

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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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		
Total time	1 hour Candidates must complete two tasks.	
Tasks	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
Words	at least 150 words	at least 250 words
Time	approximately 20 minutes	approximately 40 minutes
Topics		topics of general interest — e.g. the environment, education, social issues
Marking criteria	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.

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

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
<ul style="list-style-type: none"> • -ment (environment) • 	<ul style="list-style-type: none"> • -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.

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

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

- 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			
Total time	11 – 14 minutes		
Parts	1	2	3
Time	4 – 5 minutes	1 – 2 minutes	4 – 5 minutes
Types of answer	Short answers	Monologue	Discussion
Topics	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

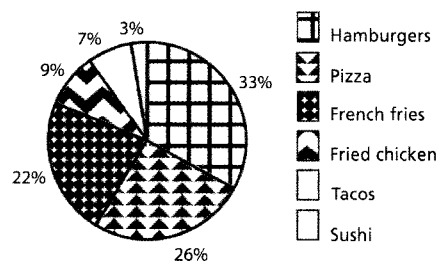
- 1 *What is fast food? Try to think of at least 5 international fast food chains in your city, for example, Lotteria.*
- 2 *What is your favourite fast food? Do you like burgers, or chips, or sushi, or maybe you like traditional Vietnamese food, such as spring rolls?*

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.

- French fries _____ sushi.
- Sushi _____ of the fast foods in the pie chart.
- Tacos _____ sushi, but _____ fried chicken.
- Fried chicken _____ pizza.
- Pizza is _____ second _____ fast food.
- French fries _____ fried chicken.
- Hamburgers _____ of the fast foods.
- _____ third _____ fast food is French fries.
- Tacos _____ fried chicken and French fries.
- 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%).

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!

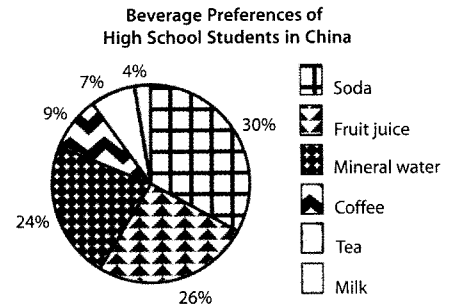
Choose a topic, such as a favourite band or a favourite food. Write a question for your classmates and survey 20 of them. Make a pie chart to show your results and write about it. Then, give your chart to your partner to write about and compare your answers.

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

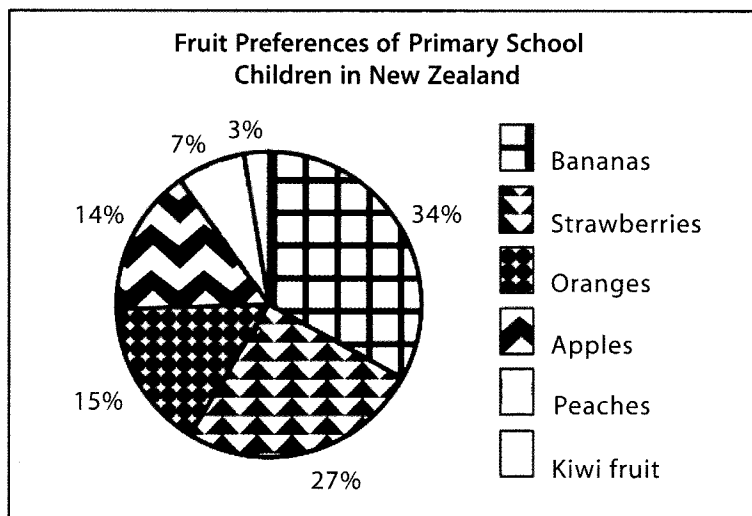


Model 2

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.

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.
 - a. How are these people feeling?
 - b. Have you ever felt like this when doing sport?
 - c. What is your favourite sport?
 - d. Do you prefer doing sport yourself or just watching others?
 - e. 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.

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

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.

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

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. (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 (a / -) balance.
- c. A lot of companies encourage the development of (a / -) 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. (A / -) promoting team sports is a good idea for companies.
- f. Doing sports such as badminton and tennis is a good way of improving (a / -) fitness.
- g. Strategic thinking is an example of (a / -) skill which is improved by doing team sports.
- h. (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.

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