

Basic IELTS

Writing

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- Consolidating Your English Ability
- Improving Your English Writing Skill
- Providing General Knowledge
- Developing Your Test-Taking Skill



NHÀ XUẤT BẢN TỔNG HỢP
THÀNH PHỐ HỒ CHÍ MINH

NTV

Công ty TNHH
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Basic IELTS Writing

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FOREWORD

Exam preparation is a vital period for candidates who wish to obtain an internationally recognised certificate, specifically the IELTS one. Such candidates will find it less stressful if they can have relevant and beneficial materials in hand. **Basic IELTS – Listening, Reading, Speaking, and Writing** have, consequently, been designed to meet your demand.

Basic IELTS series aim at

- providing IELTS candidates with a basic English language ability,
- enlarging candidates' stock of vocabulary, and
- giving candidates insight into the social life and culture of the English-speaking communities.

Basic IELTS series are suitable for those who want to achieve a band score of 4 – 5+ in the IELTS test. They are also practical materials for high school students, students of pre-intermediate level, and for those who want to build up a solid foundation in their English language competence.

The main features of this series of books are as follows:

- ✓ Designed in accordance with the content, format, and objectives of the IELTS test
- ✓ Reflecting the updated IELTS question types
- ✓ Meeting the demand and expectations of the focussed candidates
- ✓ Containing authentic, interesting, and rewarding materials

As far as **Basic IELTS Writing** is concerned, it is designed for candidates preparing to achieve approximately between 4 and 5 in the IELTS exam, but language students at a pre-intermediate level may also find some aspects of the book of use. The aim of this book is to help candidates of both General Training and Academic Modules to familiarise themselves with the format of the IELTS Writing test and to be competent in their writing.

The book is divided into four parts. Part 1 focusses on Task 1 of the General Training Module. It contains six chapters, each of which presents how to effectively write a certain kind of letter that is typically seen in the test. Part 2 consists of two chapters which aim to facilitate you in describing visual information (graphs or charts) in Task 1 of the Academic Module. Part 3 comprises a brief introduction to and detailed explanation of essay writing which most IELTS candidates seemingly find difficult and challenging. The fourth part named Grammatical Range and Accuracy sums up four kinds of English sentences in order to enable you to accurately use a wide range of structures in your writing. A special point that needs stressing is in this part, a section presented in the Vietnamese language will point out errors that Vietnamese students may make when writing English. How to correct those errors and exercises of translation are also included for you to practise and improve your writing skill. Lastly, a table of transition signals is provided in the hope that you can effectively use them in

producing a satisfactory paragraph and a well-organised essay.

Basic IELTS Writing certainly meets the need of candidates who will sit the Academic Module, but General Training Module candidates can also find it very beneficial.

On completion of **Basic IELTS Writing**, you will be able to

- write tasks in the IELTS Writing test,
- apply useful tips and techniques in taking the IELTS Writing test,
- be well prepared for gaining a higher score in your actual exam, and
- achieve your desired band score in the near future.

Hopefully, you will find **Basic IELTS Writing** truly helpful and rewarding, and you can eventually achieve your desired goal.

Wang Yue Xi

IELTS OVERVIEW

I. The IELTS Test

IELTS, the International English Language Testing System, was introduced in 1989. It is an English language proficiency test that is required to be taken by non-native students for studying in countries where the medium of instruction is English. It is now used for this purpose around the globe.

The IELTS is managed by three main institutions: the British Council, IDP: IELTS Australia and the University of Cambridge ESOL Examinations (Cambridge ESOL). This is important to understand in order to prepare for what is essentially an examination of British and not American English.

Depending on the course of study that is planned to take, candidates must select to sit either the Academic IELTS test or the General Training IELTS test. This choice must be made when applying to sit the test.

Academic Module

The Academic IELTS test is necessary for candidates who **plan to study at universities** (undergraduate or postgraduate courses), and will test the candidates' ability to both understand and use complex academic language.

General Training Module

The General Training Module of IELTS is for candidates **seeking entry to a secondary school or to vocational training courses**, and also for those who wish to **apply for immigration** to countries such as Canada, Australia, or New Zealand.

IELTS is not recommended for candidates under the age of 16.

II. The IELTS Test Format

There are four sub-tests to the IELTS test: Listening, Reading, Writing, and Speaking. Candidates must sit all four sub-tests. While all candidates take the same Listening and Speaking tests, they sit different Reading and Writing tests, depending on whether they have selected the Academic IELTS test or the General Training IELTS test. These two do not carry the same weight and are not interchangeable.

The first three sub-tests – Listening, Reading, and Writing – must be completed in one day. There is no break between the sub-tests. The Speaking test may be taken, at the discretion of the test centre, in the period of seven days before or after the other sub-tests of the IELTS test.

This table helps you to understand more clearly about the format and timing of the two IELTS modules:

	ACADEMIC	GENERAL TRAINING
Listening	4 sections; 40 questions 30 minutes	4 sections; 40 questions 30 minutes
Reading	3 sections; 40 questions 3 long texts 1 hour	3 sections; 40 questions 3 long texts 1 hour
Writing	2 tasks 1 hour	2 tasks 1 hour
Speaking	3 sections 11 – 14 minutes	3 sections 11 – 14 minutes

III. The IELTS Writing Test

The Writing test consists of two tasks. Candidates are given one hour to complete both tasks.

1. The General Training Writing

Candidates are allowed one hour to complete two tasks of 150 and 250 words respectively. Task 1 is always a letter while Task 2, which is similar to that of the Academic Module, is an essay based on a given title.

2. The Academic Writing

In Task 1, candidates are given a title based on some graphic or pictorial information. They are expected to write a descriptive report of at least 150 words on the information provided. The second task is more demanding. Candidates are expected to produce an essay on a given title. They will have to write at least 250 words in approximately 40 minutes as Task 2 is longer than Task 1.

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Part 1

**The IELTS
General Training
Task 1 Writing**

The IELTS General Training Task 1 Writing

The IELTS General Training Task 1 Writing asks you to write a letter of a minimum of 150 words in response to some situation or problem. The task will probably ask you to complain about something, request information, ask for help, make arrangements and/or explain a situation. All of these are fairly similar tasks.

In order to complete Task 1 successfully, you first should know the organisation of a letter, and then what to include in the content.

1. The basic format of a letter

1. **Greeting or salutation:** In the actual test, you are requested to address *Dear Sir or Madam*, not a specific name.

2. **Introduction:** This part is intended to get the recipient to want to continue reading, and to give the recipient an idea as to why you are writing. This can all go in one paragraph.

3. **Body:** This is the longest part of the letter which contains the main points. Change paragraphs and indent each time you change the point you are writing about.

4. **Conclusion:** This is when you wrap the letter up politely in an appropriate style or tone.

5. **Closing:** You should choose an exit expression which lines up with the heading, for example *Yours faithfully/sincerely* (formal); *Best wishes, All the best* (personal).

2. Six 'C' in letter writing

You should generally apply the following principles called six 'C' when writing a letter.

1. **Be clear:** Have a definite purpose when writing, and make sure it is clearly communicated. Leave nothing unexplained or glossed over.

2. **Be correct:** Check that all your information is accurate and relevant. Double-check your spelling, punctuation and grammar. Proofread it before you send it.

3. **Be complete:** Include all the necessary facts and background information to support the message you are communicating. Answer all the questions in your letter.

4. **Be concise:** Be clear and to the point. Once you have written what needs writing, stop writing it. Do not repeat what has been mentioned.

5. **Be courteous:** Use a courteous and respectful tone in the letter. Courtesy is vital for communications, especially when you consider that you are likely to be asking the recipient for something.

6. **Be considerate:** Keep your reader's needs and feelings in mind as you write.

Chapter 1 Thank-you Letters

What to include in a thank-you letter

1. Greeting

Starting with *Dear Sir or Madam* (as usually asked in the instruction). Note that after *Madam*, you need a comma.

2. Introduction

Stating the purpose of your letter; that is, why you are writing.

3. Body

Briefly describing or retelling what the person has done for you.

Expressing your sincere thanks and recommending what you would like to do for him/her in return. For example, you may reaffirm your gratitude or restate the compliment, suggest possible future action, and close with either an expression of thanks or an indication of your intention to continue contact.

4. Closing

Closing the letter with *Yours faithfully* (only the first word is capitalised) or *Regards* if you start the letter with *Dear Sir or Madam*, with *Yours sincerely* or *Sincerely yours* if you start with a specific name of the recipient. You do not need to sign your name in this task.

Tips for writing a thank-you letter

1. Stick to the point.
2. Be sincere.
3. Make your letter stand out: Be specific and include details of the event.
4. End the letter on a positive note: Closing depends on the type of thank-you letters.

Note that everyone loves a cheerful letter that says you appreciate their kindness. People respond positively to thank-you letters that express kind thoughts and warm feelings.

Sample Letter Analysis

Title

You should spend about 20 minutes on this task.

You are a commuter. One morning on your way to work you suddenly fell ill and lost your consciousness. One gentleman on the same bus sent you to a hospital.

Write a letter to the company where the gentleman works to extend your gratefulness.

You should write at least 150 words.

You do NOT need to write your address.

Begin your letter as follows:

Dear Sir or Madam,

Sample letter

Dear Sir or Madam,

I am writing this letter to extend my sincere thanks to Mr. Baker, the cashier of your company.

I am a commuter and every day I take bus Route 133 to work. Last Friday morning when the bus almost reached the stop where I was to get off, I suddenly felt dizzy and then I lost my consciousness. When I came to, I found myself in St. Mary's Hospital, attended by my wife. The doctor told me it was Mr. Baker who had sent me to the hospital and informed my wife of my condition. Mr. Baker happened to be on the same bus, but I have never met him.

My wife and I were very much grateful to Mr. Baker for his kindness. Please forward my heartfelt thankfulness to him. We feel very much proud of your company for having such a good employee. If Mr. Baker was late for work that day, I'd like to compensate you.

I do hope that your company would reward Mr. Baker for his noble deeds.

Yours faithfully,

Larry

Larry Smith

(182 words)

Analysing this sample letter

- ① Examining this sample letter, you can see that it includes the four main parts mentioned above.

1. **Greeting:** It begins with *Dear Sir or Madam* (as asked in the instruction). A comma is put after *Madam*.
2. **Introduction:** The writer states the reason why he is writing.
3. **Body:** He states the incident which happened to him. Then, he expresses his thanks to Mr. Baker and his suggestion to the company (that is to say, to reward Mr. Baker).
4. **Closing:** He ends the letter with an appropriate closing and an exit expression. (His name and signature are not necessarily shown).

② Language analysis

1. Expressions:

to extend/express/show my sincere thanks to ... chân thành cảm ơn ...

to come to means to recover consciousness hồi tỉnh/tỉnh lại

When I came to ... Khi tôi tỉnh lại ...

to inform sb of sth báo ai biết về điều gì

informed my wife of my condition đã báo cho vợ tôi biết về tình trạng của tôi

Another example:

I have been informed of the matter already.

to happen to + V tình cờ ...

Mr. Baker happened to be on the same bus.

Ông Baker tình cờ ngồi cùng xe buýt với tôi.

to feel/be proud of sb for sth cảm thấy tự hào về ai vì điều họ đã làm

We feel very much proud of your company for having such a good employee.

Chúng tôi vô cùng tự hào vì công ty của ông/bà có được một nhân viên tốt như vậy.

to be grateful to sb for sth biết ơn ai về điều gì

My wife and I were very much grateful to Mr. Baker for his kindness.

Vợ chồng tôi vô cùng biết ơn ông Baker vì lòng tốt của ông ấy.

2. Structures:

1. Structures with find

to find oneself somewhere thấy mình ở một nơi nào đó

to find oneself + past participial phrase

When I came to, I found myself in the hospital, attended by my wife.

Khi tỉnh lại, tôi thấy mình đang nằm viện, được vợ chăm sóc.

to find + N/N phrase + adjective phrase

Martin found the hospital routine slightly dull.

to find + N/N phrase + present participial phrase

He found a number of men already working.

to find sb + adverb

We went to her house, but we found her out.

to find + N/N phrase + to-infinitive phrase

I found the Vietnamese people to be friendly and hospitable.

to find + clause

Newton found that all masses attract each other.

2. The structure **It + be ... that / who ...** is used to show emphasis on the subject.

The doctor told me it was Mr. Baker who had sent me to the hospital and informed my wife of my condition.

Vị bác sĩ đã nói cho tôi biết là chính ông Baker đã đưa tôi đến bệnh viện và báo cho vợ tôi về tình trạng của tôi.

Another example:

It is the dog that broke the vase.

3. Adjective clause

Last Friday morning when the bus almost reached the stop where I was to get off, I suddenly felt dizzy and then I lost my consciousness.

Sáng thứ Sáu tuần rồi khi chiếc xe buýt sắp đến trạm dừng nơi tôi sẽ xuống xe thì bất chợt tôi cảm thấy chóng mặt rồi bị bất tỉnh.

1. Commonly-used statements in a thank-you letter

I am writing this letter to thank you for ...

How considerate and wonderful of you to remember my birthday.

I will cherish this memory forever.

I was thrilled and excited when I ...

This letter is to express my thanks and appreciation for ...

This is to thank you for ...

My wife and I want to thank you for ...

I repeat my thanks, in which my wife joins me.

Please accept my thanks for ...

I appreciate very much for your thoughtfulness.

Again with my thanks for your hospitality.

I lack words with which to express my gratitude to you.

I am much obliged to you for your timely help.

I am writing these few lines to express my sincere thanks, not only to yourself but to ... as well.

Please have no hesitation in writing to me should you want me to do something for you in Vietnam.

Your party last weekend was the best yet.

If you need anything in your study, please let me know.

I hope you will give me the chance to return your kindness.

2. Commonly-used words and expressions in a thank-you letter

accept	admire	appreciate	embalm
express	extend	friendly	hospitable
generous	grateful	heartfelt	heartfelt thanks
ill	kind	lose one's way	noble
pay tribute to	perfect	praise	rescue
reward	satisfy	show	sincere
to be in danger	to be proud of	to have a car accident	
to have a heart attack	touch	volunteer	wound

Exercise 1

Title

You should spend about 20 minutes on this task.

You have just come back from San Francisco. When you were there, your friend Mr. Jackson gave you a great deal of help.

Write to Mr. Jackson to thank him for his hospitality and help.

You should write at least 100 words. (The actual test instruction requests 150 words.)

You do NOT need to write your address.

Begin your letter as follows:

Dear Mr. Jackson,

Use the phrases and sentences below to write the above letter:

I am writing this letter to thank you for ...

During my stay, you ...

You gave me some very good advice of ...

... so that I had a wonderful time in the city.

I sincerely hope someday I could repay your kindness.

Once again ...

Chapter 2

Request Letters

What to include in a request letter

1. Greeting

2. Introduction

Stating your purpose of writing and mentioning the related issue.

3. Body

Pointing out the reason or cause of your request.

4. Conclusion

Stating your request and thanking the person who is in charge of dealing with your request.

5. Closing and signature

Request letters can be a very effective way of accomplishing what you need. It is not what you request, but how.

Tips for writing an effective request letter

Be particularly courteous and tactful when writing this kind of letter, as requests are generally an imposition on reader's time and/or resources or talents. Put the reader at ease, and help him or her feel that responding will not be burdensome.

- Be brief.
- Be confident and persuasive. Be assertive but not overbearing.
- Be straightforward, and include as much detail as necessary to clearly convey your request.
- Make only reasonable requests.
- Express your willingness to reciprocate the kindness or favour.
- Invite the person to contact you if he or she has any questions or concerns, and thank him or her for taking the time to consider your request.
- Make it easy for the person to respond – tell him or her exactly what can be done to accommodate your request, and do everything within your power so that the request can be granted (e.g. if you are asking for a letter of recommendation, include your résumé or a list of accomplishments and a stamped, addressed envelope).

Title

You should spend about 20 minutes on this task.

The English Department has decided to hold a speech contest in late December, but your classmates find that it is too near the final examination.

Write to the Dean of the department to suggest a change of the time.

You should write at least 150 words.

You do **NOT** need to write your address.

Begin your letter as follows:

Dear Sir or Madam,

Sample letter

Dear Sir or Madam,

We are students of Class 99-1. We're glad that the department is to hold an English speech contest. We are sure it is of great help to our oral English and all of us want to take part in it.

We've noticed that the time of the contest is on 27th of December. What troubles us is the time of the contest. As you know, according to the school schedule of this term, the final examination is to begin on Jan. 10. We all wish to do excellently in both, but we are afraid that it will be very difficult for us to prepare for the examination and the contest at the same time. As a result, we would spend less time on the preparation of the contest.

Considering the outcome of the contest, we suggest that it be postponed to the next term, preferably in the first few weeks. We suggest so because, generally speaking, we have more free time in that period of time.

Thank you for your attention.

Yours faithfully,

All of Class 99-1

(181 words)

Analysing this sample letter**① Below are the main parts of this letter:**

1. After a brief self introduction, the writer refers to the related issue: an English speech contest is going to be held by the English Department.

2. The next part is why the class is making a request: the time of the contest and that of the final examination are very close to each other, which can affect the students' performance in both events.
3. Next, a request is frankly given.
4. Last, the writer thanks the recipient for taking the time to consider the request.

② Language analysis

1. to be of + N means to be + adjective.

e.g. to be of great help = to be greatly helpful

This English speech contest is of great help to our oral English.

Cuộc thi hùng biện tiếng Anh này rất có ích cho kỹ năng nói tiếng Anh của chúng tôi.

Other examples:

English is of great importance in our future work. = English is greatly important in our future work.

It is not a thing of any value. = It is not a valuable thing.

2. Preposition used in dates: on + date + of month; on + month + date + , year; on + date + month + , year

on 27th of December

on December 27th, 2010

on 27th December, 2010

3. to be to do sth means to plan/be planned/be scheduled to do sth.

The final examination is to begin on Jan. 10.

Kỳ thi cuối học kỳ được dự định bắt đầu vào ngày 10 tháng 1.

Other examples:

I am to see him today at six o'clock.

They were to appear before him.

4. Comparison: less/more + N + (than) ...

As a result, we would spend less time on the preparation of the contest.

Do vậy, có lẽ chúng tôi sẽ có ít thời gian hơn cho việc chuẩn bị cuộc thi này.

We have more free time in that period of time.

Vào khoảng thời gian đó chúng tôi sẽ có nhiều thời gian rảnh hơn.

5. so

so is an adverb. It is used to replace what has been mentioned. It is usually used with such verbs as say, tell, suppose, and suggest.

We suggest so ...

Chúng tôi đề xuất như vậy ...

Other examples:

Martin wants to go with us, but he's afraid to say so.

I know they enjoy every minute of it. Don't you think so?

6. It + be + adj + for sb + to do sth

It will be very difficult for us to prepare for the examination and the contest at the same time.

Chuẩn bị cho kỳ thi cuối kỳ và cuộc thi này cùng một lúc sẽ rất khó cho chúng tôi.

Other examples:

It is very helpful for us to learn to use a computer.

It would be very easy for him to beat his opponent.

7. Clauses

1. Noun clause as the object of the main verb

We've noticed **that the time of the contest is on 27th of December.**

Chúng tôi thấy rằng thời điểm của cuộc thi này là ngày 27 tháng 12.

We suggest **that it be postponed to the next term, preferably in the first few weeks.**

Chúng tôi đề nghị cuộc thi này nên được hoãn lại đến học kỳ tới, tốt nhất là trong vài tuần đầu tiên.

2. Adverb clause modifying an adjective

We're glad **that the department is to hold an English speech contest.**

Chúng tôi vui mừng vì khoa dự định tổ chức một cuộc thi hùng biện tiếng Anh.

We are afraid **that it will be very difficult for us to prepare for the examination and the contest at the same time.**

Chúng tôi e rằng chuẩn bị cho kỳ thi cuối kỳ và cuộc thi này cùng một lúc sẽ rất khó cho chúng tôi.

3. Noun clause as the subject of the sentence

What troubles us is the time of the contest.

Điều gây khó khăn cho chúng tôi chính là thời điểm diễn ra cuộc thi.

What means the thing that / which Therefore, this sentence can be rewritten as follows:

The thing that troubles us is the time of the contest.

1. Commonly-used statements in a request letter

I'd like to suggest (that) you (should) ...

May I suggest that ...

Considering ..., I propose that ...

e.g. Considering the high cost of the construction, I propose that we should stop the plan.

Concerning this matter, my proposal is ...

On behalf of ..., I suggest ...

What I want to suggest is ...

My suggestion is that ...

In my opinion, I would say ...

I propose they should ...

If you ..., you had better ...

e.g. If you go to Australia now, you had better bring some warm clothes with you.

2. Commonly-used words and expressions in a request letter

advice	advise	arrange	concern
condition	consequently	consider	for the sake of
improve	in case	in my opinion	keep doing
matter	out of the question	postpone	prefer
prevent	propose	provide sb with sth	rearrange
regard	reply	revise	schedule
stop smoking	suggest	unreasonable	unsatisfactory
wish			

Exercise 2

Title

You should spend about 20 minutes on this task.

You paid a refundable deposit when you rented an apartment. You left the apartment in good condition but the landlord won't return your deposit.

Write a letter to the landlord. In your letter

- explain why you are writing
- ask for the return of your deposit
- inform the landlord of possible legal action

Write at least 150 words.

You do NOT need to write any addresses.

Begin your letter as follows:

Dear ...,

Use the phrases and sentences below to write the above letter:

I am writing to request the return of the \$1,000 deposit ...

