choice, sentence-completion questions, completing a diagram, graph or chart, choosing headings, yes/no or true/false questions, classification and matching questions.
<b>Writing</b>	Task 1: 20 minutes – description of a table, chart, graph or diagram (150 words minimum) Task 2: 40 minutes – an essay in response to an argument or a problem (250 words minimum)
<b>Speaking</b>	11–14 minutes A three-part face-to-face oral interview with an examiner The interview is recorded. Part 1: introductions and general questions (4–5 mins) Part 2: individual long turn (3–4 mins) – the candidate is given a task, has one minute to prepare, then talks for 1–2 minutes, with some questions from the examiner. Part 3: two-way discussion (4–5 mins) – the examiner asks further questions on the topic from Part 2, and gives the candidate the opportunity to discuss more abstract issues or ideas.
<b>Timetabling</b>	Listening, Reading and Writing must be taken on the same day, and in the order listed above. Speaking can be taken up to 7 days before or after the other modules.
<b>Scoring</b>	Each module is given a band score. The average of the four scores produces the Overall Band Score. You do not pass or fail IELTS; you receive a score.

## IELTS and the Common European Framework of Reference (CEFR)

The CEFR shows the level of the learner and is used for many English as a Foreign Language examinations. The table below shows the approximate CEFR Level and the equivalent IELTS Overall Band Score:

CEFR Description	CEFR Code	IELTS Band Score
Proficient user [Advanced]	C2 C1	9 7–8
Independent user [Intermediate – Upper Intermediate]	B2 B1	5–6.5 4–5



This table contains the general descriptors for the band scores 1–9:

IELTS Band Score		
9	Expert user	Has fully operational command of the language: appropriate, accurate and fluent with complete understanding.
8	Very good user	Has fully operational command of the language, with only occasional unsystematic inaccuracies and inappropriacies. Misunderstandings may occur in unfamiliar situations. Handles complex detailed argumentation well.
7	Good user	Has operational command of the language, though with occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.
6	Competent user	Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.
5	Modest user	Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.
4	Limited user	Basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.
3	Extremely limited user	Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.
2	Intermittent user	No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty understanding spoken and written English.
1	Non user	Essentially has no ability to use the language beyond possibly a few isolated words.
0	Did not attempt the test	No assessable information provided.

## Marking

The Listening and Reading papers have 40 items, each worth one mark if correctly answered. Here are some examples of how marks are translated into band scores:

Listening: 16 out of 40 correct answers: band score 5  
 23 out of 40 correct answers: band score 6  
 30 out of 40 correct answers: band score 7

Reading: 15 out of 40 correct answers: band score 5  
 23 out of 40 correct answers: band score 6  
 30 out of 40 correct answers: band score 7

Writing and Speaking are marked according to performance descriptors.

Writing: examiners award a band score for each of four areas with equal weighting:

- Task achievement (Task 1)
- Task response (Task 2)
- Coherence and cohesion
- Lexical resource and grammatical range and accuracy

Speaking: examiners award a band score for each of four areas with equal weighting:

- Fluency and coherence
- Lexical resource
- Grammatical range
- Accuracy and pronunciation

For full details of how the examination is scored and marked, go to: [www.ielts.org](http://www.ielts.org)

# 1 Gender roles

**Aims:** Understanding the task | Understanding visual prompts  
Overview of the writing task and process | Analysing the question

## Part 1: Vocabulary

- 1 Many people believe that men and women are different in fundamental ways. Decide which words are commonly associated with men and which words with women.

- |                 |              |
|-----------------|--------------|
| a aggressive    | e gentle     |
| b authoritative | f strong     |
| c competitive   | g vulnerable |
| d compliant     |              |



- 2 A knowledge of abstract nouns is essential for academic writing. Complete the sentences 1–6 with the noun form (singular or plural) of the adjectives in brackets.

Example: *Aggression is commonly considered a masculine trait. (aggressive)*

- 1 I believe that men and women have different . (strong)
- 2 is not an exclusively feminine characteristic. (gentle)
- 3 Many men have difficulty showing . (vulnerable)
- 4 Some people have difficulty working with female figures. (authoritative)
- 5 Women are often praised for whereas men are praised for leadership. (compliant)
- 6 There is some evidence that girls are better at cooperation while boys are happier when they are in with one another. (competitive)

- 3 In IELTS Writing Task 1, you have to summarise information which is usually presented in a visual form. Match the figures 1–6 with the headings a–f. Then complete the descriptions with the words i–ix. The first one has been done for you.

- |               |              |               |
|---------------|--------------|---------------|
| a bar chart   | c flow chart | e pie chart   |
| b diagram     | d line graph | f table       |
| i comparisons | iv trends    | vii segment   |
| ii axis       | v percentage | viii features |
| iii columns   | vi vertical  | ix stage      |