When I telephoned your office, I was told that ...

... the deposit would be returned if the apartment was vacated clean and undamaged.

there were no breakages and no damage to ...

I respectfully request that ...

but to seek legal advice if ...

Chapter 3

Application Letters

Application letters include applying for a position, an appointment, a course or others (a visa, an extension on a deadline, a loan, a credit card, etc.).

What to include in an application letter

1. Specifically stating what it is that you are applying for or interested in applying for.
2. Identifying the reason that you are applying. Be as specific as possible.
3. Giving the reasons for which you feel you merit or qualify for the position or object/ thing you are applying for, if applicable (e.g. your goals, experience, qualifications or accomplishments, positive traits, and so forth).
4. Identifying what you hope to accomplish by sending your letter, and the action you would like the recipient to take.
5. Indicating the date by which you would like a response to your letter, or by which you would like the action to be taken.

Tips for writing an effective application letter

1. Refer to any other documentation you have enclosed with your letter, such as application or other forms (letters of recommendation, résumé, examples of your work, etc.).
2. Include a request for any information you would like to be sent, if applicable.
3. Include your contact information, such as e-mail address or phone number where you can most easily be reached and the time(s) when you are available for calls, etc.
4. Close your letter by sincerely thanking the person for his/her time or for any assistance he/she can give you.

Sample Letter Analysis

Title

You should spend about 20 minutes on this task.

You have been teaching English in Vietnam. Your contract with the university is to terminate and you want to continue teaching in Ho Chi Minh City.

Write to a university to seek a position.

You should write at least 150 words.

You do NOT need to write your address.

Begin your letter as follows:

Dear Sir or Madam,

Sample letter

Dear Sir or Madam,

Perhaps there is a teaching position for me in your department.

My name is John Powel. I am an Australian currently teaching English as an expert at Ho Chi Minh City University of Technology. It is my intention to work in Vietnam for another year or two, and so I am writing to you about the possibility of teaching at your university for the coming academic year (September 2010 – July 2011).

I have been teaching conversational English to doctoral candidates and giving lectures to undergraduate students. Apart from classroom teaching, I also coached the school debating team that won the third place in the contest organised by Oxford Language School, 2008. This coming semester I will be teaching conversational English and international trade in the Management Department.

I would certainly be interested in hearing from you and wish to have an appointment for an interview. For your convenience I enclose my résumé.

I look forward to hearing from you and wish you a happy new year.

Regards,

John Powel

John Powel

(175 words)

Analysing this sample letter**① Below are the main parts of this letter:**

1. Stating the purpose of writing: applying for a teaching position
2. Self introducing, and then applying for the job
3. Stating the current job, teaching experience, and accomplishments
4. Expressing hope for an interview
5. Indicating the date by which a response is expected

② Language analysis

1. **perhaps** is used for giving an opinion when you want to be polite and do not seem too certain or definite.

Perhaps there is a teaching position for me in your department.

Có lẽ có một chỗ dạy cho tôi trong khoa của ông/bà.

2. Preposition **as** (followed by a noun)

as an expert với tư cách là một chuyên gia

3. It is my intention to work ... is equivalent to My intention is to work

4. **The present perfect continuous tense: S + have/has been + V-ing** is used to express an action that started in the past and still goes on continually up to now.

I have been teaching conversational English to doctoral candidates.

Từ trước đến nay tôi dạy tiếng Anh đàm thoại cho nghiên cứu sinh.

5. **Reduced participial phrase**

I am an Australian currently teaching English as an expert at Ho Chi Minh City University of Technology.

Tôi là người Úc hiện đang là chuyên gia giảng dạy tiếng Anh tại Trường Đại học Công nghệ Thành phố Hồ Chí Minh.

teaching English as an expert at Ho Chi Minh City University of Technology is a reduced participial phrase. The complete sentence is I am an Australian who is currently teaching English as an expert at Ho Chi Minh City University of Technology.

Other examples:

This is Mr. Smith speaking. = This is Mr. Smith who is speaking.

Oh, it's the cake burning! = Oh, it's the cake that is burning!

6. **It + be + ... + to do sth**

To do sth is the real subject of the sentence. The structure starting with It ... is often used to avoid a very long subject in a sentence.

It is my intention to work in Vietnam for another year or two.

Tôi dự định làm việc ở Việt Nam một, hai năm nữa.

Other examples:

It's nice not to be dependent on them.

It was my duty to attend to the matter.

It was against my principles to work with them.

7. **Adjective clause**

An adjective clause starting with a relative pronoun (that/who/which) modifies the noun right before it.

Apart from classroom teaching, I also coached the school debating team that won the third place in the contest organised by Oxford Language School, 2008.

Ngoài việc giảng dạy trên lớp, tôi cũng phụ đạo cho đội hùng biện của trường và đội đã đoạt được giải ba trong cuộc thi do Trường Ngôn ngữ Oxford tổ chức vào năm 2008.

1. Commonly-used statements in an application letter

1. You have heard about the job openings from an advertisement.

I would like to apply for the post of male secretary as advertised in today's *Thanh Nien News*.

I should like to apply for the position (of a clerk) mentioned in your advertisement in *Thanh Nien News* of August 12.

Learning from Mr. John Smith that you are looking for a sales manager, I should like to apply for the position.

In applying for the position of sales manager, I offer my qualifications, which I believe will meet your exacting requirements.

Your advertisement in this morning's *Post* for a sales manager prompts me to offer you my qualifications for this position.

2. You have on your own tried applying for the job.

Perhaps there is a position in your esteemed company for an experienced and conscientious secretary.

Shall you need an experienced desk clerk for your hotel next summer?

Like many young men, I am looking for a position. I want to get started, at the bottom, perhaps, but started.

3. You mention why you are eligible for the job position, and list your skills and abilities to increase the employer's curiosity.

I am 25 years of age, and have had two years' experience in my present post.

I am just leaving school, and am eighteen years old.

I am a graduate of Oxford University, and have recently completed the business course at Harvard University.

I am a graduate of Birmingham University, and have in addition the MA degree from UCLA.

I have been in the business for the last ten years and worked as the superintendent in the personnel department.

I am a good accountant and I am good at bookkeeping by double entry.

I am a good accountant and have a thorough knowledge of the English language.

I have a fair knowledge of shorthand, and can write ninety words per minute.

4. You mention your résumé or other documentation attached.

Enclosed please find a résumé and a photo.

I enclose a résumé and a list of my publications.

5. You indicate your expected salary.

The salary I should require would be 1,000 USD per month as a start.

As regard salary, I leave it to you to decide after experience of my capacity.

I hesitate to state a definite salary, but, as long as you have requested me to, I should consider ... a month satisfactory.

Although it is difficult for me to say what compensation I should deserve, I should consider ... a month a fair initial salary.

6. You explain why you have decided to leave your present job.

The only reason why I am leaving the present position is to gain more experience in a law office.

I left the firm on account of the discontinuance of the business.

My reason for leaving my present employment is simply that I see no chance of advancement.

My reason for leaving my present employer is that I am desirous of getting broader experience in trading.

7. You indicate what you are hoping (directly asking for an interview, telling about your availability).

I hope that you will be kind enough to consider my application favourably.

Should you think favourably of my application, kindly grant me an interview.

I should like to enter your university, to take such courses as teaching methodology, applied linguistics and comparative literature.

I am now writing to apply for admission to the XXX department of your university.

I would appreciate it very much if you could ...

Your prompt response would be appreciated.

If my application has convinced you of my ability, I should welcome the opportunity to talk with you, so that you may judge my personal qualifications further.

2. Commonly-used words and expressions in an application letter

accountant	apply	bookkeeping	credit
commencing salary	commission	cooperate	enterprise
desirous	employ	enclose	inform
experience	graduate	handle	PhD degree
Master's degree	obtain	offer one's service	recommend

position	postgraduate	qualify	senior clerk
response	responsible	scholarship	
render one's service	trust	undergraduate	

Exercise 3

Title

You should spend about 20 minutes on this task.

Your parents have both retired and they are now living in a city far away from where you work. You decide to find a job in that city so that you can look after them.

Write to a company to apply for a job that is suitable to you.

You should write at least 100 words. (The actual test instruction requests 150 words.)

You do NOT need to write your address.

Begin your letter as follows:

Dear Sir or Madam,

Use the phrases and sentences below to write the above letter:

I wish to apply for the position of salesman advertised ...

I have been working as a salesman for five years.

to know many clients

my connection built with them

to get more business for your firm if ...

My reason for leaving the present job is that ...

I shall be able to be called for an interview at your convenience and ...

Chapter 4

Complaint Letters

What to include in a complaint letter

A complaint letter should contain enough details so that the recipient does not have to write back requesting more. In addition, legal action is not normally threatened in the first letter of complaint unless the situation is very serious.

Letters of complaint usually include the following parts:

1. Background

This part describes the situation which you are making a complaint.

2. Problem

This part points out cause and effect.

- describing your problem and the outcome you want, focussing on the main details.
- including key dates, such as when you purchased the goods or services and when the problem occurred.

3. Solution

You identify what you want for your complaint to be solved.

4. Warning (optional)

You give a reasonable timetable for action to be taken before you will consider other options.

5. Closing

- asking for a response within a reasonable time – for example two weeks or 10 business days.
- attaching a copy of any supporting relevant documentation such as a receipt or an invoice.

Tips for writing an effective complaint letter

1. Address your letter to a specific person.

Letters addressed to Dear Sir or Madam or To Whom It May Concern are not so effective, and will likely not reach the right person. Call ahead and ask for the name of the manager and his/her administrative assistant. Writing to the assistant may ensure your letter reaches the manager.

2. The tone of complaint letters should not be aggressive or insulting.

3. A complaint letter is short and to the point and includes documentation.

4. Type your letter if possible. If it is handwritten, make sure it is neat and easy to read.

5. Include all documents regarding your problem. Be sure to send copies, not originals.
6. Keep a copy of the letter for your records.

Sample Letter Analysis

Title

You should spend about 20 minutes on this task.

You have bought a washing machine. First you found that the machine did not work properly, and you had it changed. Then you found that the new one seriously entangled the clothes.

Write to the manager of the company to complain about it.

You should write at least 150 words.

You do NOT need to write your address.

Begin your letter as follows:

Dear Sir or Madam,

Sample letter

Dear Sir or Madam,

On June 17, 2010, I purchased a washing machine (Sodina ZB55-608) from your company. A few weeks ago I found that while working it turned to only one side. A technician of your factory tried to fix it but failed and I asked you to change it for a new one. Now I'm afraid that I have to ask you to change it again.

This one turns to both sides all right, but it entangles the clothes so seriously that when it automatically begins to spin the water out, the machine would often shake madly and stop by itself. In the instruction booklet you have not mentioned this defect, neither have you told the user how to solve the problem. I am quite annoyed by the fact that sometimes when I came back from work to take the clothes out to dry, they were still unwashed.

Please change a new one that does not entangle the clothes.

I hope you will resolve the matter to our satisfaction.

Yours faithfully,

Larry Smith

Larry Smith

(177 words)

Analysing this sample letter

① The main parts of this letter are:

1. The writer includes all important facts about his purchase: when and where he purchased the washing machine. He also mentions when he discovered the problems and what they were.
2. Next, he outlines the steps he has already taken to get the problems fixed.
3. Then, he states exactly what he wants done about the problems: changing a new washing machine for him.
4. Last, he finishes his letter with a respectful tone by asking the recipient for his specific action.

② Language analysis

1. **to purchase** used in formal writing means **to buy sth.**

On June 17, 2010, I **purchased** a washing machine from your company.

Vào ngày 17 tháng 6 năm 2010, tôi đã mua một cái máy giặt của công ty ông/bà.

2. **would** is usually followed by an infinitive without **to**. It is used when criticising sb or sth by saying that a particular action is typical.

The machine **would** often shake madly and stop by itself.

Cái máy giặt này cứ thường xuyên lắc dữ dội và rồi tự dừng ngừng hoạt động.

Other examples:

They **would** often hang about in the streets.

On Sundays he **would** sleep late.

3. **The present perfect tense** used in this letter describes a past action that results in a consequence in the present.

In the instruction booklet you **have not mentioned** this defect, neither have you told the user how to solve the problem. (= In actual fact, now the problem does occur.)

Trong cuốn hướng dẫn sử dụng, công ty của quý ông/bà không đề cập đến lỗi này, ông/bà cũng không nói cho người sử dụng cách khắc phục sự cố này.

Compare these two sentences:

He **has not finished** his English composition, neither **has** he done his math problems.

He **does not finish** his English composition, neither **does** he do his math problems.

The present perfect used in the first sentence expresses a past action, and it may lead to a certain consequence in the present while the simple present in the second sentence states a habit or a frequent action.

4. **Inversion with negative adverbs**

Inversion is used to put emphasis on a particular idea. When we start the sentence with a negative word or words such as **no, neither, hardly ... when, no sooner ... than**, etc. we have to put an auxiliary before the subject.

In the instruction booklet you have not mentioned this defect, **neither** have you told the user how to solve the problem.

Trong cuốn hướng dẫn sử dụng, công ty của quý ông/bà không đề cập đến lỗi này, ông/bà cũng không nói cho người sử dụng cách khắc phục sự cố này.

If **not ... either** is used, inversion is not applied:

In the instruction booklet you have not mentioned this defect, and you have **not** told the user how to solve the problem, **either**.

Other examples:

John can't swim, **neither** can I.

John can't swim, I can't **either**.

He didn't go, **neither** did she.

He didn't go and she didn't **either**.

5. Clauses and phrases

1. Noun clause as the object of the main verb

A few weeks ago I found **that while working it turned to only one side**.

Cách đây vài tuần tôi phát hiện trong lúc giặt cái máy chỉ quay một phía.

I'm afraid (= fear) **that I have to ask you to change it again**.

E rằng tôi phải yêu cầu ông/bà đổi nó một lần nữa.

2. Noun phrase as the object of the main verb

In the instruction booklet you have not mentioned this defect, **neither** have you told the user **how to solve the problem**.

Trong cuốn hướng dẫn sử dụng, công ty của quý ông/bà không đề cập đến lỗi này, ông/bà cũng không nói cho người sử dụng cách khắc phục sự cố này.

3. Adjective clause

Please change a new one **that does not entangle the clothes**.

Vui lòng đổi một cái máy mới không làm rối quần áo giặt.

4. Noun clause in apposition

I am quite annoyed by the fact **that sometimes when I came back from work to take the clothes out to dry, they were still unwashed**.

Tôi rất khó chịu bởi việc thỉnh thoảng khi đi làm về muốn lấy quần áo ra phơi thì chúng vẫn chưa được giặt.

1. Commonly-used statements in a complaint letter

I'm sorry to inform you that ...

I am writing to place a complaint against ...

I feel very puzzled that ...
 I was shocked at ...
 I was shocked to see that ...
 It is very rude/impolite for ... to ...
 I must point out that ...
 I have to say that ...
 I suggest that ...
 I request/am requesting that ...
 I would much appreciate it if you ...
 Would you please give me a ...
 I hope you will look into the matter and give me an immediate reply.
 I look forward to ...
 I request that you refund the money in full.
 I think the best way to solve the problem is to replace it with a better one.
 If our demand is not accepted and put in practice, we would resort to other measures.

2. Commonly-used words and expressions in a complain letter

annoy	apologise	complain	defect
disappoint	dissatisfy	embarrass	inconvenient
inform sb of sth	refund	resolve	rude
unreasonable			

Exercise 4

Title

You should spend about 20 minutes on this task.

One of the water taps in your apartment has been leaking for a few days. You have phoned the maintenance office to fix it. They promised to do it but never come.

Write to the school authority to complain about it.

You should write at least 100 words. (The actual test instruction requests 150 words.)

You do NOT need to write your address.

Begin your letter as follows:

Dear Sir or Madam,

Use the phrases and sentences below to write the above letter:

I'm sorry to bother you with this letter.

It not only wastes the valuable water resource, ...

end-of-term paper

I can't concentrate myself.

I can't sleep well.

I have informed the maintenance office of the matter, and they promised ...

Two days have passed.

... solve the problem as soon as possible.

I can't endure it any more.

I look forward to a quick solution.

Chapter 5

Invitation Letters

What to include in an invitation letter

1. **Naming the event** and including the date, time, and place. If the event has a special purpose, such as honouring someone or celebrating an anniversary, state this.

2. **Extending the invitation:**

Indicating exactly who is invited (can someone bring a guest, a spouse, or a child?).

3. **Including directions** or a simple map if the location may be difficult to find.

4. **Indicating the appropriate dress:**

What type of dress is appropriate or preferred.

5. **Asking for a response by a specific date:**

Indicating your phone number and deadline to reply; preceding these facts with “RSVP” (French abbreviation for “répondez s’il vous plaît = please reply”).

6. **Expressing anticipation**

Tips for writing an effective invitation letter

1. The tone of an invitation should always be positive. Clever phrasing, poetry or a themed approach may be appropriate for an informal occasion, but you should express the details clearly.

2. Indicate if a gift is not expected.

3. Try to send your invitation letter two weeks or more in advance.

Note that the following is an invitation card, not an invitation letter:

Mr. & Mrs. Baker
present their compliments to
Mr. & Mrs. Focker
and request the honour of
their company at dinner
on Saturday the 8th January, 2011
at 7 p.m.

15 George Road
25th Dec. 2010
RSVP

Sample Letter Analysis

Title

You should spend about 20 minutes on this task.

Mr. Jack White is a friend of yours when you studied in the UK. He is coming to Ha Noi for an international conference. You want to invite him to Ho Chi Minh City for a short visit.

Write a letter to Mr. White to invite him to Ho Chi Minh City.

You should write at least 150 words.

You do NOT need to write your address.

Begin your letter as follows:

Dear Jack,

Sample letter

Dear Jack,

I am very glad to know that you're to take part in an international conference in Ha Noi. I sincerely invite you to come to Ho Chi Minh City to see us after the conference.

I have talked about you to my parents and they also want to see you. We have moved into a big flat with 4 bedrooms. You can stay with us when you are in Ho Chi Minh City. My parents are both retired. In case I don't have time to take you out to the scenic spots, they are willing to be your guides. My father's English is not very good, but enough for you to understand each other without difficulty. The Reunification Palace, the Notre Dame Cathedral and the Ben Thanh Market are the places you ought to see.

Before you come, please give us a call. Our telephone number remains the same, but I think I'd better tell you once more. It is 12345678. I will welcome you at the airport.

Please do come. We look forward to your arrival.

All the best,

Thu Phan

Thu Phan

(186 words)

Analysing this sample letter

① The main parts of this letter are:

1. The writer directly invites a friend named Jack to his house in Ho Chi Minh City on the occasion of Jack's attending a conference in Ha Noi.

2. He then specifies how Jack will be received by his family members, and also what tourist attractions Jack should visit.
3. He next confirms his home phone number for Jack to give his reply.
4. He last expresses his anticipation.

② Language analysis

1. **to be willing to + V** means **to do sth in an enthusiastic way**.

They are willing to be your guides.

Ba mẹ tôi sẵn lòng làm hướng dẫn viên cho bạn.

2. **difficulty** is an uncountable noun. It expresses the state of **not being able to do sth easily**.
with / without difficulty

My father's English is not very good, but enough for you to understand each other **without difficulty**.

Mặc dù vốn tiếng Anh của ba tôi không nhiều nhưng cũng đủ để hai người hiểu nhau dễ dàng.

difficulty (in) doing sth

I had some **difficulty in understanding him**.

There was little **difficulty in finding him**.

3. **ought to do sth** is used for saying what is the right or sensible thing to do.

The Reunification Palace, the Notre Dame Cathedral and the Ben Thanh Market are the places you **ought to see**.

Dinh Thống Nhất, nhà thờ Đức Bà và chợ Bến Thành là những nơi mà bạn nên đến thăm.

Negative form: ought not to do sth

He **ought not to do that**.

Anh ấy không nên làm điều đó.

4. **to welcome** means **to meet**. Its antonym is **to see sb off**, which means to go somewhere such as a station or an airport with someone in order to say goodbye to them.

I will **welcome you** at the airport.

Tôi sẽ đón bạn tại sân bay.

5. **in case** is mainly used in American English. It means **if**.

In case I don't have time to take you out to the scenic spots, they are willing to be your guides.

Nếu tôi không có thời gian đưa bạn đi thăm các thắng cảnh, ba mẹ tôi sẵn lòng làm hướng dẫn viên cho bạn.

Another example:

In case I forget, please remind me about it.

6. (S) + **do/does/did** + V is used to emphasise the verb.

Please **do** come.

Hãy đến nhé.

He **does** speak well.

Anh ấy thực sự nói tốt.

7. **clause, but + clause = Although/ Though + clause, main clause**

My father's English is not very good, **but** (it is) enough for you to understand each other without difficulty.

= **Although** my father's English is not good, it is enough for you to understand each other without difficulty.

Mặc dù vốn tiếng Anh của ba tôi không nhiều nhưng cũng đủ để hai người hiểu nhau dễ dàng.

Note that a comma is used after the clause with **Although/ Though**. Example:

Although I had great difficulty in waking him, he swore that he was not asleep.

= I had great difficulty in waking him, **but** he swore that he was not asleep.

Sometimes, **yet** can be used after the clause with **Although/ Though**.

Though the sore will be healed, **yet** a scar may remain.

8. Clause

1. Noun clause as the object of a verb

I am very glad to know **that you're to take part in an international conference in Ha Noi**.

Tôi rất vui khi biết rằng bạn sắp dự hội nghị quốc tế ở Hà Nội.

2. Adjective clause

The Reunification Palace, the Notre Dame Cathedral and the Ben Thanh Market are the places **you ought to see**.

Dinh Thống Nhất, nhà thờ Đức Bà và chợ Bến Thành là những nơi mà bạn nên đến thăm.

1. Commonly-used statements in an invitation letter

I would like to ask you to come ...

I wonder if you would like to come ...

I would like to invite you to a dinner.

I was wondering if you could come ...

Is there any chance of your coming ...

We are planning to ...

We would be very happy if you could come ...

I cordially invite you to join us.

I should be cheerful if you could come to ...

Please accept my invitation.

2. Commonly-used words and expressions in an invitation letter

accommodation	accompany	arrange	convenient
at your earliest convenience		beforehand	expertise
entertain	exhibition	expect	interest
guest	honour	hospitality	lecture
interested	interesting	invite	provide
owing to	pleasure	program	receive
sight	to take the opportunity to (do) ...		travel
travel and living expenses			

Exercise 5

Title

You should spend about 20 minutes on this task.

You are planning a trip to Australia during the Spring Festival and you want to invite an old friend of yours to join your trip.

Write to your friend on the matter.

You should write at least 100 words. (The actual test instruction requests 150 words.)

You do NOT need to write your address.

Begin your letter as follows:

Dear ...,

Use the phrases and sentences below to write the above letter:

It has been almost three years since we ...

The Spring Festival of 2012 is coming and we are planning to ...

Would you like to join us?

Please let me know whether you can go or not.

I sincerely hope ...

Chapter 6

Apology Letters

What to include in an apology letter

1. Offering your apology at the beginning of the letter.
2. Giving some explanation for what happened.
3. Focussing on what actions you are taking to rectify the problem.
4. Providing your contact detail.

Tips for writing an apology letter

1. Write an apology letter shortly after the offence.
2. Always be honest and ethical: Be honest in all your business and personal dealings. Decide to always tell the truth. Freely acknowledge what you did wrong and express sincere regret in your apology letter.
3. Accept responsibility for what you did and do not blame the other person.
4. Promise in your apology letter not to repeat your offensive action.

Sample Letter Analysis

Title

You should spend about 20 minutes on this task.

You have received the invitation to take part in your friend's wedding ceremony, but you will be in Canada on a business trip on that day with your boss.

Write to your friend to apologise for not being able to take part in the wedding ceremony.

You should write at least 150 words.

You do NOT need to write your address.

Begin your letter as follows:

Dear ...,

Sample letter

Dear Jackie,

Thank you very much for inviting me to take part in your wedding ceremony on Feb. 12.

First of all, please accept my warmest and most sincere congratulations to you and Mary! But I have to ask for your forgiveness of not being able to turn up at the ceremony because on that day I will be in Canada with my boss on business. You know I have just come to this firm and I am the only secretary whose English is good enough to interpret for the boss. Therefore, I just cannot tell the boss that I won't go with him to Canada. What a pity it is to miss your wedding ceremony! What makes me feel even uneasier is that you came to my wedding last year! Well, to make up for the disappointment, I will visit you before I leave for Canada to present my greetings to you. I will give you a call beforehand.

Say hello to Mary.

Yours sincerely,

Larry Smith

Larry Smith

(170 words)

Analysing this sample letter**① Below are the main parts of this letter:**

1. Thanking the sender for inviting him to the sender's wedding ceremony.
2. Offering an apology and explaining the reasons.
3. Suggesting a way to make up for the problem: visiting the sender before leaving for business.

② Language analysis**1. Preposition + V-ing**

I have to ask for your forgiveness of not being able to turn up at the ceremony.

Tôi phải xin bạn thứ lỗi vì không thể đến dự lễ cưới của bạn.

2. Exclamatory sentence: What + N + S + (V)!

What a pity it is to miss your wedding ceremony!

Thật tiếc là không thể dự lễ cưới của bạn!

3. Infinitive phrase expressing a purpose

To make up for the disappointment, I will visit you ...

Để bù lại việc đã làm bạn thất vọng, tôi sẽ đến thăm bạn ...

4. Command: V... expressing an order

Say hello to Mary.

Cho tôi gửi lời chào Mary nhé.

5. Clauses

1. Noun clause as the object of the main verb

You know I have just come to this firm.

Bạn cũng biết là tôi vừa mới đến làm tại công ty này.

Therefore, I just cannot tell the boss that I won't go with him to Canada.

Vì thế tôi không thể nói với sếp là tôi sẽ không đi Canada với ông ấy.

2. Noun clause as the subject of the sentence

What makes me feel even uneasier is that you came to my wedding last year!

Điều khiến tôi cảm thấy áy náy hơn là năm ngoái bạn đã đến dự đám cưới của tôi!

3. Adjective clause

I am the only secretary whose English is good enough to interpret for the boss.

Tôi là người thư ký duy nhất có đủ trình độ tiếng Anh để phiên dịch cho sếp.

1. Commonly-used statements in an apology letter

I apologise for ...

I offended you quite unintentionally.

Please accept my apologies.

I terribly regret that ...

Much to my regret, I cannot ...

I regret to inform you of ...

I regret to say that ...

I am sorry that I shall not be able to ...

I know ... but I'm afraid ...

I must say sorry to you first.

I make a second apology to you.

I think you can understand me.

Would you mind changing another time?

Would you please send another form to me?

I cannot ... because ...

This is the reason that I ...

The reason why I was late is that ...

This is one of the reasons I couldn't make it.

The only reason for the delay is that ...

I hope you will accept my sincere apologies for ...

Will you be good enough to excuse me for ...

2. Commonly-used words and expressions in an apology letter

accident	admit	apologise
apology	arrange	arrangement
arrival	arrive	ashamed
avoid	blame	correct
do wrong	excuse	expected
fail	forgive	misunderstand
misunderstanding	neglect duties	offend
pardon	redress errors	regret
regretful	reimburse for a loss	reason
pay damages	sorry	to see to it
turn up	unintentionally	wrong

Exercise 6

Title

You should spend about 20 minutes on this task.

Your friend will visit your city and you cannot meet him at the airport. Write to him and tell him the reason and your arrangement.

You should write at least 100 words. (The actual test instruction requests 150 words.)

You do NOT need to write your address.

Begin your letter as follows:

Dear ...,

Use the sentences below to write the above letter:

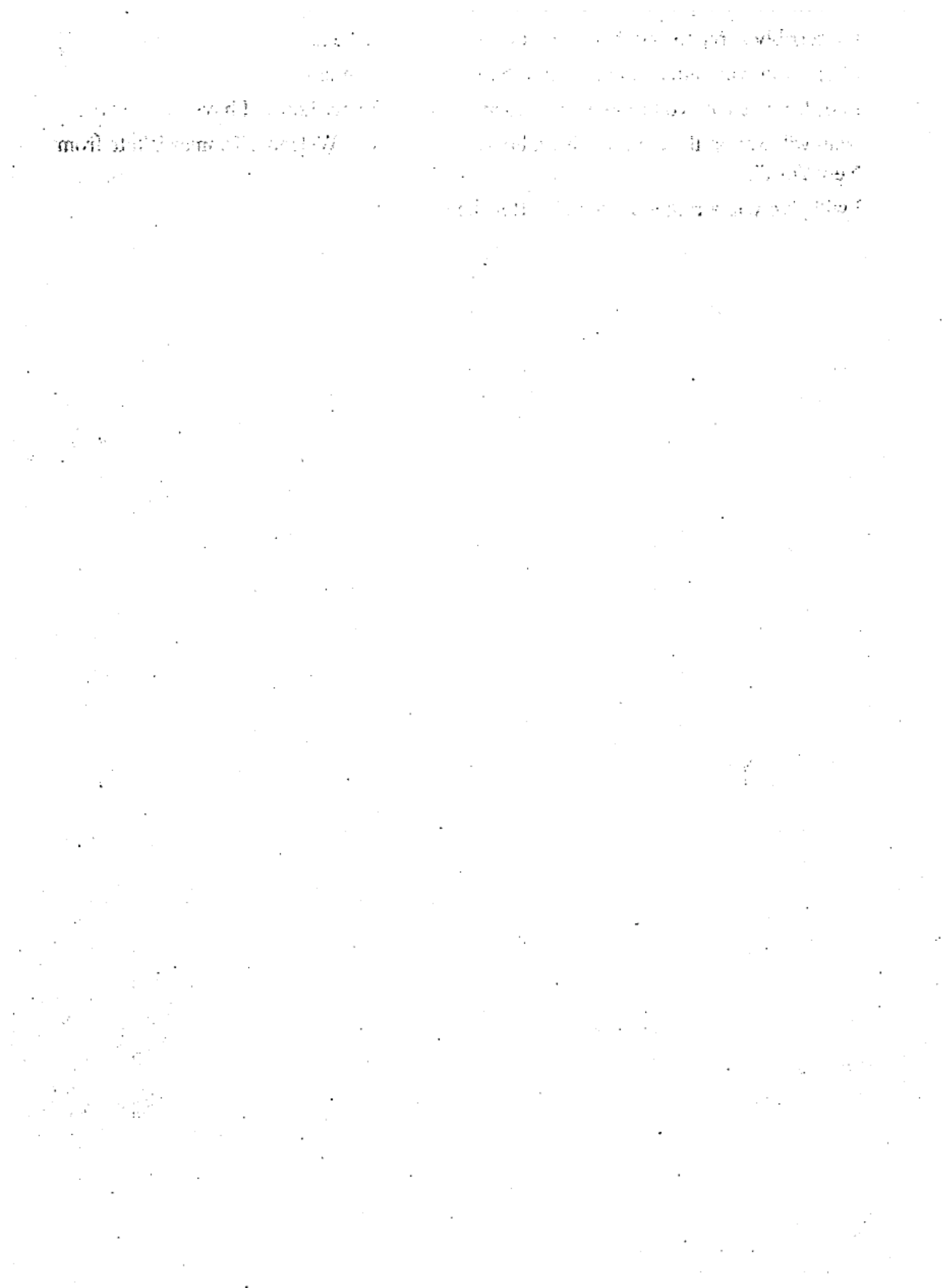
I'm terribly sorry to say that I am not able to ... because ...

I hope you will understand me, and therefore forgive me.

In order that you won't have any difficulty coming to my house, I have ...

Nam will wait at the exit, holding a board which reads "Welcome Thomas White from New York".

I will give you a ring immediately after the meeting.



Part 2

The IELTS Academic Task 1 Writing

The IELTS Academic Task 1 Writing

The IELTS Academic Task 1 Writing is not an easy part of the exam.

Candidates are expected to write a descriptive report of at least 150 words on some graphic or pictorial information in their own words, usually for a university lecturer. The task may require candidates to describe trends in a graph, or links in a process. Sometimes, they may be asked to compare and/or contrast between two different sets of data. It is recommended that twenty minutes be spent on this task.

Chapter 1 Describing Graphs or Charts

Task 1 in the Academic Writing test is considered an important academic skill. Overall, the instructions given ask candidates to describe the general graphic or pictorial information, and then state: *Write a report for a university lecturer describing the information shown below.* The task here is intended for a university lecturer, so the language used should be appropriate.

1. An overview

Time limit: 20 minutes

Length: at least 150 words

Aim: This task tests candidates' ability to organise the information in a logical way, and possibly make comparisons and/or contrasts based on the information provided.

Format: Candidates will be asked to describe some information presented in a visual format (graph, chart, table, or diagram).

Line graphs: The function of a line graph is to describe a trend pictorially. You, therefore, should try and describe the trend in it. If there are many lines in the graph, then just describe the trend generally. If there is only one or two, then use more detail. So, describe the movement of the line(s) of the graph giving numerical detail at the important points of the line.

Bar charts: Basically, with a bar chart, you need to describe the bars and their values. When describing a bar chart, you first have to decide in what order to describe the bars, from the highest value to the lowest value or from the lowest value to the highest value. It may be a mixture of this. If there are very many bars, you can sometimes group together for the description of one, two or three bars which have similar or the same values. If there are very many and you cannot group them, then just describe the ones that are the most significant.

Pie charts: Pie charts are relatively straightforward as they only usually have a few sections though this is not always the case. You need to describe the segments and their values. If there are very many, then just describe the ones that are the most significant. The values are often expressed in percentages but not always; so, be careful what scale you are using.

Tables: Tables can sometimes be tricky as they provide a lot of information, and it is often awkward and difficult to describe every piece of information. You have to decide and describe the values and sections that are the most significant.

2. Content

1. **The introduction** should describe the purpose of the report and say what overall trends can be seen.

2. **The body** should describe the most important trends while all information is summarised to avoid unnecessary details. Remember, summarising does not mean throwing away information. The secret here is to select what is important, organise it, and compare and/or contrast.

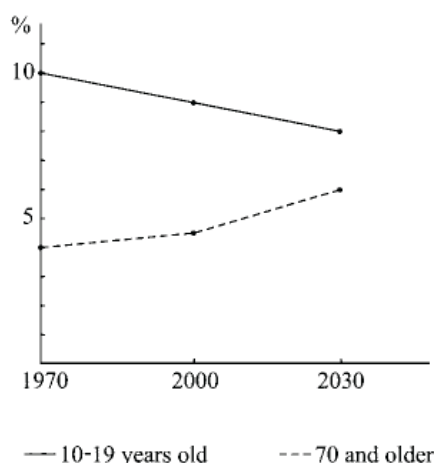
3. **The conclusion** should sum up the global trends shown on the figure and compare and/or contrast them if possible.

3. Tips to achieve this task

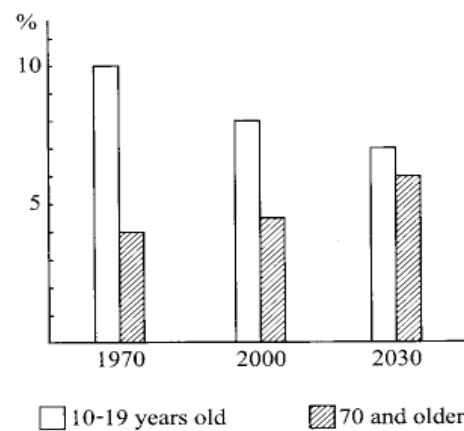
1. The information given in a visual format must be presented accurately and coherently.
2. The paragraphs should be linked by sentences that are logically connected with one another.
3. The organisation is of logical paragraphing with an introductory sentence, a well-organised body and a concluding sentence.
4. The main features given in the graph, chart, table, or diagram must be reported. Candidates' personal opinion must not be included.
5. You must write at least 150 words. Failure to do so will be penalised.

In whatever form the chart or the graph is, the candidates' job is to use their written language to describe the data, or to compare and/or contrast them. For example:

(Figure 1) Proportions of US population of 10-19 and 70 and older between 1970 and 2030



(Figure 2) Proportions of US population of 10-19 and 70 and older between 1970 and 2030



The data given in Figure 1 (line graph) and Figure 2 (bar chart) are quite the same. We can, therefore, describe them by writing one sentence in each line. These sentences can eventually form a passage.

In 1970, 10% of the US population was between 10 and 19.

At that time, 4% of the population was 70 years of age and older.

In the year 2000, the population of 10 to 19 was 8% and that of 70 and older was 4.5%.

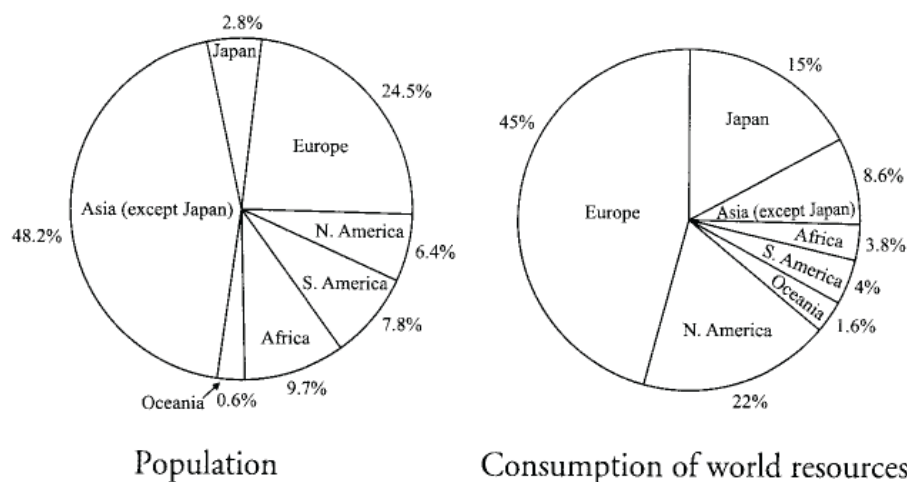
But by the year 2030, 7% of the population will be between 10 and 19, and over 6% will be 70 and older.

Another example:

(Table 1) A comparison of population and consumption of world resources in 1995

	% population	% consumption of world resources
Asia (except Japan)	48.2	8.6
Japan	2.8	15
Europe	24.5	45
North America	6.4	22
South America	7.8	4
Africa	9.7	3.8
Oceania	0.6	1.6

(Figure 3) A comparison of population and consumption of world resources in 1995



Although Table 1 and Figure 3 (pie charts) are presented in different forms, a similar description can be written about them. We can, hence, describe them by writing one sentence in each line. These sentences can eventually form a passage.

Japan, Europe, and North America, with 33.7% of the world population, consume 82% of the world resources.

Of these countries, Japan (with 2.8% of the world population) consumes 15%.

North America consumes 22%, and Europe consumes 45%.

The whole of Asia (except Japan), occupying 48.2% of the world population, consumes 8.6%, and Africa consumes 3.8%.

As seen from the examples above, all similar information can be presented in the different visual formats. Most IELTS Academic Tasks 1 give candidates a single visual format, but sometimes two different graphic formats are also shown with quite obviously different information.

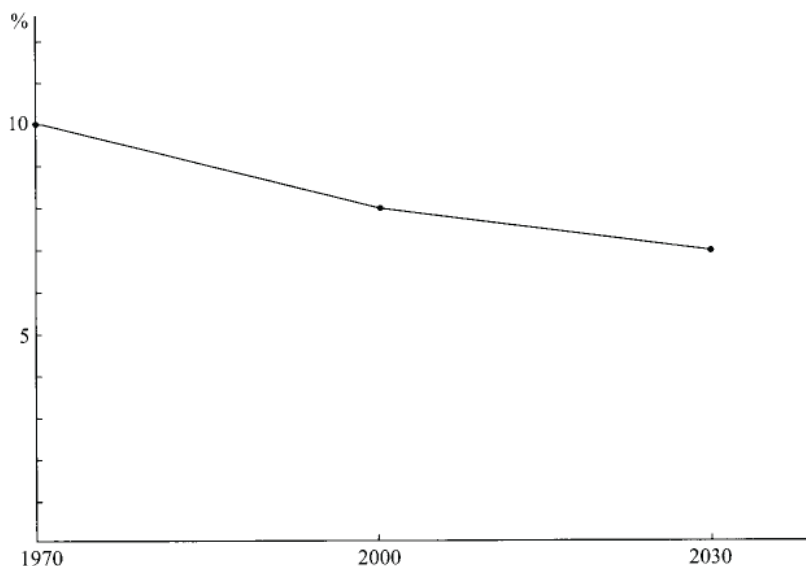
4. Tips for doing Task 1

No matter what graph, chart, table, or diagram you are describing, you should apply these tips:

① **Identify and recognise different graphic forms, such as line graphs, bar charts, pie charts, etc.**

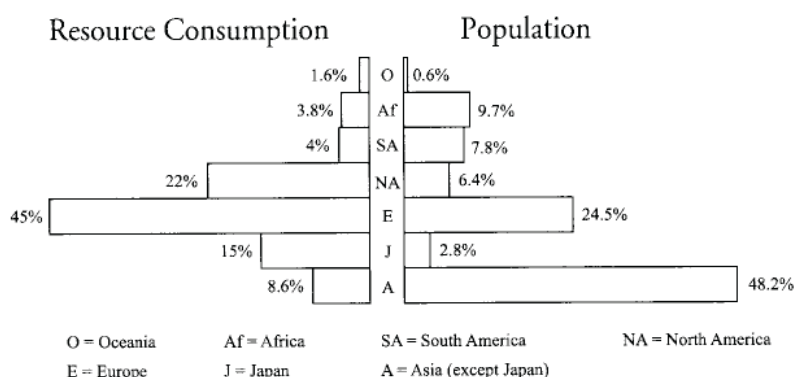
1. Some exam titles ask candidates to describe and compare rising or falling changes in data over time. This type of task usually uses line graphs, bar charts, or tables. For example:

(Figure 4) Proportion of US population of 10-19 between 1970 and 2030



2. Some exam titles ask candidates to describe and compare the information in different categories of data at the same period of time. This type of task often uses pie charts, bar charts, or tables, too. For example:

(Figure 5) A comparison of population and consumption of world resources in 1995



3. Most exam titles ask candidates to describe and compare both types mentioned above. Look at the following table and the sample paragraph:

(Table 2) Male and female students as % of total of two universities

	Male Students		Female Students	
	Univ. A	Univ. B	Univ. A	Univ. B
2006	18%	55%	82%	45%
2007	20%	75%	80%	25%
2008	20%	50%	80%	50%

The table shows the changes of percentage of male students and female students in University A and University B between 2006 and 2008.

In 2006, the proportion of male students occupied 18% of the total in University A, while in the following two years, the proportion was 20%, indicating an increase of 2%. But in University B, the proportion of both male and female students fluctuated a great deal during this period.

In 2006, the proportion of female students in University B was 45%, but in 2007 the proportion was 25%, a sharp fall by 20%. But in 2008, the proportion rose to 50%, twice as much as that in 2007. At the same time, the number of male students experienced first a big increase and then a sharp fall.

Overall, in the three years indicated in the table, the percentage of male and female students in University A remained basically stable, but that in University B fluctuated significantly. (159 words)

② How to write a good passage for Task 1

Task 1, in fact, requires candidates to describe and interpret visual information. Therefore, you should know what key information, comparisons and trends to look out for.

Remember that the function of many graphs is to describe a trend; so, be sure to describe the trend. The trend is how values change generally over time, it is thus important to describe the changes along with some of the individual values.

When you write about a line graph, it is important to look first at the title of the graph. This tells you what information the graph displays, and you can use this information in your description. Line graphs often describe changes.

Bar charts and column charts are often used to make multiple comparisons.

Pie charts normally show proportion, which can be measured in percentages or fractions.

When describing a graph of trends, you should state what the overall trend is (upward, downward, or unchanging), and mention the initial and final figures. You should also mention the lowest and highest points reached.

It is recommended that you ask (and also answer) the following questions when doing Task 1:

1. What exactly does the graph / chart / table show?

Use the title, and possibly the axes, to answer this question.

2. What are the axes and what are the units (for graphs and charts)?

You do not have to include this information in your description, but asking yourself helps you to avoid errors.

3. Are there any obvious trends?

If there is an obvious trend, it is important to mention this.

4. Is there any significant information?

Look for obvious differences such as the largest, the smallest.

5. Are there any obvious exceptions to general trends?

You will not normally see a graph with a straight line; most will fluctuate in some way or another. Once you have identified a trend, point out the exceptions.

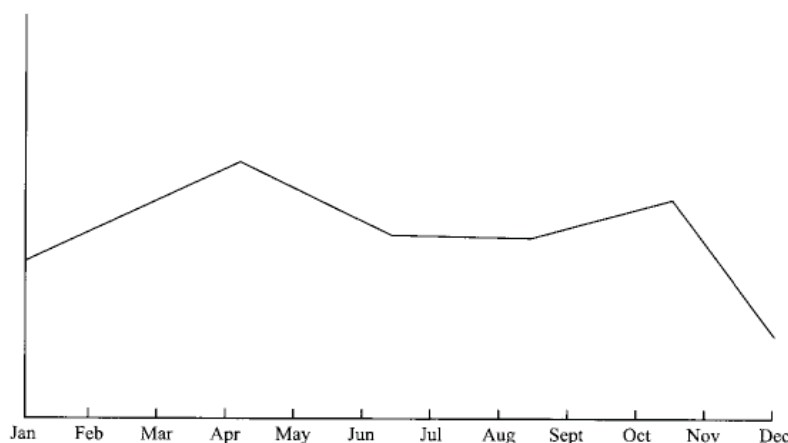
6. What conclusions can you draw from the information presented in the graph / chart / table?

Be careful not to draw conclusions which are not supported by the information in the graph/chart/table.

A simple example is shown below for you to know how to describe changes.

This line graph shows the sales of motorcycles of Company X in 2008 (without figures).

(Figure 6) Sales of motorcycles of Company X in 2008 (without figures)



In the first quarter, the sales steadily went up, but the momentum of rising did not maintain.

In April the sales began to fall until June, and then they levelled off from mid-June to the end of August.

From early September, the sales picked up slightly, but at the end of October, they dropped sharply until they reached their nadir in December.

The sentences related to Figure 6 do not point out the specific sales of motorcycles of Company X, but they just describe the trends of sales. The sentences written about Figures 1, 2, 3, and Table 1 only list data or figures, but they have not described their changes (Figures 1 and 2), nor have they compared these data or figures (Table 1 and Figure 3). As a result, they cannot form a complete passage to meet the requirement of Task 1.

The sentences written about Figures 1 and 2 can be developed into a satisfactorily complete passage like this:

From the graph, we can see that in 1970, 10% of the US population was between 10 and 19.

At that time, 4% of the population was 70 years of age and older.

In the year 2000, the population of 10 to 19 **dropped by 2% to 8% compared with that in 1970**, and that of 70 and older was 4.5%, **0.5% more than in 1970**.

But by the year 2030, the percentage of the population between 10 and 19 will have declined to 7%; on the contrary, that of the population of 70 and older will have risen to 6%.

Obviously in the 30 years from 2000 to 2030, the increase of the population of 70 and older will be much more rapid than that from 1970 to 2000.

After the phrases and sentences in bold have been added, the passage turns from just listing data into describing and explaining changes embedded in a good passage which satisfactorily meets the requirement of the IELTS Academic Task 1 Writing test.

Similarly, the passage on Table 1 and Figure 3 would be satisfactory if the following phrases and sentences in bold are added:

It is clear that the major industrial regions consume a greater part of the world resources.

In fact, Japan, Europe, and North America, with 33.7% of the world population together consume 82% of the world resources.

Of these countries, Japan (with 2.8% of the world population) consumes 15%, North America consumes 22%, and Europe consumes 45%.

Developing countries, on the other hand, consume a small part of the world resources.

In particular, the whole of Asia (except Japan), occupying 48.2% of the world population, consumes 8.6%, and Africa consumes 3.8%.

It is clearly seen that the population of the developing countries is more than that of the developed countries by 1/3, but the resources they consume are merely 1/10 of those consumed by developed countries.

③ How to satisfactorily complete Task 1

To be able to satisfactorily complete Task 1 in 20 minutes or less, you should be able to write your answer according to the following organisation:

Start your passage with an introduction by writing one sentence to introduce the subject of the graph. For example, the following sentence can be added to the passage on Figures 1 and 2:

The graph shows the change of the population between 10 and 19 and that of 70 and older of the US.

You can also add one sentence to conclude it:

Therefore, we can see that the population of the US is changing with an increase in the percentage of older people and a decrease of the young.

This sentence can be added as an introduction to the passage on Table 1 and Figure 3:

The table (or graph) shows the consumption of resources in relation to population in different parts of the world in the 90s of the 20th century.

And this sentence as a conclusion should be added:

Obviously, the world is using its resources unfairly. As a result, great differences have been caused between developed and developing countries.

In sum, as mentioned above, these two passages with an introduction, a body and a conclusion may satisfactorily meet the requirement of the task.

By answering the following questions with appropriate paragraphing, you can write a well-organised passage on Figures 1 and 2.

1. What is the subject of the graph? (The introduction)
 - The graph shows the change of the population of the US, specifically that between 10 and 19 and that of 70 and older.
2. What was the percentage of the population between 10 and 19 in 1970?
 - In 1970, 10% of the US population was between 10 and 19.
3. What was the percentage of the population of 70 and older?
 - At that time, 4% of the population was 70 years of age and older.
4. What was the change of both the percentage of the population between 10 and 19 and that of the population of 70 and older in 2000?
 - In the year 2000, the population of 10 and 19 dropped by 2% to 8% compared with that in 1970, and that of 70 and older was 4.5%, 0.5% more than in 1970.

5. What will be the result in the change of the percentages of the two groups of population by 2030?
 - But by the year 2030, the percentage of the population between 10 and 19 will have declined to 7%; on the contrary, that of the population of 70 and older will have risen to 6%.
6. What does the change from 2000 to 2030 tell?
 - Obviously in the 30 years from 2000 to 2030, the increase of the population of 70 and older will be much more rapid than that from 1970 to 2000.

(Answers 2, 3, 4, 5 and 6 form the body.)
7. What can we conclude from the graph? (The conclusion)
 - Therefore, we can see that the population of the US is changing with an increase in the percentage of older people and a decrease of the young.

From this typical example, you can now be aware that a list of questions should be used to organise your writing. Also note that your questions should include comparisons between data or the consequences resulted from the changes of data, etc.

④ Is it necessary to include all the data given in the visual information?

One important issue with the IELTS Academic Task 1 Writing test is how much detail should be included in your report. This really depends on how much detail there is in the question. If there is only one graph/chart/table, and it does not have much numerical data in it, then you will be expected to include all or nearly all of the numerical detail.

If, however, you have two graphs/charts/tables, both of which are very complicated with lots of values, you will not be expected to include everything as you are required to write approximately 150 words in your answer. Just look out for key information, comparisons and trends to write an in-depth description of the information given. Include details from the most important to the least important, depending on the number of figures provided.

For instance, South America and Oceania are not discussed in the passage on Table 1 and Figure 3 since their data are relatively unimportant while all the data from Figures 1 and 2 are analysed as the information are of limited figures (only 6 figures).

⑤ What NOT to include in your answer

Describe the data only. Do not give your interpretation of them. You are not being asked why you think the data in the chart is the way it is; therefore, do not write about that.

I think the cause of the rapid decrease of young people is that the parents want to live more comfortably by themselves. In order to avoid this in China, we should ask the parents not to be selfish.

Sample Passage Analysis

Title

You should spend about 20 minutes on this task.

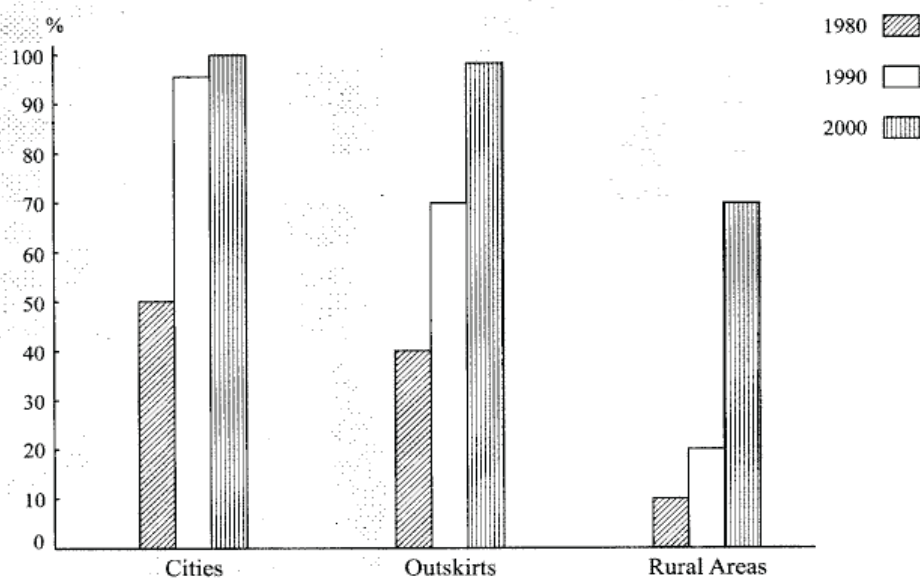
China's one-child policy has been carried out successfully, but the proportion of the growth of single-child families varies in different areas.

The chart below shows the proportion of single-child families in cities, outskirts and rural areas of China in the past 20 years.

Write a report for a university lecturer describing the information in the chart below.

You should write at least 150 words.

(Figure 7) The proportion of single-child families in cities, outskirts and rural areas of China 1980-2000



Sample passage 1

The chart shows the proportion of single-child families in cities, outskirts and rural areas of China between 1980 and 2000.

While in 1980, the proportion in cities and outskirts reached 50% and 40% respectively, the proportion in rural areas was only 10%.

Ten years later in 1990, the proportion almost doubled in cities, reaching 95%, and that in outskirts increased 30% from 40% to 70%, while rural areas experienced a rise of only 10%, reaching 20% of the total in those areas. However, in 2000, the proportion jumped sharply to 70%, three times more than that in 1990, having greatly narrowed the gaps between rural areas and the other two areas.

In 2000, almost all the families in cities and outskirts have realised the goal of one child in each family.

Obviously, there is still a long way to go before the proportion of single-child families in rural areas reaches the same level as that of cities and outskirts. (159 words)

Analysing this sample passage**① Below is a list of questions that the passage has answered:**

1. What does this chart show?
2. What were the proportions of single-child families in 1980 in cities, outskirts and rural areas respectively?
3. What were the changes of the proportions in 1990?
4. What was the change of rural areas specifically between 1990 and 2000?
5. Which areas have almost reached the goal of single-child family by 2000?
6. Will rural areas catch up with cities and outskirts soon?

② The answers are organised like this:

The introduction: Question 1

The body: Questions 2 – 5

The conclusion: Question 6

③ Which data along the horizontal and vertical axes are described?

1. The passage describes the proportion of single-child families in cities, outskirts and rural areas of China in 1980:

While in 1980, the proportion in cities and outskirts reached 50% and 40% respectively, the proportion in rural areas was only 10%.

2. The passage then makes a comparison of the post-rising proportion in these areas in 1990:
cities: 95%, outskirts: 70%, rural areas: 20%
3. The passage points out the post-rising proportion of single-child families in three areas – cities, outskirts and rural areas – from 1990 to 2000:
Ten years later in 1990, the proportion almost doubled in cities, ... that in outskirts increased 30%, ... rural areas experienced a rise of only 10%.
4. The passage then compares the post-rising proportion of single-child families in rural areas from 1990 to 2000:
However, in 2000, the proportion jumped sharply to 70%, three times more than that in 1990.

④ Language analysis

1. while and respectively

While in 1980, the proportion in cities and outskirts reached 50% and 40% respectively, the proportion in rural areas was only 10%.

Mặc dù vào năm 1980, tỉ lệ (gia đình một con) ở các thành phố và ngoại thành lần lượt đạt mức 50% và 40%, nhưng tỉ lệ này ở nông thôn chỉ là 10%.

While in this sentence does not mean as, but it is equivalent to **although + clause, main clause**. **While**-clause used in this sense is usually put at the beginning of the sentence.

Another example:

While I like the colour of the hat, I do not like the shape.

respectively is used for saying that something happens separately to each of the people or things mentioned in the order in which they were mentioned.

Another example:

The best months for cars and trucks were September and November respectively and the worst months for cars and trucks were October and July respectively.

2. Reduced participial phrase and that

Ten years later in 1990, the proportion almost doubled in cities, **reaching 95%**, and **that** in outskirts increased 30% from 40% to 70%, while rural areas experienced a rise of only 10%, **reaching 20% of the total** in those areas.

Mười năm sau, vào năm 1990, tỉ lệ này hầu như tăng gấp đôi ở thành phố, đạt tới 95%, và tỉ lệ ở ngoại thành tăng 30%, từ 40% lên tới 70%, trong khi nông thôn chỉ tăng 10%, đạt tổng cộng 20%.

In this sentence, there are two language points that need pointing out:

Reduced participial phrase

Reaching 95% is a reduced participial phrase modifying the noun **proportion**. It may be rewritten as follows:

Ten years later in 1990, the proportion which reached 95% almost doubled in cities.

Reaching 20% of the total in those areas is also a reduced participial phrase modifying the whole clause right before it. It may be rewritten as follows:

... while rural areas experienced a rise of only 10%, which reached 20% of the total in those areas.

Another example:

However, in 2000, the proportion jumped sharply to 70%, three times more than that in 1990, having greatly narrowed the gaps between rural areas and the other two areas.

that

that is used in place of **the proportion** with the aim of avoiding the repetition of the same noun.

Another example:

The crop in 1988 was inferior to that of 1987. (The crop is not repeated.)

3. Noun phrase and participial phrase

However, in 2000, the proportion jumped sharply to 70%, three times more than that in 1990, having greatly narrowed the gaps between rural areas and the other two areas.

Tuy nhiên, vào năm 2000, tỉ lệ này tăng vọt lên tới 70%, gấp 3 lần tỉ lệ vào năm 1990, thu hẹp khoảng cách đáng kể giữa nông thôn và hai vùng còn lại.

In order to vary the structures, a noun phrase and a participial phrase can be used in place of an adjective clause.

This sentence may be rewritten as follows:

However, in 2000, the proportion jumped sharply to 70%, which is three times more than that in 1990 and which had greatly narrowed the gaps between rural areas and the other two areas.

Sample Passage Analysis

Title

You should spend about 20 minutes on this task.

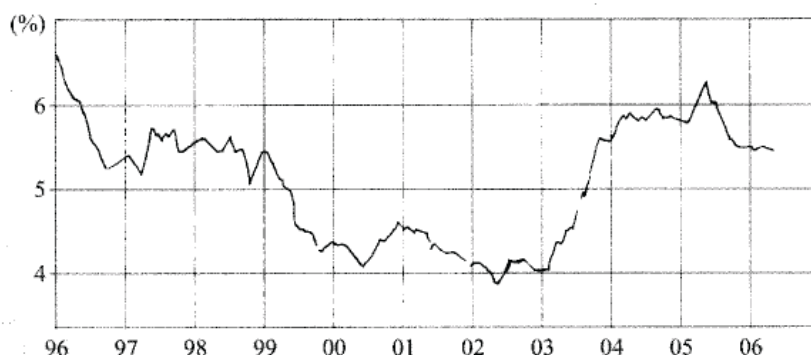
In the development of economy, unemployment exists all the time.

The graph below shows the change of the unemployment rate in the 10 years (from 1996 to 2006) in Canada.

Write a report for a group of college students describing the information in the line graph below.

You should write at least 150 words.

(Figure 8) The change of the unemployment rate in Canada 1996-2006



Sample passage 2

The graph shows the change of the unemployment rate in Canada from January 1996 to January 2006. From the graph, we can see that during the ten years, the unemployment rate fluctuated a great deal.

In general, from 1996 to 2002, it was decreasing sharply from 6.6% to 3.8%, a fall of nearly 3 percent. In this period, the year of 1996 saw a dramatic drop of the rate (more than 1%). In the years of 1997 and 1998, however, the rate kept basically stable (a total drop of 0.2% only).

In 2001 and 2002, we see a steady fall, but then from 2003 to 2006, the rate had a sudden rise, especially in 2003. It went up by almost 2%, and in 2005, it increased to a peak of 6.3%, only 0.3% less than that in 1996.

Although the rate of unemployment fell again from the highest point in 2005 (6.3%) to that of 5.5% in 2006, 5.5% was still higher than that in most of the years. (169 words)

Analysing this sample passage

① Below is a list of questions that the passage has answered:

1. What is the subject of the graph?
2. What is the general character of the change of the unemployment rate?
3. What are the changes from 1996 to 2002?
4. What is the change in 1996?
5. What are the changes in 1997 and 1998?
6. What are the changes from 2003 to 2006?
7. What are the rates in 2005 and 2006?

② The answers to these questions are organised like this:

The introduction: Question 1

The body: Questions 2 – 6

The conclusion: Question 7

③ Of which periods are the data described and compared?

The data of the following periods are described and compared:

1. The situation of the unemployment rate in Canada in ten years from 1996 to 2006:
From the graph, we can see that during the ten years, the unemployment rate fluctuated a great deal.
2. The changes of the unemployment rate in seven years from 1996 to 2002:
In general, from 1996 to 2002, it was decreasing sharply from 6.6% to 3.8%, a fall of nearly 3 percent. In this period, the year of 1996 saw a dramatic drop of the rate (more than 1%).
3. The unemployment rate in two years from 1997 to 1998:
In the years of 1997 and 1998, however, the rate kept basically stable (a total drop of 0.2% only).
4. The changes of the unemployment rate from 2003 to 2006:
... but then from 2003 to 2006, the rate had a sudden rise, especially in 2003. It went up by almost 2%, and in 2005, it increased to a peak of 6.3%, only 0.3% less than that in 1996.
5. The changes of the unemployment rate in 2003 and 2005:
... especially in 2003. It went up by almost 2%, and in 2005, it increased to a peak of 6.3%, only 0.3% less than that in 1996.

④ Of which years are the data described and compared?

1. The data of the year 1996 are pointed out:
In this period, the year of 1996 saw a dramatic drop of the rate (more than 1%).

2. The data of 2005 and 2006 are compared:

Although the rate of unemployment fell again from the highest point in 2005 (6.3%) to that of 5.5% in 2006, 5.5% was still higher than that in most of the years.

⑤ **Language analysis**

1. **The past continuous tense**

In general, from 1996 to 2002, it was decreasing sharply from 6.6% to 3.8%, a fall of nearly 3 percent.

Nhìn chung, từ năm 1996 đến năm 2002, tỉ lệ thất nghiệp đã giảm mạnh từ 6,6% xuống còn 3,8%, giảm gần 3 phần trăm.

The past simple (it decreased sharply) may be used in this case, but the past continuous does emphasise the state of the decrease which was in steady progress from 1996 to 2002.

Also note the phrase a fall of nearly 3 percent at the end of this sentence. Actually, percent used instead of % makes the sentence end in a more expressive tone.

2. **however**

In the years of 1997 and 1998, however, the rate kept basically stable (a total drop of 0.2% only).

Tuy nhiên trong hai năm 1997 và 1998, tỉ lệ này về cơ bản giữ ổn định (chỉ giảm tổng cộng 0,2 %).

The conjunction **however** or **nevertheless** should be used to connect the sentences, forming a coherent passage.

But / Yet may be used instead, but they must come at the beginning of the sentence.

Example:

But / Yet in the years of 1997 and 1998, the rate kept basically stable (a total drop of 0.2% only).

3. **that**

Although the rate of unemployment fell again from the highest point in 2005 (6.3%) to that of 5.5% in 2006, 5.5% was still higher than that in most of the years.

Mặc dù tỉ lệ thất nghiệp một lần nữa sụt giảm từ đỉnh điểm vào năm 2005 (6,3%) xuống còn 5,5% vào năm 2006, nhưng 5,5% vẫn còn cao hơn so với tỉ lệ thất nghiệp ở hầu hết các năm trước.

As explained in the previous passage, **that** is used to replace the noun already mentioned before to avoid repetition.

Another example:

The best coal is that from Oxfordshire.

4. Noun phrase

In general, from 1996 to 2002, it was decreasing sharply from 6.6% to 3.8%, a fall of nearly 3 percent.

Nhìn chung, từ năm 1996 đến năm 2002, tỉ lệ thất nghiệp đã giảm mạnh từ 6,6% xuống còn 3,8%, giảm gần 3 phần trăm.

a fall of nearly 3 percent is a noun phrase which is used here to create a variety to your writing but still keeps the meaning of the sentence unchanged. It may be rewritten with an adjective clause, like this:

In general, from 1996 to 2002, it was decreasing sharply from 6.6% to 3.8%, which is a fall of nearly 3 percent.

Sample Passage Analysis

Title

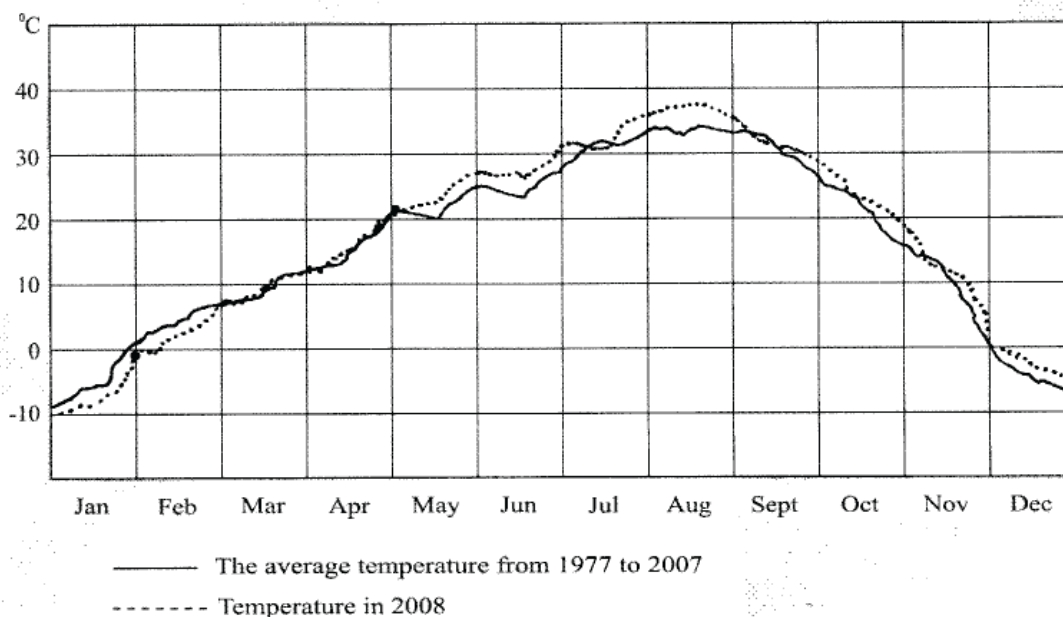
You should spend about 20 minutes on this task.

The graph shows the average temperature of Cano City in the past 30 years and that in 2008.

Write a report describing the information in the line graph below.

You should write at least 150 words.

(Figure 9) Temperature of Cano City in 2008 and the average temperature from 1977 to 2007



Sample passage 3

The graph shows the average temperature of Cano City in the past 30 years and that in 2008.

It can be seen from the graph that overall the temperature in 2008 was above the average. Although in January and February the temperature in 2008 was about two degrees below the average, in the rest of the year, the temperature was higher.

The temperature in March and April remained roughly the same as the average. However, from May to mid-July, the temperature kept high, about two degrees higher, even though there were a few days in which the temperature dropped to lower than the average. The highest temperature appeared in mid-August, hitting a peak of over 35 degrees, nearly 4 degrees above the average.

In the last few months of the year, the temperature was close to that of the average, but it was still one to two degrees higher.

2008 was certainly a warm year. (155 words)

Analysing this sample passage**① Below is a list of questions that the passage has answered:**

1. What does the graph show?
2. What was the temperature in 2008 generally?
3. What was the temperature in January and February compared with the rest of the year?
4. What was the temperature in March and April?
5. What was the temperature from May to mid-July?
6. What was the peak temperature in 2008?
7. What was the temperature in the last few months?
8. What is the conclusion?

② The answers to these questions can be organised like this:

The introduction: Question 1

The body: Questions 2 – 7

The conclusion: Question 8

③ **Which temperature is described and compared?**

The following data are described and compared:

1. The temperature in 2008 is compared to that of the past 30 years:

It can be seen from the graph that overall the temperature in 2008 was above the average.

2. The temperature in the first two months and the remaining months of 2008 is compared to that of the average:

Although in January and February the temperature in 2008 was about two degrees below the average, in the rest of the year, the temperature was higher.

3. The temperature in March and April is compared:

The temperature in March and April remained roughly the same as the average.

4. The temperature from May to mid-July is compared to the average:

However, from May to mid-July, the temperature kept high, about two degrees higher, even though there were a few days in which the temperature dropped to lower than the average.

5. The temperature in the last few months is compared to that of the average:

In the last few months of the year, the temperature was close to that of the average, but it was still one to two degrees higher.

④ **In which months alone are the data described and compared?**

1. The temperature in March and April is mentioned:

The temperature in March and April remained roughly the same as the average.

2. The temperature in August alone is pointed out:

The highest temperature appeared in mid-August, hitting a peak of 35 degrees, nearly 4 degrees above the average.

⑤ **Language analysis**

1. **remain**

The temperature in March and April remained roughly the same as the average.

Nhiệt độ trong tháng ba và tháng tư vẫn xấp xỉ nhiệt độ trung bình.

remain is an intransitive verb which never has a passive structure. **Appear, keep and drop** used in this passage are also intransitive verbs though **keep** and **drop** can be transitive verbs in other cases.

2. Participial phrase

The highest temperature appeared in mid-August, **hitting a peak of 35 degrees**, nearly 4 degrees above the average.

Nhiệt độ cao nhất xuất hiện vào giữa tháng tám, **chạm đỉnh 35 độ**, trên nhiệt độ trung bình gần 4 độ.

hitting a peak of 35 degrees is a participial phrase which is used to add a variety to your writing. It may be rewritten as follows:

The highest temperature which/that hit a peak of 35 degrees, nearly 4 degrees above the average, appeared in mid-August.

3. above and below

above and **below** are employed in the passage to avoid using so many sentences of comparative and superlative forms of adjectives.

4. the average

The definite article **the** must be used in this phrase.

5. however and even though

However, from May to mid-July, the temperature kept high, about two degrees higher, **even though** there were a few days in which the temperature dropped to lower than the average.

Tuy nhiên, từ tháng năm đến giữa tháng bảy, nhiệt độ vẫn ở mức cao, hơn khoảng 2 độ, mặc dù có một vài ngày nhiệt độ xuống thấp hơn nhiệt độ trung bình.

Two points in this sentence need noticing:

However is a transition signal showing the contrast between the previous sentence and the following one while **even though** is a connector showing the contrast within a sentence.

Sample Passage Analysis

Title

You should spend about 20 minutes on this task.

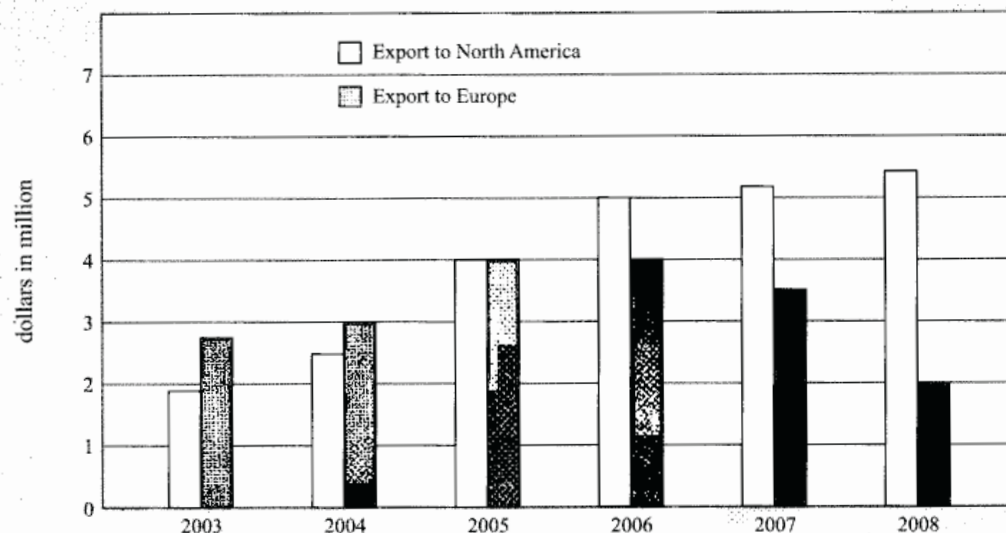
Company ABC exports its products mainly to North America and Europe.

The following chart shows the sales figures of Company ABC from 2003 to 2008.

Write a report to the company management describing the information shown in the chart.

You should write at least 150 words.

(Figure 10) Sales figures of Company ABC's export to North America and Europe 2003-2008



Sample passage 4

The bar chart displays the company's sales figures of export to North America and Europe from 2003 to 2008.

It can be seen that in these years, the export to North America increased steadily but that to Europe did not keep rising. It increased from 2003 to 2005, then the figure remained unchanged in 2006. After that, it kept falling from 2007 to 2008.

So far as the value of export is concerned, the export to North America almost tripled from 1.8 million dollars to 5.5 million in the six years, but the export to Europe first experienced a rise from 2.6 million dollars in 2003 to 4 million in 2005 and 2006, and then a fall from 4 million dollars to 2 million in 2008, a decrease of 50%.

2006 was the year when the total value of export reached the highest point of 9 million dollars while in the following two years it dropped to 8.8 million in 2007 and 7.5 million in 2008. (166 words)

Analysing this sample passage

① Below is a list of questions that the passage has answered:

1. What does the chart display?
2. On the whole, what was the general trend of the export to North America and Europe?
3. What is the value of export to North America in the years described?
4. What is the value of export to Europe in the years described?
5. In which year the total value of export was the highest?
6. What was the total value of export in 2007 and 2008?

② The answers to these questions are organised like this:

The introduction: Question 1

The body: Questions 2 – 4

The conclusion: Questions 5 – 6

③ Which sales figures of export are included?

The passage presents the company's sales figures of export to North America and Europe from 2003 to 2008:

It can be seen that in these years, the export to North America increased steadily but that to Europe did not keep rising. It increased from 2003 to 2005, then the figure remained unchanged in 2006. After that, it kept falling from 2007 to 2008.

Có thể thấy rằng trong những năm này, kim ngạch xuất khẩu sang Bắc Mỹ tăng đều nhưng kim ngạch xuất khẩu sang châu Âu không tăng đều. Kim ngạch xuất khẩu tăng từ năm 2003 đến năm 2005 rồi giữ nguyên trong năm 2006. Sau đó nó cứ giảm từ năm 2007 đến năm 2008.

④ Which sales figures of export are described and compared?

The following data are described and compared:

1. The sales figures of export to North America:

So far as the value of export is concerned, the export to North America almost tripled from 1.8 million dollars to 5.5 million in the six years.

Về giá trị xuất khẩu, kim ngạch xuất khẩu sang Bắc Mỹ gần như tăng gấp ba lần trong sáu năm từ 1,8 triệu đôla lên 5,5 triệu đôla.

2. The sales figures of export to Europe:

... but the export to Europe first experienced a rise from 2.6 million dollars in 2003 to 4 million in 2005 and 2006, and then a fall from 4 million dollars to 2 million in 2008, a decrease of 50%.

... nhưng kim ngạch xuất khẩu sang châu Âu đầu tiên tăng từ 2,6 triệu đôla trong năm 2003 lên 4 triệu đôla trong năm 2005 và 2006, và rồi giảm từ 4 triệu đôla xuống còn 2 triệu trong năm 2008, mức giảm 50%

3. The figures of export in 2006:

2006 was the year when the total value of export reached the highest point of 9 million dollars while in the following two years it dropped to 8.8 million in 2007 and 7.5 million in 2008.

Năm 2006 là năm mà tổng giá trị xuất khẩu đạt đến đỉnh điểm 9 triệu đôla trong khi hai năm tiếp theo con số này giảm xuống 8,8 triệu trong năm 2007 và 7,5 triệu trong năm 2008.

⑤ Language analysis

1. display

The bar chart displays the company's sales figures of export to North America and Europe from 2003 to 2008.

Biểu đồ hình cột cho thấy các doanh số xuất khẩu sang Bắc Mỹ và châu Âu của công ty từ năm 2003 đến năm 2008.

In English, display can be substituted by show, indicate, reveal, describe, demonstrate, etc.

2. remain

The figure remained unchanged in 2006.

Con số này vẫn giữ nguyên trong năm 2006.

Remain is an intransitive verb which cannot be used in the passive construction.

3. So far as ... + be + concerned

So far as the value of export is concerned, ...

Về giá trị xuất khẩu, ...

Both So far as ... is/was concerned and As far as ... is/was concerned mean About ...

Another example:

As far as he was concerned, things were going well.

4. triple

The export to North America almost tripled from 1.8 million dollars to 5.5 million in the six years.

Kim ngạch xuất khẩu sang Bắc Mỹ gần như tăng gấp ba lần trong sáu năm từ 1,8 triệu đôla lên 5,5 triệu đôla.

to triple means to increase by three times. You can also use to be three times as many/much as ... So, this sentence may be rephrased as follows:

The export to North America in 2008 was almost three times as much as that in 2003.

5. while

2006 was the year when the total value of export reached the highest point of 9 million dollars while in the following two years it dropped to 8.8 million in 2007 and 7.5 million in 2008.

Năm 2006 là năm mà tổng giá trị xuất khẩu đạt đến đỉnh điểm 9 triệu đôla trong khi hai năm tiếp theo con số này giảm xuống 8,8 triệu trong năm 2007 và 7,5 triệu trong năm 2008.

While means **whereas** which can be used for comparing two things, people, situations, etc., and showing that there is an important difference between them.

Another example:

I like tea while she likes coffee.

Frequently-used words and expressions in describing charts/graphs/tables and changes of data

As you will see below, there are a number of words and phrases which are similar in meaning. They may enrich your lexical resource which gives a good impression on the examiner who will read and mark your writing.

The following words and phrases are particularly useful for line graphs, but they may also be used where appropriate to describe the other types of graph. (Note: All the verbs are in the past simple because most charts reported facts and figures in the past. If you want to present possible figures for the future, you have to use them in the future tense.)

1. Verbs or verb phrases that mean:

1. to become larger in amount or number tăng lên, tăng trưởng

rose went up increased

The adverbs which modify these verbs include: suddenly, rapidly, dramatically, significantly, sharply, steeply, steadily, gradually, slowly, slightly.

jumped

All of the adverbs listed above may go with this verb except steadily, gradually, slowly, slightly.

2. to become less in amount or number giảm xuống, sụt giảm

dropped fell decreased declined

The adverbs which commonly go with rise, go up and increase may be used with these verbs.

plunged

All of the adverbs listed above may go with this verb except steadily, gradually, slowly, slightly.

3. to continue at the same rate, level, or amount over a particular period of time

giữ nguyên, giữ ổn định

levelled off remained constant remained steady remained unchanged

4. **to have reached the highest amount or level** đạt đến đỉnh điểm
peaked reached a/the peak reached the highest point
5. **to have reached the lowest amount or level** xuống mức thấp nhất
bottomed out reached the bottom reached the nadir
6. **to get better /to improve** tăng, tiến triển
picked up
The common adverbs which may be used with this verb are: suddenly, rapidly, steadily, gradually, slowly, slightly.
7. **to make progress /to develop; to stop development** có xu thế phát triển; mất xu thế phát triển
gained momentum lost momentum
8. **to move or happen faster** tăng nhanh
speeded speeded up
The common adverbs which may be used with these verbs are: suddenly, rapidly, dramatically, sharply.
9. **to slow down/to slightly decrease** chậm lại, giảm nhẹ
slowed down
The common adverbs which may be used with this verb are: steadily, gradually, slightly.
10. **to be the opposite of what it was** (xu thế) đảo ngược
(the trend) reversed
The common adverbs which may be used with this verb are: suddenly, dramatically.
11. **to change frequently** dao động
fluctuated
The common adverbs which may be used with this verb are: suddenly, dramatically, significantly, steadily, gradually, slowly, slightly, so much.
12. **to stay the same** không đổi, vẫn giữ nguyên
maintained

The monthly production increased slowly.
The sales dropped suddenly and then picked up steadily.
The profit remained constant.
The increase slowed down.
The profit reached a peak, and then fell slightly.
The prices fluctuated so much that it's hard to plan a budget.
The road accidents in this city kept increasing but the trend soon reversed dramatically.
The price kept rising but the sales maintained.
The rise lasted for five months and then began to level off until the end of the year.

2. Nouns or noun phrases describing changes of data

(Note: All the nouns/noun phrases below are derived from their verbs.)

Nouns or noun phrases that mean:

1. **increasing** sự tăng lên, sự tăng trưởng

rise increase

The common adjectives which may modify these nouns are: sudden, rapid, dramatic, significant, sharp, steep, steady, gradual, slow, slight.

jump

All of the adjectives listed above may be used with this noun except steady, gradual, slow, slight.

2. **falling/decreasing** sự giảm xuống, sự sụt giảm

drop fall decrease

The adjectives modifying rise and increase may go with these nouns.

3. **changing frequently** sự dao động

fluctuation

The common adjectives which may modify these nouns are: sudden, dramatic, significant, steady, gradual, slow, slight.

There was a dramatic rise in the profit.
We could see a slight increase in the monthly production of PC.
The fall of sales was sharp.
Though there was a sudden jump in road accidents, the death rate maintained.
The increase was slow but steady.
Though the price remained stable, we could still see a slight fluctuation.

3. Time expressions and contexts used in describing charts/graphs/tables

Expressions of time and contexts are always used in describing charts/graphs/tables.

1. Time expressions

in March

for three years

from 1970 to 2000

between 1970 and 2000

The sales dropped suddenly in August but picked up steadily in September.

The profit remained constant for six months.

The road accidents kept increasing from January to April but the trend soon reversed dramatically in May.

The price kept rising between October and December but the sales maintained.

There was a dramatic rise in the profit in the first few months.

The gradual increase of production lasted for about five months from March to August.

The increase between March and June was slow but steady.

Though the price remained stable from 1998 to 2008, we could still see a slight fluctuation.

2. Contexts: Preposition **of** or possessive case (**'s**) is often used.

Examples:

The sales of Inkopan computer dropped suddenly in August but picked up steadily in September.

The Abob Company's profit remained constant for six months.

The road accidents of New York kept increasing from January to April but the trend soon reversed dramatically in May.

The prices of pork and chicken kept rising between October and December but the sales maintained.

There was a dramatic rise in the profit of Ford Sport Cars in the first few months.

The gradual increase of production of Hopkins Iron & Steel Co. lasted for about five months from March to August.

The increase of our sales between March and June was slow but steady.

Though the price of gold remained stable from 1998 to 2008, we could still see a slight fluctuation.

4. Expressions of comparisons

1. Besides describing the changes of data (like increasing, falling, levelling off, etc.), most exam titles require candidates to make comparisons between sets of data.

For example:

There are 20 male students in Class A and 10 in Class B.

The number of male students can be compared using various structures as follows:

There are twice as many male students in Class A as in Class B.

The number of male students in Class A is twice as big as that in Class B.

Class A has twice as many male students as Class B.

Class B has half as many male students as Class A.

There are half as many male students in Class B as in Class A.

The number of male students in Class B is half as big as that in Class A.

Class A has 10 more male students than Class B.

Class B has 10 less male students than Class A.

There are 10 more male students in Class A than in Class B.

There are 10 less male students in Class B than in Class A.

Class A has more male students than Class B by 10.

Class B has less male students than Class A by 10.

If the number of male students in these classes is the same, the following structures may be used:

Class A has as many male students as Class B.

Class A has the same number of male students as Class B.

There are as many male students in Class A as in Class B.

2. Some exam titles may ask candidates to make comparisons using percentage.

Verb phrases used in this case are **make up** and **account for**.

Male students **make up** 60% of the total student population in University A.

Female students **account for** 40% of the total student population in University A.

Male students **make up more than** 60% of the student population in University A.

Female students **account for less than** 40% of the student population in University A.

There are 20 male students in Class A, **making up half** of the student population of the class.

There are 10 male students in Class B, **accounting for one fourth** of the student population of the class.

3. Some exam titles may ask candidates to make comparisons pointing out the percentage of an increase or a fall of data. The following nouns phrases and verb phrases may be applied:

1. In 2006 the number of male students is 100. In 2007 the number of male students is 105.

Compared to 2006, the number of male students **increased by 5%** in 2007.

The number of male students reached 105 in 2007, indicating **an increase/a rise of 5%**, compared to 2006.

There is an increase by 5% in the number of male students.

2. In 2006 the number of female students is 100. In 2007 the number of female students is 95.

Compared to 2006, the number of female students decreased by 5% in 2007.

The number of female students decreased to 95 in 2007, indicating a fall of 5%, compared to 2006.

There is a decrease by 5% in the number of female students.

3. In 2007, the proportion of male students occupied 30% of the total student population.

In 2008, the proportion of male students occupied 35% of the total student population.

There is an increase of 5 percent in the proportion of male students of the total student population.

There is a decrease of 5 percent in the proportion of female students of the total student population.

Exercise 7

1. Translate the following sentences into English.

1. So với năm 2007, lợi nhuận của năm 2008 đã giảm 5%.
2. Số du học sinh năm 2007 đã giảm xuống còn 1.500 người, cho thấy mức giảm 5% so với năm 2006.
3. Đội A ghi nhiều hơn đội B 5 bàn.
4. Số vận động viên có chiều cao hơn 2m trong đội A ít hơn đội B hai người.
5. Trên thực tế, hàm lượng đường có trong quả táo và quả lê nhiều như nhau.
6. Một xu hướng rõ rệt là số người đi xe đạp đang tăng đều.
7. Số người đi lại bằng xe buýt gia tăng từ năm 2000 đến năm 2008.
8. Trong số người lao động chân tay, nam giới chiếm tỉ lệ 70%.
9. Năm 1997 tài nguyên thiên nhiên cung ứng hơn 17% tổng sản phẩm quốc nội (GDP), nhưng đến năm 2007 lại giảm xuống dưới 10%.
10. Trong cùng một thời kỳ, số lượng cừu tăng nhanh từ 230.000 con lên 310.000 con, nhưng số lượng bò lại giảm mạnh từ 180.000 con xuống ít hơn 130.000 con.

2. Translate this short passage into English.

Trong 5 tháng đầu năm ngoái, lợi nhuận hàng tháng của công ty tăng lên đến 10.000 đôla Mỹ (USD) và giữ ổn định, nhưng lợi nhuận của tháng 6 là 9.000 USD, giảm 10%. Từ tháng 7 đến tháng 9, lợi nhuận hàng tháng của công ty dao động trong khoảng 9.000 USD và 7.000 USD. Thế nhưng lợi nhuận của 3 tháng sau cùng lại tăng đều, lợi nhuận của tháng 12 đạt 11.000 USD, đạt mức cao nhất trong năm.

3. There are a few mistakes in the following passage. Find them out and correct them.

You should spend about 20 minutes on this task.

The table below shows the output value of two factories in their toy production from 2003 to 2007.

Write a report for a university lecturer describing the information in the table below.

You should write at least 150 words.

(Table 3) The output value of two factories in their toy production 2003-2007

	Factory A (million USD)	Factory B (million USD)
2003	0.84	1.80
2004	1.04	1.70
2005	1.24	1.60
2006	1.40	1.66
2007	1.60	0.90

The table indicates the output of Factory A and Factory B in their toy production from 2003 to 2007.

The production of Factory A was obviously much better than Factory B. Take the five years from 2003 to 2007 for example. Factory A's output value increased from 0.84 million USD to 1.60 million USD, with a rise of 0.2 million USD each year. The value in 2007 was almost twice as much as that in 2003. Yet in the same period Factory B's slid all the way from 1.80 million USD to 0.9 million USD, with a fall of 0.1 million USD each year. Although the value picked up in 2006, it has dropped sharply in 2007 to the amount of half of that in 2003.

We see clearly that Factory A's output value kept growing while Factory B's output value dropped all the time.

From the table we can also see that in 2003 Factory A's output value was 0.84 million USD and that of Factory B was 1.80 million USD.

The cause of the decrease of Factory B's output value must have been the poor management. (188 words)

4. Write a short passage on the following title.

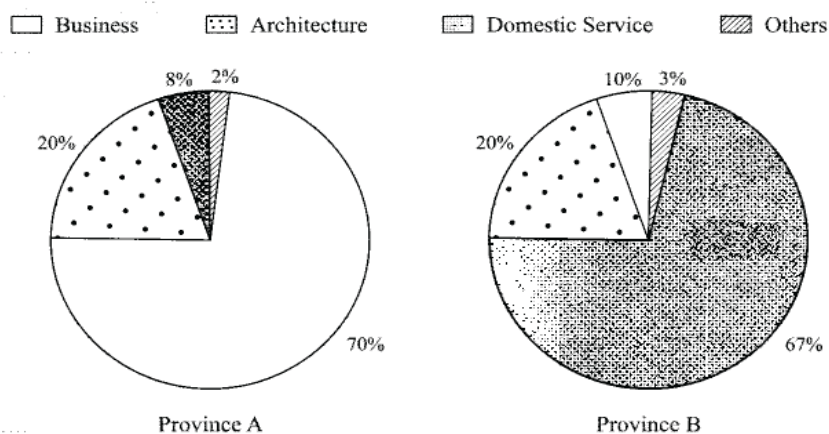
You should spend about 20 minutes on this task.

The charts below show the types of work occupied by people from Province A and Province B in England.

Write a report for a university lecturer describing the information in the charts below.

You should write at least 150 words.

(Figure 11) Types of work occupied by people from Province A and Province B in England



Use the cues below in your passage:

account for

on the contrary

making up ... % of the total

much less than those from ...

5. Answer these questions on the sample passage below.

1. What questions has the sample passage answered?
2. Which data along the horizontal axis and the vertical axis has the passage described and compared?

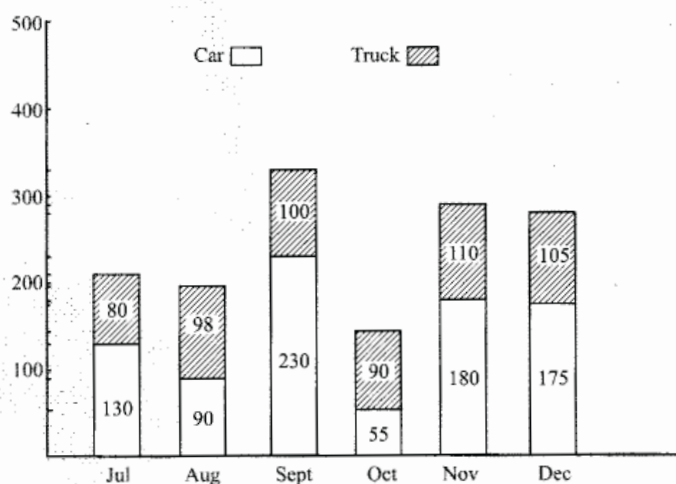
You should spend about 20 minutes on this task.

The chart below indicates the number of vehicles sold each month of the second half of 2008 in Lotus Company.

Write a report for the board meeting of the company describing the information shown below.

You should write at least 150 words.

(Figure 12) Number of vehicles sold each month in Lotus Company, 2008



The column chart shows the number of the two types of vehicles sold in each month from July to December in Lotus Company in 2008.

The most successful and worst sales of cars happened in September (230) and October (55) respectively, while those of trucks fell in November (110) and July (80) respectively. September was the only month in which over 300 vehicles were sold, 230 cars and 100 trucks. This month was, in descending order of sales, followed by November, December, July, August and October.

October was the worst month of sales in the second half of the year with only 145 vehicles sold, 185 less than September. It is the only month in which the number of sold vehicles was under 150.

In August the sales of the two types of vehicles were very close to each other with 90 cars and 98 trucks.

Although the sales of both kinds of vehicles fluctuated, we don't seem to find any correlation between the sales of cars and trucks. (169 words)

6. There are a few mistakes in the following passage. Find them out and correct them.

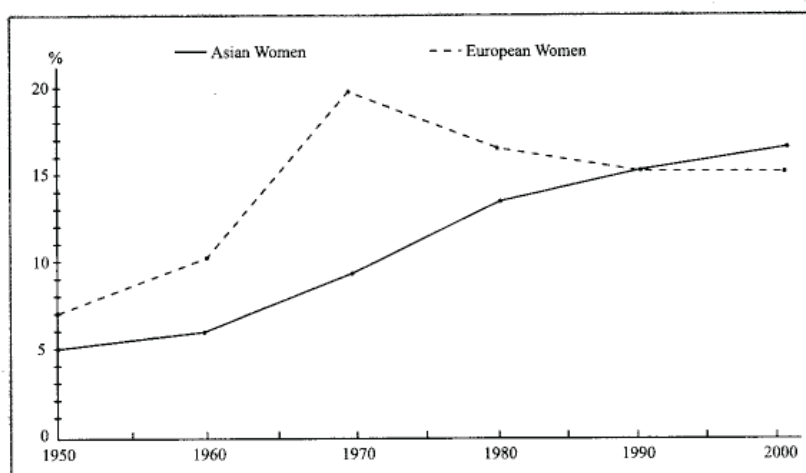
You should spend about 20 minutes on this task.

The graph below indicates the percentage of women smokers in Asia and Europe from 1950 to 2000.

Write a report for a university lecturer describing the information shown in the graph.

You should write at least 150 words.

(Figure 13) Percentage of women smokers in Asia and Europe



The graph compares the percentage of women smokers in Asia and Europe in the latter half of the 20th century.

It can clearly seen that from 1950 to 2000 the percentage of women smokers in Asia kept increasing while in Europe first rose and then fell.

In the 50's the percentages of women smokers in Asia and Europe were about the same, with Europe higher of 2%. From then on, women smokers of both continents began to rise, but the rate of increase in Europe was much bigger than Asia. In the ten years from 1960 to 1970 in Europe, women smokers doubled, from 10% to 20%, while in Asia, there was only a rise by 3%.

However, since the 70s, things have changed dramatically. In the following thirty years, the percentage of women smokers in Asia never stopped to grow while that in Europe dropped sharply. In 2000, Asian women smokers surpassed European women smokers by 1%. It is the first time for the former to have caught up with the latter in the past 50 years.
(178 words)

7. Write a short passage on the following title.

You should spend about 20 minutes on this task.

The table below summarises some data collected by a community library for January 2008.

Write a report describing the figures of various types of publications borrowed, based on the information shown in the table.

You should write at least 150 words.

(Table 4) Figures of different books borrowed
in a community library for January 2008

	Community members		Non-community members	Total
	Males	Females		
Science	430	125	53	608
Humanities	259	36		295
Magazines	99	135	310	544
Total	788	296	363	1447

Use the cues below in your passage:

The figures of community members are divided into two groups, males and females.

borrow/lend/loan

more than/more ... than

fewer than/fewer ... than

... accounted for the greatest number of the publications borrowed.

8. Write a short passage on the following title.

You should spend about 20 minutes on this task.

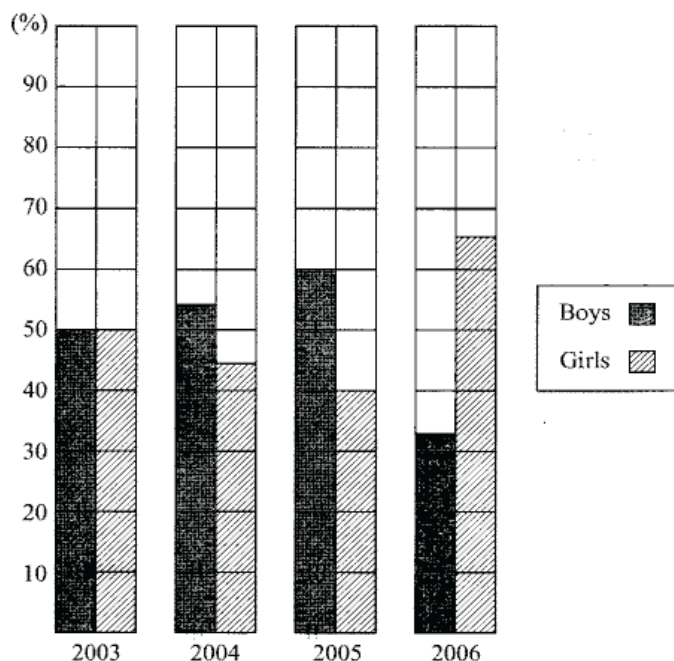
To welcome Beijing 2008 Olympic Games, many young people learned English actively. Beijing Five-ring Cup English Speech Contest offered a stage for them to show their English speaking ability.

The chart and table below show the percentage of boys vs. girls attending the Five-ring Cup English Speech Contest and the total number of attendance in each year from 2003 to 2006.

Write a report for a university lecturer describing the information in the chart and table below.

You should write at least 150 words.

(Figure 14) Percentage of boys vs. girls attending the Five-ring Cup English Speech Contest in the four years from 2003 to 2006 and the total number of attendance in each year



Total number of attendance at the contest

Year	Number
2003	717
2004	1096
2005	1520
2006	6088

Use the cues below in your passage:

With the increase of people attending the contest, the percentage of the attendance of both boys and girls varied in the four years.

while that of percentage

as many as vary

hit rise

attendance drop

Chapter 2 Describing a Process or a Procedure

You have looked at the various types of visual formats that you might be asked to describe, but you also might have to describe a diagram representing a process.

Describing a process or a procedure means writing about how something is made or how something happens. Some examples are: how a telephone works, how coffee is grown, how glass is made, how to get a driving licence, how to start a business, etc.

What to include in describing:

1. a process

1. What the object is and what it is for
2. What it is like
3. How it works
4. Brief information on it (optional)

2. a procedure

1. What it is and what it is for
2. What to prepare for it
3. What should be done first, next, and last
4. What can eventually be achieved
5. Brief information on it (optional)

Whichever task you are asked to write on: either describing what it is like to do something or telling other people how to do something, make sure that the information is in a logical order; the different stages are clearly marked with adequate linking expressions; the language used is accurate and appropriate, and the whole passage makes sense and is easy to follow.

Sample Passage Analysis

Title 1 (an object)

You should spend about 20 minutes on this task.

As a class assignment, you have been asked to describe a telephone. Describe a telephone, and explain how it works.

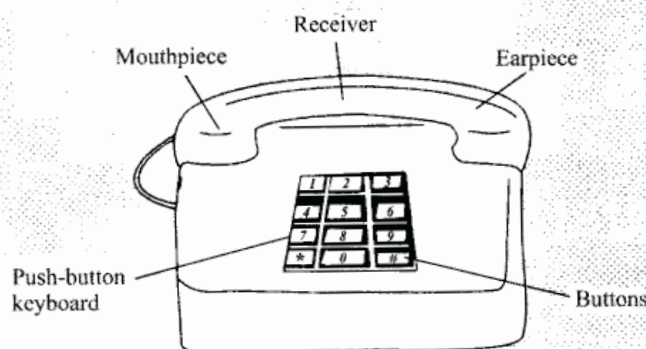
You may use your own knowledge and experience in addition to the diagram.

You should write at least 150 words.

Your description should be:

1. relevant to the task, and
2. well organised.

(Diagram 1) A Telephone



Sample passage

A telephone is something we cannot do without in our life. It is a very convenient device for us to have contact with the outside.

The one in the picture is a standard push-button telephone. On top of the phone is the receiver, the two ends of which are the earpiece and the mouthpiece. On the push-button keyboard there are the buttons. Each of them bears a number.

When you want to make a telephone call, you should follow these instructions. First, pick up the receiver from the cradle and there is from the earpiece the buzzing sound indicating that the telephone is in good order. Then push the buttons for the number you need. When finishing pushing the buttons and the line is through, you will hear the beeping sound, two beeps followed by a pause. Now you just wait for the other end to answer you. If the line is busy, however, you will hear a steady beeping sound. At this moment, put back the receiver and repeat the steps till you get through. (176 words)

Analysing this sample passage

① Content

1. First, the passage tells what the object is (*a telephone*), and what it is for (*a very convenient device for us to have contact with the outside*).
2. What it is like (paragraph 2)
3. How it works (paragraph 3)
4. A brief summary (none)
5. Connectors like *first, then, now* are appropriately used to make the procedure clear and easy to follow.

② Language analysis

1. Double negative: **cannot do without sb/sth** means **cannot manage without sb/sth**

A telephone is something we **cannot do without** in our life.

Máy điện thoại là thứ chúng ta không thể không có/phải có trong cuộc sống.

A double negative phrase like this should sometimes be used to enhance your expressive writing.

Other examples:

We cannot sit by and do nothing.

He is not unaware of the facts.

2. **one** (pronoun)

The **one** in the picture is a standard push-button telephone.

Đồ vật trong hình này là một chiếc điện thoại kiểu bấm nút thông dụng.

The **one** is used to replace the **telephone** with the aim of avoiding writing the same noun several times, which results in a better piece of writing.

3. **on top of + N**

on the + N

On top of the phone is the receiver, the two ends of which are the earpiece and the mouthpiece. **On the** push-button keyboard there are the buttons.

Phía trên của máy điện thoại là ống nghe với hai đầu của nó là tai nghe và ống nói. Trên mặt bàn phím là các nút.

These two prepositional phrases are placed at the beginning of the sentences to put more emphasis on the location.

4. **from the earpiece**

First, pick up the receiver from the cradle and there is **from the earpiece** the buzzing sound indicating that the telephone is in good order.

Trước tiên, nhắc ống nghe từ giá đỡ lên và từ tai nghe có tiếng u u phát ra cho biết là máy có thể sử dụng được ngay.

This prepositional phrase is put before the noun phrase **the buzzing sound** to avoid confusion (the buzzing sound from the earpiece indicating that the telephone is in good order). It cannot be put after **in good order**.

5. Reduced participial phrase

When finishing pushing the buttons and the line is through, you will hear the beeping sound, two beeps followed by a pause.

Khi bấm nút xong và nếu đường dây thông thì bạn sẽ nghe có tiếng reo, có khoảng dừng ngắn sau mỗi hai tiếng reo.

finishing pushing the buttons and followed by a pause are reduced participial phrases.

They may be rewritten as follows:

When you finish pushing the buttons and the line is through, you will hear the beeping sound, two beeps which are followed by a pause.

6. Conditional sentence Type 1

Main clause	If-clause
S + will/can/may + bare infinitive	S + V (present simple)

If the line is busy, you will hear a steady beeping sound.

Nếu đường dây bận, bạn sẽ nghe tiếng bíp bíp đều đặn.

Conditional sentence Type 1 is used to talk about situations that may be true or occur in the present or future.

7. Adjective clause

A telephone is something **we cannot do without in our life**.

Máy điện thoại là thứ (mà) chúng ta không thể không có/phải có trong cuộc sống.

we cannot do without in our life in this sentence is an adjective clause in which the relative pronoun **that/which** is omitted.

8. of which

On top of the phone is the receiver, the two ends **of which** are the earpiece and the mouth-piece.

Phía trên của máy điện thoại là ống nghe với hai đầu của nó là tai nghe và ống nói.

which replaces the noun phrase **the receiver** to vary the style of writing, and also to avoid repetition which makes your writing dull.

9. Noun clause

First, pick up the receiver from the cradle and there is from the earpiece the buzzing sound indicating that the telephone is in good order.

Trước tiên, nhấc ống nghe từ giá đỡ lên và từ tai nghe có tiếng u u phát ra cho biết là máy có thể sử dụng được ngay.

that the telephone is in good order is a noun clause being the object of the verb indicate.

Title 2 (a procedure)

You should spend about 20 minutes on this task.

As a class assignment, you have been asked to describe the process of repairing a water tap by replacing the washer.

Describe how to replace the washer.

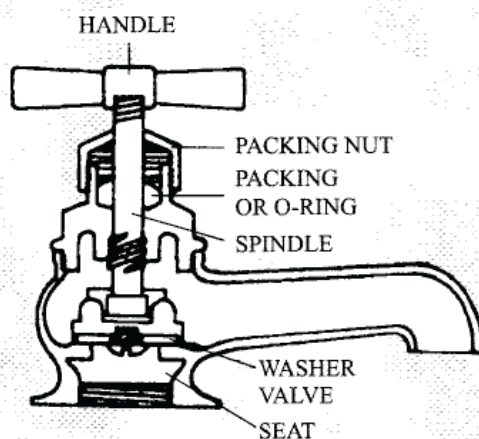
You may use your own knowledge and experience in addition to the diagram.

You should write at least 150 words.

Your description should be:

1. relevant to the task, and
2. well organised.

(Diagram 2) Cross section of a water tap



Sample passage

A water tap is a device for turning on and off a flow of water and the washer is one of the most important parts of it. When the washer is broken or worn out, it should be replaced at once in order not to waste water.

To replace the washer, we should first shut off the water supply and turn on the faucet until the water stops running. Then loosen the packing nut with a wrench and remove the faucet stem or spindle. When the faucet stem is removed, pull out the unit. What we should do next is to remove the screw that holds the washer at the bottom of the valve unit. Put in a new washer and replace the screw. Finally put the valve unit back in the faucet and turn the handle to the proper position.

Now you can use the water tap without any worry. Of course, do not forget to turn on the water at the shut-off valve. (165 words)

Analysing this sample passage**① Content**

This is a passage describing a procedure illustrated with a diagram.

1. First, the passage states what the object is and what it is for (paragraph 1).
2. Then, it mentions what to prepare (the first sentence of paragraph 2).
3. Next, it shows what should be done first, next and last (from sentence 2 to the end of paragraph 2).
4. Last, it points out what can eventually be achieved.
5. A brief summary (none)

② Language analysis**1. turn on/turn off**

A water tap is a device for **turning on** and off a flow of water and the washer is one of the most important parts of it.

Vòi nước là dụng cụ để mở và khóa nguồn nước và vòng đệm là một trong những bộ phận quan trọng nhất của nó.

turn on and **turn off** are used when mentioning the water tap. You cannot use **open** or **shut/close** with it.

2. Phrase of purpose: in order (not) to + bare infinitive

When the washer is broken or worn out, it should be replaced at once **in order not to waste** water.

Khi vòng đệm bị vỡ hay bị mòn, nó phải được thay ngay lập tức nhằm tránh lãng phí nước.

3. replace and change

to replace sth means to remove sth and put another thing in their place.

To replace the washer, we should first shut off the water supply...

Để thay vòng đệm, trước tiên chúng ta nên khóa nguồn nước...

to replace sth also means to put something back in the place where it was before.

Put in a new washer and replace the screw.

Hãy đặt vào một cái vòng đệm mới và gắn đinh ốc lại.

to change means to exchange one thing for another thing, especially of a similar type.

Other examples:

I replaced the cup carefully in the saucer.

He changes a five-dollar bill for five singles.

Now I'm afraid that I have to ask you to change it again.

4. Infinitive phrase

To replace the washer, we should first shut off the water supply and turn on the faucet until the water stops running.

Để thay vòng đệm, trước tiên chúng ta phải khóa nguồn nước và mở van đến khi nước ngừng chảy.

To replace the washer is an infinitive phrase expressing a purpose. It is equivalent to In order to replace the washer.

5. Noun clause and adjective clause

What we should do next is to remove the screw that holds the washer at the bottom of the valve unit.

Việc chúng ta phải làm kế tiếp là tháo đinh ốc giữ vòng đệm ở cuối bộ phận van ra.

What we should do next is a noun clause which functions as the subject of the main verb is.

that holds the washer at the bottom of the valve unit is an adjective clause modifying the noun the screw.

Commonly-used expressions in describing a process or a procedure

1. Statements

The following diagram shows the structure of ...

The picture illustrates ...

It mainly consists of ...

It works as follows.

It normally involves the following steps.

The whole procedure can be divided into ... stages.

2. Connectors

Firstly	First of all	In the course of
Secondly	To begin with	in order to
Finally	Next	in order not to
	Then	in order that
The first step is to	Later	so as to
The next step is to	At the same time	so as not to
The last step is to	Subsequently	
	Before this	
The first stage involves	During	
In the next stage	After this	
In the following stage		
In the last stage		

Exercise 8**1. Translate the following sentences into English.**

1. Bước đầu tiên là tra chìa vào công tắc đánh lửa.
2. Sau đó kiểm tra phanh tay có hoạt động không.
3. Bước 3 là trả số về vị trí số 0.
4. Sau đó vặn chìa để khởi động máy và sang số 1.
5. Bước tiếp theo là thả phanh tay ra.
6. Sau đó bật đèn tín hiệu và kiểm tra tình trạng đường.
7. Bây giờ thì có thể lái đi.

2. Translate this short passage into English.

Đồng hồ đeo tay điện tử là dụng cụ (device) tốt để báo giờ, khỏi mất công lên dây cót (to wind) mỗi ngày và trọng lượng của đồng hồ lại nhẹ hơn.

Đồng hồ điện tử chủ yếu gồm có các bộ phận sau đây: lõi máy (the core), màn hình hiện số (the digital readout), dây đeo, nguồn điện hoặc ổ pin và các nút bấm dùng để chỉnh giờ.

Khi hết pin, cần phải thay pin mới. Muốn thay pin, trước tiên phải mua loại pin cùng cỡ và cùng kiểu như pin cũ. Kế đến mở nắp ổ pin, thay pin cũ ra. Lưu ý đặt đúng cực âm dương của pin. Sau đó đẩy nắp ổ pin lại. Cuối cùng bạn có thể dùng nút chỉnh giờ, phút, giây và ngày tháng để chỉnh đúng ngày và giờ.

Part 3

The IELTS Academic and General Training Task 2 Writing

The IELTS Academic and General Training Task 2 Writing

Task 2 in both the Academic Module and the General Training Module is the same. Candidates are asked to write a short essay of a minimum of 250 words in about 40 minutes. The essay is usually a discussion of a subject of general interest. Candidates have to present and justify their opinion about something, offer a solution to a problem, express an opinion, or speculate about a future trend.

Even if the question is related to a specific area of knowledge (e.g. science), candidates do not need specialist scientific knowledge to write about it.

Task 2 is more important than Task 1 in that there is more 'weighting' towards Task 2. If your performance in Task 1 is not as good as it is in Task 2, you can still receive a good writing score.

1. Marking criteria of Task 2

The second writing task assesses whether a candidate meets the more formal requirements of a higher education establishment.

The IELTS Writing test measures your ability to write in clear and formal English, as is generally demanded in an academic context. You are assessed according to the following criteria:

1. **Task Response** – how accurately the task is addressed.
2. **Coherence and Cohesion** – how organised your writing is.
3. **Lexical Resource** – how much the range of your vocabulary is.
4. **Grammatical Range and Accuracy** – how varied and accurate your grammar is.

Task response/task achievement

Task response means doing exactly what is required by the task or question.

To get a good rating for this criterion, it is extremely important that you understand the task fully and do everything you are asked. Remember to consider the person you are writing to because this will affect the tone of your writing. As often seen in the Academic Module, you are asked to write an essay for a university lecturer. Therefore, your tone should be very formal since that is the way reports are written at university.

Coherence and cohesion

Coherence and cohesion means the way the whole text is organised, and for this criterion, the examiners look at the way your text is structured, such as whether it is easy to follow, whether the arguments are clear, whether the order of information is logical, or whether you use appropriate connectors, etc.

Examiners check the range of vocabulary, and whether you use it appropriately to write your essay.

Grammatical range and accuracy

The last criterion refers to all aspects of grammar and how well they are applied in your writing. You should use a wide range of structures with full flexibility and accuracy. The basic rule for accuracy is that you need to be more accurate with simple grammar than complex grammar.

2. Steps to take when doing Task 2

In this task, you need to write an academic-style essay on the single title given. You have no choices here – you must write only about the one title – so prepare yourself with strategies to write a well-organised essay on a variety of subject areas. It is advisable that you take the following steps:

1. Reading the essay title carefully
2. Planning your essay
3. Writing your well-organised essay with three parts:
 - i. Introduction
 - ii. Body
 - iii. Conclusion
4. Checking and editing

1. Reading the essay title

The first step in writing any essay is to read and interpret the essay title correctly. It is essential that you have a complete understanding of the title. In the Academic Task 2 Writing, candidates may be required to present an argument for or against a proposition, justify an opinion, or evaluate evidence. Examine the essay titles below:

1. Family should be responsible for juvenile delinquency.
School should be responsible for juvenile delinquency.
Which one do you agree with? Give reasons for your answer.
2. Some teachers suggest that children should watch TV as less as possible. What do you think of this suggestion?
3. Some people think that parents should plan their children's leisure time carefully. Others believe that children should decide for themselves how to spend their free time. What is your opinion on this matter?

Some essay titles may require candidates to present their viewpoints or suggestions like the titles below:

1. Write a short report with suggestions for the solution of drug abuse. Include suggestions about education, law and international cooperation.
2. What steps should a student take in preparing for IELTS and what would be the benefits of taking such steps?
3. With the rapid development of economy, many problems have appeared, such as desertification and water shortage. Describe the situation and suggest at least one possible solution to each problem you describe.

When reading the task instruction, you should be able to identify the words or phrases which are particularly important in both giving the direction of the essay and helping you to know how to organise it. For example:

Family should be responsible for juvenile delinquency.
School should be responsible for juvenile delinquency.
Which one do you agree with? Give reasons for your answer.

The general subject of this essay is juvenile delinquency, and your essay must focus on presenting your viewpoint on who (family or school) should be responsible for this problem, and then supporting it with logical reasons.

Examine the title below:

What steps should a student take in preparing for IELTS and what would be the benefits of taking such steps?

Analysing this essay title, you can point out the following key words: steps, take, preparing, IELTS, benefits. You must, therefore, concentrate on presenting the steps a candidate should take in preparing for the IELTS test, not the TOEFL test or any other tests. You must also include the benefits of such steps in your answer.

2. Planning your essay

After having analysed the title, you must plan your essay. Planning means you begin with a detailed outline which helps you to organise your thoughts, ideas or opinions before writing to make sure that everything stays on track.

The following points should be brought into your consideration when outlining your essay:

- i. Make sure your essay has an introduction, a body with supporting paragraphs, and a conclusion to sum up the main points.
- ii. Write a thesis statement that identifies the main idea of the essay.
- iii. Make sure that all your paragraphs follow the proper paragraph format.
- iv. Utilise your lexical resource that is most expected by the examiner.
- v. Use a wide range of sentence structures, not only simple sentences. Accurate compound and complex sentences can reveal your academic writing skill.

There are no absolute rules regarding what an outline should be. It does not need to be lengthy – it is simply an organised list of ideas for your essay.

Example 1

Title

While studying abroad, some people purchase a house and others rent. If you are a student in the UK, which do you think might be better for you?

Possible outline

Introduction: Renting is better.

Body: 1. I don't worry about maintenance (leakage, etc.).

2. It is cheaper.

3. I am not tied down to it. (may transfer to another school, will return to own country after school)

Conclusion: Renting is better.

Example 2

Title

To solve traffic jams, mass transit systems are a better choice.

Possible outline

Introduction: Agree

Body: 1. More efficient and economical

2. Less land for parking

3. Fewer accidents

Conclusion: A better choice

Example 3

Title

Nowadays some people prefer staying single. What is your opinion about it?

Possible outline

Introduction: Staying single is better.

Body: 1. Financial freedom (one can spend one's money in the way one prefers)

2. Freedom of mental burden (raising children, relations with wife/husband/children)

3. Freedom of activities (go where one wants to go, do what one wants to do)

Conclusion: If one wants to enjoy life, stay single.

Example 4

Title

Write a short essay with suggestions for the solution of drug abuse. Include suggestions about education, law and international cooperation.

Possible outline

Introduction: Drug abuse is a serious problem (figures).

Body: 1. Education from primary school and never stops

2. Stricter law against drug smuggling, trafficking and taking

3. Crack down drug production organisations with the help of all governments

Conclusion: With the application of the actions, drug abuse can be reduced, if not extinguished.

Exercise 9

Write an outline for each of the essay titles below.

1. Some people suggest that we should all retire at the age of 50. State your reasons for your agreement or disagreement with the suggestion.
2. Traffic jams are a common phenomenon in big cities in Vietnam. Write a report to the municipal government providing suggestions as to how to solve the problem. Your report should include the government and the citizens.
3. Nowadays universities and colleges are recruiting more and more students. What do you think of this idea?

3. Writing your essay

3.1 Writing the introduction

An introduction is the most important part of an essay as it sets the standard and attracts the reader's attention, and gives him/her an idea of the essay focus.

These are the main parts of a good introduction:

- Getting the reader's attention
- Providing background information
- Stating the central idea with a thesis statement

(The thesis statement should be written in one (or at most two) sentence(s) what your overall point or argument is, and what your main body paragraphs will be about.)

Below are some possible introductions:

Example 1

Title

While studying abroad, some people purchase a house and others rent. If you are a student in the UK, which do you think might be better for you?

Possible introduction

1. More and more people are pursuing their education abroad. 2. Housing is always a hot topic for them while living abroad. Without a nice house to live in, one would find it difficult to study well. 3. Many find it advantageous to purchase a home, but I would think it is better to rent a house for the following reasons.

Example 2

Title

To solve traffic jams, mass transit systems are a better choice.

Possible introduction

1. The problem of traffic jams in big cities in Vietnam has always been a headache. As to how to solve this problem, people maintain different opinions. 2. Some suggest that we give priority to the development of private cars, others argue that mass transit systems should be put in the first place. 3. I am for the latter solution.

Example 3

Title

A comprehensive method is needed in solving the issue of the "aged society".

Possible introduction

1. The world is entering an "aged society". According to the UN statistics, in 2050, the percentage of the aged will reach 23 percent. 2. Obviously, whether the old people can live a decent life or not concerns not only humanism, but also social stability and family happiness. 3. Therefore, the society as a whole, not this section or that section, should be responsible for their life.

Example 4

Title

Family should be responsible for juvenile delinquency.

School should be responsible for juvenile delinquency.

Which one do you agree with? Give reasons for your answer.

Possible introduction

1. With more and more juvenile delinquency, people have paid more and more attention to who should be responsible for it: the family or the school? 2. It seems to me that the family exerts more influence on teenagers, and therefore, it is the family that should be responsible.

Example 5

Title

Was the Arab-Israel war the cause of the sharp rise of oil price?

Possible introduction

1. In the article on the use of the "oil weapon" in the 1970s, the writer suggests that the main reason for the rapid increase in oil price was the cost of the Arab-Israel war. 2. But was that really the main reason behind the enormous price increase at that time? 3. There were, in my opinion, other far more important reasons behind the price increase.

Title

The fight against Y2K bug is necessary.

Possible introduction

1. Right after the New Year's Eve of 2000, even before dawn, the Y2K critics were sharpening their knives. 2. To them, the lack of havoc was proof that the Y2K bug was just an illusion. Some even say the "bug" has been "magnified to an elephant". Therefore, they contend that the money spent on it was unnecessary. 3. But their argument does not hold up for examination.

Exercise 10

Write an introduction for each of the following essay titles.

1. It is said that superstitions are but nonsense. Do you agree?
2. Meat provides us with protein, fat and other necessary nutrition we need, and therefore meat-eating is a symbol of human development. What do you think of this matter?
3. Nowadays universities and colleges are enrolling more and more students. What are the advantages and disadvantages of this action? How to prevent the disadvantages?
4. From time to time, the issue of whether pure science is more important than practical science is discussed. Present your opinion on this issue.

3.2 Writing the body

The basic aim of the body paragraphs is to explain the thesis statement of the essay and therefore to reveal its subject. This is the part where all the arguments are presented very clearly to the reader, and are proved by substantial evidence.

The body paragraphs are the core of each essay, and therefore demand special attention and profound knowledge on the matter from the side of the writer.

Every body paragraph must be written according to one general structure:

- **A topic sentence:** Each body paragraph starts with a topic sentence. The main idea/argument must accurately be written to appeal to the reader.
- **Supporting sentences:** Different established facts or points support the main idea of the essay. The supporting points should not be positioned one after another, but a general discussion of the point should be included in between.
- **A concluding sentence:** Each body paragraph should have a concluding sentence in order to make connection to the next paragraph. This link is a must-have element as this is what makes the essay logically structured.

① The topic sentence and supporting sentences

A well-organised paragraph supports or develops a single controlling idea, which is expressed in a sentence called the topic sentence. A good topic sentence has the following features:

- It controls or guides the whole paragraph. When you read the topic sentence, you know what to expect in the paragraph.
- A good topic sentence is specific.
- A good topic sentence has controlling ideas – words or phrases that help guide the flow of ideas in the coming paragraphs.

Although topic sentences may appear anywhere in paragraphs, in academic essays they often appear at the beginning.

Topic-sentence Analysis (The sentences in bold are the topic sentences.)

Example 1

People who own their cars have many expenses to pay in order to keep their cars. One of the expenses that car owners have is insurance. People who own cars also have to be content with rising gasoline prices. In addition, every time a car breaks down, there are bills for new parts and services.

This is a good topic sentence because it puts forward an argument: **People owning a car have many expenses to pay.** Then, what follows this topic sentence are a number of supporting sentences that develop the main idea with specific details, such as insurance, rising gasoline prices, and bills for new parts and services.

Example 2

The age at which a person may drink liquor legally varies from state to state. In New York, a person may drink liquor legally when he is eighteen. In New Jersey, the age at which one can drink liquor legally is seventeen. In Montana, ...

The topic sentence in this paragraph is supported with some examples of specific ages of people allowed to drink liquor in different states.

Example 3

Man is the most intelligent of the animals. Only man can talk. Only man has developed the power to destroy himself. Although in many ways man is not superior to animals, he has the wit to make other animals work for him.

The topic sentence in this paragraph is supported with some specific ideas:

1. Only man can talk.
2. Only man has developed the power to destroy himself.
3. Although in many ways man is not superior to animals, he has the wit to make other animals work for him.

Example 4

Charles is very interested in cars. He knows all the details about every new model. He spends a lot of time working on his old Ford, and he visits all the car shows.

The topic sentence in this paragraph is supported with some specific details: Charles knows all the details about every new model, spends a lot of time working on his old Ford, and visits all the car shows.

From the examples given above, you can see that a topic sentence is the one which reveals the main idea of a paragraph, and supporting sentences are the ones that provide the topic sentence with details.

② Coherence

Coherence is an important element of the essay writing process.

Coherence refers to a certain characteristic or aspect of writing. Literally, the word means “sticking together”. Coherence in writing means that all the ideas in a paragraph flow smoothly from one sentence to the next sentence. With coherence, the reader has an easy time understanding the ideas that the writer wishes to express. You can, thus, employ cohesive devices, which are also known as connectors, transition words, or connecting words to preserve the logical flow between the various parts of an essay as well as between sentences and paragraphs.

For paragraphs, a transition signal, i.e. a connector, can be found at the beginning of each paragraph.

Example

Title

A comprehensive method is needed in solving the issue of the “aged society”.

Introduction:

The world is entering an “aged society”. According to the UN statistics, in 2050, the percentage of the aged will reach 23 percent. Obviously, whether the old people can live a decent life or not concerns not only humanism, but also social stability and family happiness. Therefore, the society as a whole, not this section or that section, should be responsible for their life.

Following this introduction, the body may consist of four paragraphs with the transition signals in bold:

Paragraph 1: **To begin with**, the government should work out a series of policy to protect the old.

Paragraph 2: **Furthermore**, all the work units should provide their members with a special fund in their salary as pension after retirement.

Paragraph 3: **In addition**, nobody is supposed to depend on the government and the work unit entirely.

Paragraph 4: **Finally**, we should not forget the responsibility of the family.

Each of the body paragraphs with such a topic sentence clearly states what the paragraph will be about:

Paragraph 1: What the government should do

Paragraph 2: What the work units should do

Paragraph 3: What the person himself should do

Paragraph 4: What the family should do

Supporting sentences must be added to each body paragraph by using facts, evidence or examples, as follows:

Paragraph 1:

To begin with, the government should work out a series of policy to protect the old. The policy should include life insurance, health insurance, basic poverty line, and so forth so that the aged can enjoy a comparatively decent life which is assured and protected by law.

Paragraph 2:

Furthermore, all the work units should provide their members with a special fund in their salary as pension after retirement. The fund should be put into the bank and not to be used for any other purposes. This sum of money is to follow the person when he changes his work unit.

Paragraph 3:

In addition, nobody is supposed to depend on the government and the work unit entirely. He should be responsible for himself, too. Buying insurance for life of retirement is his unshirkable responsibility. In doing so, he can reduce the financial burden of both the society and his family.

Paragraph 4:

Finally, we should not forget the responsibility of the family. The Vietnamese people have a glorious tradition; that is to say, to respect the old. The family members should support their old financially. They should also know that life of the aged is not only money. They need love from their kin, which is, after all, the core of their happiness.

The body of the above-mentioned essay is made up of these four paragraphs.

To begin with, the government should work out a series of policy to protect the old. The policy should include life insurance, health insurance, basic poverty line, and so forth so that the aged can enjoy a comparatively decent life which is assured and protected by law.

Furthermore, all the work units should provide their members with a special fund in their salary as pension after retirement. The fund should be put into the bank and not to be used for any other purposes. This sum of money is to follow the person when he changes his work unit.

In addition, nobody is supposed to depend on the government and the work unit entirely. He should be responsible for himself, too. Buying insurance for life of retirement is his unshirkable responsibility. In doing so, he can reduce the financial burden of both the society and his family.

Finally, we should not forget the responsibility of the family. The Vietnamese people have a glorious tradition; that is to say, to respect the old. The family members should support their old financially. They should also know that life of the aged is not only money. They need love from their kin, which is, after all, the core of their happiness.

Exercise 11

1. Write a body paragraph for each of the following topic sentences.

1. Charles is very interested in cars.
2. Well-established mass transit systems are far more efficient and economical than private cars.
3. We cannot do without animals now.
4. Of course, we have to admit that travelling alone has its merits.
5. There are many energy sources besides petrol.

2. Complete the following paragraph with appropriate connectors.

It is now widely accepted that excessive consumption of refined sugar is not good for our health.

1. _____, refined sugar lacks nutrients and is, 2. _____, not really a food. 3. _____, refined sugar tends to be retained by the body in the form of fat. 4. _____, although sugar initially gives us more energy, it can also contribute to the condition known as hypoglycemia, or low blood sugar levels, leading to loss of energy. 5. _____, of course, refined sugar is a major contributor to tooth decay. 6. _____, refined sugar is not good for our health.

③ Body-paragraph analysis

Example 1

Title

To solve traffic jams, mass transit systems are a better choice.

Body paragraphs

Firstly, well-established mass transit systems are far more efficient and economical than private cars. Take bus for example. One car holds at most five people but one bus can hold 40 to 50, eight to ten times as many as a car. To move the same number of people from one place to another, we need a lot more vehicles if we use private cars.

Secondly, parking occupies roads. Parking places for private cars occupy much more land than buses do. In order to provide enough parking lots for private cars, municipal governments have to cut the budget for roads. It is obvious that with fewer private cars, we can certainly have more money and land to build better and wider roads to reduce traffic jams.

Finally, many traffic jams are caused by traffic accidents. With more vehicles in big cities, the probability for accidents to happen is higher, and hence more traffic jams. Mass transit systems reduce private cars, and hence there are fewer vehicles. The result is obvious: fewer vehicles, fewer traffic accidents, fewer traffic jams.

Analysing

1. This is a three-paragraph body based on the outline planned before.

2. Each paragraph elaborates on or develops a point:

- Paragraph 1 states that:

Well-established mass transit systems are far more efficient and economical than private cars.

This topic sentence is supported with a specific example:

Take bus for example. One car holds at most five people but one bus can hold 40 to 50, eight to ten times as many as a car. To move the same number of people from one place to another, we need a lot more vehicles if we use private cars.

- Paragraph 2 mentions that:

Parking occupies roads.

This topic sentence is supported with evidence:

Parking places for private cars occupy much more land than buses do. In order to provide enough parking lots for private cars, municipal governments have to cut the budget for roads. It is obvious that with fewer private cars, we can certainly have more money and land to build better and wider roads to reduce traffic jams.

- Paragraph 3 points out that:

Many traffic jams are caused by traffic accidents.

This topic sentence is supported with some logical arguments:

With more vehicles in big cities, the probability for accidents to happen is higher, and hence more traffic jams. Mass transit systems reduce private cars, and hence there are fewer vehicles. The result is obvious: fewer vehicles, fewer traffic accidents, fewer traffic jams.

3. These body paragraphs are linked together by connectors showing order/sequence: Firstly, Secondly, Finally.
4. Each of these paragraphs is of equal length. They are neither too long nor too short.
5. Each of these paragraphs has a topic sentence which is simple, clear and understandable.
 - The topic sentence of the first paragraph is:
Well-established mass transit systems are far more efficient and economical than private cars.
 - The topic sentence of the second paragraph is:
Parking occupies roads.
 - The topic sentence of the third paragraph is:
Many traffic jams are caused by traffic accidents.
6. The three body paragraphs here have unity; namely, the topic, supporting, and concluding sentences are all telling the reader about one main subject.

Example 2

Title

The fight against Y2K bug is necessary.

Body paragraphs

To begin with, Y2K has always been a question mark. The possibility that it would cause disasters to the world was remote, but even a slim chance for failure required contingency plans. Nobody would consider the risk that missiles shoot off their silos as fireworks in the sky. So, every penny spent on it is worthwhile.

Furthermore, even now, only a few Y2K managers are willing at this early date to pronounce the Y2K operation a success. It is too soon to signal an all-clear result. Since the bug did cause in Europe some auto-banks to stop working, we can say every effort of ours on it is necessary. We can never be too cautious on the issue.

In addition, we avoided chaos because programmers and managers around the world did their best to solve this potential problem before it became a reality. Of course, some projections were inaccurate, falling on both the low and high sides of reality. But Y2K bug is an issue man has never encountered before. We were actually on something brand new to us.

Analysing

1. Each paragraph elaborates on or develops a point:

- Paragraph 1 states that:

Y2K has always been a question mark.

This topic sentence is supported with justification of common sense:

The possibility that it would cause disasters to the world was remote, but even a slim chance for failure required contingency plans. Nobody would consider the risk that missiles shoot off their silos as fireworks in the sky. So, every penny spent on it is worthwhile.

- Paragraph 2 mentions that:

Even now, only a few Y2K managers are willing at this early date to pronounce the Y2K operation a success.

This topic sentence is supported with facts:

It is too soon to signal an all-clear result. Since the bug did cause in Europe some auto-banks to stop working, we can say every effort of ours on it is necessary. We can never be too cautious on the issue.

- Paragraph 3 points out that:

We avoided chaos because programmers and managers around the world did their best to solve this potential problem before it became a reality.

This topic sentence is supported with some logical arguments:

Of course, some projections were inaccurate, falling on both the low and high sides of reality. But Y2K bug is an issue man has never encountered before. We were actually on something brand new to us.

2. These body paragraphs are linked together by connectors showing addition:

To begin with, Furthermore, In addition.

3. Each of these paragraphs is of equal length. They are neither too long nor too short.

4. Each of these paragraphs has a topic sentence.

- The topic sentence of the first paragraph is:

Y2K has always been a question mark.

- The topic sentence of the second paragraph is:

Even now, only a few Y2K managers are willing at this early date to pronounce the Y2K operation a success.

- The topic sentence of the third paragraph is:

We avoided chaos because programmers and managers around the world did their best to solve this potential problem before it became a reality.

5. All of these three body paragraphs have unity. In other words, the topic, supporting, and concluding sentences are all telling the reader about one main subject.

3.3 Writing the conclusion

The conclusion is the last paragraph of the essay. The conclusion serves to signal the end of the essay by summarising the main points, or restating the thesis, or leaving the reader with the writer's thought on the subject; however, it should not bring up a new one.

Below are some common connectors starting a conclusion paragraph:

In conclusion, ...	Altogether, ...
In sum, ...	In all, ...
To sum up, ...	On the whole, ...
All this suggests that ...	
It can be concluded from the text that ...	
In conclusion, it can be said that ...	

Example 1

Title

While studying abroad, some people purchase a house and others rent. If you are a student in the UK, which do you think might be better for you?

Introduction:

More and more people are pursuing their education abroad. Housing is always a hot topic for them while living abroad. Without a nice house to live in, one would find it difficult to study well. Many find it advantageous to purchase a home, but I would think it is better to rent a house for the following reasons.

The conclusion which corresponds to this introduction may be written as follows:

Therefore, we can see that for a student studying in the UK, renting a house is better than buying one.

Example 2

Title

To solve traffic jams, mass transit systems are a better choice.

Introduction:

The problem of traffic jams in big cities in Vietnam has always been a headache. As to how to solve this problem, people maintain different opinions. Some suggest that we give priority to the development of private cars, others argue that mass transit systems should be put in the first place. I am for the latter solution.

The conclusion which corresponds to this introduction may be written as follows:

All this suggests that to solve the problem of traffic jams in big cities in Vietnam, mass transit systems are a better choice.

Example 3

Title

A comprehensive method is needed in solving the issue of the “aged society”.

Introduction:

The world is entering an “aged society”. According to the UN statistics, in 2050, the percentage of the aged will reach 23 percent. Obviously, whether the old people can live a decent life or not concerns not only humanism, but also social stability and family happiness. Therefore, the society as a whole, not this section or that section, should be responsible for their life.

The conclusion which corresponds to this introduction may be written as follows:

In a word, to solve the problem, we need the efforts from all the sections of the society.

Example 4

Title

Family should be responsible for juvenile delinquency.

School should be responsible for juvenile delinquency.

Which one do you agree with? Give reasons for your answer.

Introduction:

With more and more juvenile delinquency, people have paid more and more attention to who should be responsible for it: the family or the school? It seems to me that the family exerts more influence on teenagers, and therefore, it is the family that should be responsible.

The conclusion which corresponds to this introduction may be written as follows:

In conclusion, while both the school and the family have influence on teenagers, that of the family is obviously much stronger than that of the school.

Example 5

Title

Was the Arab-Israel war the cause of the sharp rise of oil price?

Introduction:

In the article on the use of the “oil weapon” in the 1970s, the writer suggests that the main reason for the rapid increase in oil price was the cost of the Arab-Israel war. But was that really the main reason behind the enormous price increase at that time? There were, in my opinion, other far more important reasons behind the price increase.

The conclusion which corresponds to this introduction may be written as follows:

In conclusion, it can be said that the Arab-Israel war did have effect on the rise of world oil price, but, as we have discussed above, there were some other more important causes that must not be neglected.

Example 6**Title**

The fight against Y2K bug is necessary.

Introduction:

Right after the New Year's Eve of 2000, even before dawn, the Y2K critics were sharpening their knives. To them, the lack of havoc was proof that the Y2K bug was just an illusion. Some even say the “bug” has been “magnified to an elephant”. Therefore, they contend that the money spent on it was unnecessary. But their argument does not hold up for examination.

The conclusion which corresponds to this introduction may be written as follows:

To sum up, in order to ensure a peaceful and secure world, the fight against the Y2K bug is absolutely necessary.

Exercise 12

Write a conclusion for each of the following essays whose introduction and body paragraphs are provided.

1.

Title: The Civil Aviation Bureau has decided to ban smoking totally on the airplane.
Write to a newspaper to state your idea about this decision.

The decision of the Civil Aviation Bureau about a total ban on smoking on board of a plane is absolutely right. All passengers, I think, welcome this decision. The following points may explain my opinion.

First, not all passengers on the airplane enjoy smoking. In the past, we did set up smoking areas. Nevertheless, even when certain areas were reserved for nonsmokers, the smell of smoke could not be restricted to the smoking areas because of air-conditioning. Medical research has proved that passive smoking is even worse than direct smoking.

Second, smoking causes higher price of plane tickets. If the airlines did not have to pay for personnel to clean ash and cigarette butts from ashtrays, floors and seats, and if they did not have to replace floor coverings and seat covers because of cigarette burns, perhaps air travel would be a little less expensive.

Third, smoking destroys the nice atmosphere. Without smoking, without those cigarette ash and butts and things, the environment on the airplane would be better. The result would be that more people would like to travel by airplane.

Last, there is always danger of fire aboard an airplane, especially in the event of a crash. Smoking increases that danger because any leakage of aviation gasoline would be like a napalm. According to the government report, last year in the world, one fifth of the fires in air crashes were caused by smoking. (236 words)

2.

Title: To own a car is a dream of most of us, but we must not neglect the disadvantages of owning a car.

List at least three disadvantages of owning a car and provide examples to illustrate your viewpoints.

I cannot agree more that to own a car has many advantages. But today, I am to say something about the disadvantages of owning a car so that before you buy a car, you can see both sides of the coin.

Firstly, people who own their cars have many expenses to pay in order to keep their cars. One of the expenses that car owners have is insurance. People who own cars also have to be content with rising gasoline prices, and it seems that the price is always going up. In addition, every time a car breaks down, there are bills for new parts and services.

Secondly, to drive a car on a road free of traffic congestion is certainly a pleasant thing. But when you are jammed half way to where you are heading, it will not be that pleasant any more. If you are going fishing, it will be unimportant because the cost of the jam is only one or two fish. But if you are going to have a business talk, things will be different.

Thirdly, your car is always the prey of car thieves. How many cars are stolen every year in the world? Millions. Even if you have some money to buy another one after losing it, the chance for it to be stolen again remains the same. What is more, losing a car is not the end of the matter, but the beginning. Troubles never come singly. How much does your time and energy cost? (252 words)

4. Checking and editing

While planning your essay, remember to spare some minutes for checking and editing your answer. Before handing in your work, read it through to check for errors; otherwise, you are throwing marks away.

Corrections at this stage mostly focus on lexical and grammatical accuracy.

- Vocabulary editing includes word choice errors, spelling errors, and capitalisation.
- As far as grammar is concerned, make sure that your essay is correctly punctuated, and each sentence has a subject and a main verb. Also, check the subject-verb agreement and the verb tenses.

Commonly-used connectors in an opinion essay

1. Used at the beginning of a sentence or a post-paragraph

at present	generally speaking	now
currently	in the beginning	presently
first	in the first place	recently
firstly	it goes without saying	to begin with
first of all	lately	

2. Used for addition

also	in addition	moreover
besides	in addition to ...	what is more
furthermore		

3. Used for comparing and contrasting

in the same way	at the same time	nevertheless
likewise	but/yet	on the contrary
similarly	conversely	on the other hand
	however	otherwise
	meanwhile	whereas/while

4. Used for summarising

above all	finally	on the whole
accordingly	hence	therefore
as a consequence	in a word	thus
as a result	in brief	to speak frankly
at last	in conclusion	to summarise
by and large	in short	to sum up
consequently	in sum	
eventually	in summary	

Exercise 13

Practise writing opinion essays on the following titles.

1.

You should spend about 40 minutes on this task.

As part of a class assignment, you have to write about the following topic:

Oil is called the “blood of industry”. It seems that the world would collapse without oil.

What is your opinion about this matter?

You should write at least 250 words.

2.

You should spend about 40 minutes on this task.

As part of a class assignment, you have to write about the following topic:

Many people complain that nowadays their work pressure is greater than before and they have less leisure time.

What do you think of their complaint?

You should write at least 250 words.

3.

You should spend about 40 minutes on this task.

As part of a class assignment, you have to write about the following topic:

Travelling is one of the most popular recreational activities we have. Some people like to travel alone while others like to travel with a group of people.

What would you prefer, travelling alone or travelling with some people?

You should write at least 250 words.

4.

You should spend about 40 minutes on this task.

As part of a class assignment, you have to write about the following topic:

People have different tastes in listening to music (including songs). Some like classical music while others like popular music.

Which kind of music do you prefer? Please give specific reasons for your answer.

You should write at least 250 words.

Part 4

Grammatical Range and Accuracy

Grammatical Range and Accuracy

Grammatical range and accuracy is, in fact, one of the four marking criteria of the IELTS Writing test. They assess how accurate your grammar is, including spelling and punctuation, coupled with how well a wide range of structures is applied in your writing.

It is important not to use only one type of structure, but try to employ a wide range of structures in your writing. Remember that this grammar is not just about tenses, but also about how you organise your sentences.

Below are suggestions for more complex grammar:

1. **Compound sentences** are used to add detail and richness to your writing, or to make a simple sentence more persuasive.

2. **If-clauses** are very useful for explaining and giving examples.

3. **Relative clauses** (*who/that/which/when*, etc.) will also impress the examiners and are a good example of more complex grammar.

Let us now have a look at what grammatical range is by reviewing English compound and complex sentences.

1. Grammatical range

① Compound sentences

A compound sentence consists of two or more independent clauses linked together by a co-ordinating conjunction. The independent clause can function as a complete sentence.

Two independent clauses may be joined by a comma and a conjunction, or by a semicolon.

Below are some common co-ordinating conjunctions:

- joining two contrasting ideas: **but, yet**
- showing that the second idea is the result of the first: **for, so**
The computer has become smaller and cheaper, so it is more available to a greater number of people.
- joining two ideas: **and, or, nor**
He has written two novels, and she has, too.

② Complex sentences

A complex sentence consists of an independent clause and one or more dependent clauses linked together by a subordinating conjunction. The dependent clause also contains a subject and a verb, but it cannot function as an independent sentence.

A dependent clause starts with a subordinating conjunction, such as **because, although, if**, etc., or with a relative pronoun like **that, who, which**, depending on whether it is an adjective clause, an adverb clause, or a noun clause.

Note: Independent clauses are also called main clauses. Dependent clauses are also called subordinate clauses.

2.1 Adverb clauses

Below are some common subordinating conjunctions used in adverb clauses:

- showing a time relationship: **when, while, as, after, before, since, until/till, as soon as, once**
Once a child is burnt, he would be afraid of fire for the whole life.
- showing a cause-effect relationship between ideas: **because, as, since, now that, seeing that**
Now that you have passed the exam, you may have a good rest.
Seeing that / Since the students were not interested in the topic, she immediately called for a break.
- presenting possible conditions: **if, even if, unless, in case, provided/providing (that), suppose/supposing (that), as long as, on condition (that)**
I'll surely come provided/providing (that) you inform in good time.
Suppose/Supposing (that) something should go wrong, what would you do then?
- showing the concessive manner in which something happens: **although/though, as if**
He decided to go although I begged him not to.
- making a comparison between two or more things: **... -er / more ... than, less ... than, as ... as, not so ... as**
It's not as good as it used to be.
- showing a result: **so ... that, such ... that**
They have to charge in such a way that they don't make a loss.
- expressing a purpose: **so that, in order that, lest, for fear that**
I'll get a map so that we can plan where we're going.

2.2 Adjective clauses

An adjective clause is a dependent clause that modifies a noun.

The subordinators in adjective clauses are called relative pronouns.

- **who** replaces nouns and pronouns that refer to people. It can be the subject of a verb.
- **whom** replaces nouns and pronouns that refer to people. It can be the object of a verb or preposition.
- **whose** replaces possessive forms of nouns and pronouns. It can refer to people, animals or things. It can be part of a subject, an object of a verb or preposition, but it cannot be a complete subject or object. **whose** cannot be omitted.
Do you know that man whose wife has deserted him?
Those whose parents have been laid off can join the tour free of charge.
- **which** replaces nouns and pronouns that refer to animals or things, not people. It can be the subject of a verb, and the object of a verb or preposition.
- **that** replaces nouns and pronouns that refer to people, animals or things. It can be the subject of a verb, and the object of a verb or preposition (but **that** cannot follow a preposition; **whom, which** are the only relative pronouns that can follow a preposition).

2.3 Noun clauses

Noun clauses perform the same functions that nouns do in sentences.

A noun clause can be:

- the subject of a verb
What I need is time. (The thing which I need is time.)
- the object of a verb
We should not pretend to know what we don't know.
- the subject complement
This is exactly what we wanted to say.
- the object of a preposition
Mary is not responsible for what Billy did.

2.4 Indefinite relative pronouns

The expanded form of the relative pronouns – whoever, whomever, whatever – are known as indefinite relative pronouns, used to put emphasis.

We can think about the Wh-ever words semantically as the 'Wh-' word + the quantifier any:

- Whatever – Any thing
- Whenever – Any time
- Wherever – Any where
- Whoever – Anyone
- Whichever – Any which

These indefinite relative pronouns can be:

- the subject of a verb
Whatever you say will be recorded.
Whoever violates the regulations will be fined.
Whatever batteries are thrown to the ground will pollute the environment.
- the object of a verb
Ask whomever you find in the classroom to come immediately.
You can take whichever book you like from my shelves.
Please do whatever possible to save the child.

③ Cleft sentences and Inversion

3.1 Cleft sentences

We can use the structure It is/was ... that/who ... to emphasise a particular idea. Look at this statement in its ordinary word order:

My secretary sent the bill to Mr. Harding yesterday.

Emphasis can be placed on any parts of this sentence, see below:

- emphasis on the subject

It was my secretary who/that sent the bill to Mr. Harding yesterday. (not somebody else)

- emphasis on the object

It was the bill that my secretary sent to Mr. Harding yesterday. (not something else)

It was Mr. Harding that my secretary sent the bill to yesterday. (not to somebody else)

- emphasis on the adverb of time

It was yesterday that my secretary sent the bill to Mr. Harding. (not another day)

3.2 Inversion

Generally, inversion is used to stress the uniqueness of an event. In English, there is a variety of inverted sentences. In this section, we just review inverted sentences with negative adverbs.

Some common negative adverbs are:

- never, rarely, seldom (These time expressions are used with a perfect form, or with modals, and often include comparatives.)

Examples:

Never have I been more insulted!

Seldom has he seen anything stranger.

- hardly, barely, no sooner, or scarcely (These time expressions are used when there is a succession of events in the past.)

Examples:

Scarcely had I got out of bed when the doorbell rang.

No sooner had he finished dinner than she walked in the door.

- After only in expressions such as only after, only when, only then, etc. only is used with a time expression.

Examples:

Only then did I understand the problem.

Only after understanding the situation does the teacher make a comment.

- After little (used in a negative sense)

Examples:

Little did he understand the situation.

Little have I read concerning nanotechnology.

④ Action verbs and Active voice

In an academic essay, a few changes in wording can lead to more visual information. It is advisable that you use more action verbs instead of a lot of state verbs (such as am, is, are, was, and were). These state verbs eliminate action from the sentence, which can lull the reader into drowsiness.

In addition, active voice (e.g. **defends**) should be used more often than passive voice (is defended by) (except Academic Task 1 Writing, which requires a variety of descriptions).

In short, replace as many state verbs with action verbs as you can, and change all passive structures to active ones.

4.1 Action verbs

4.1.1 Some action verbs showing the richness of information

- Action verb: Tom felt sorry for the poor dog.
State verb: Tom was sorry for the poor dog.
- Action verb: We discussed this problem.
State verb: We had a discussion on this problem.
- Action verb: The milk **turned** sour.
State verb: The milk is sour.

4.1.2 Verbs of vivid and colourful details

In academic writing, try your best to abundantly employ dynamic verbs that actually show something happening to promote your achievements. Some action verbs help convey a strong impression.

These sentences convey the same message, but one communicates much more effectively than the other.

- Vivid action verb: I **cooked** for my sick mother.
Poor action verb: I **did** the cooking for my sick mother.
- Vivid action verb: She **flies** to London once a month.
Poor action verb: She **goes** to London by plane once a month.
- Vivid action verb: The death of her mother **saddened** her.
Poor action verb: The death of her mother **made** her sad.
- Vivid action verb: “Stop thief!”, she **shouted**.
Poor action verb: “Stop thief!”, she **said** loudly.
- Vivid action verb: He **returned** home after 30 years’ aimless wanderings.
Poor action verb: He **came** back home after 30 years’ aimless wanderings.
- Vivid action verb: His army has **grown** in power.
Poor action verb: His army has **become** powerful.

4.2 Active voice

In English, all transitive verbs must have an object, and they can be used in the passive structure. Verbs are active when the subject of the sentence performs the action. In contrast, verbs are passive when the subject is acted upon or receives the action.

A problem many students have is using a lot of passive sentences in their writing. It is

important to think about what is being stated, and how more action can be added to show what is happening instead of telling it.

Do use active sentences to promote clarity and impression in your writing.

Examples:

- Strong impression: We all enjoyed the music.
Vague impression: The music was enjoyed by us.
- Strong impression: The army used a new kind of jet fighter.
Vague impression: A new kind of jet fighter was used by the army.
- Strong impression: A boy of 15 wrote all these poems.
Vague impression: All these poems were written by a boy of 15.
- Strong impression: The police shot the murderer on the spot.
Vague impression: The murderer was shot by the police on the spot.

2. Grammatical accuracy

Academic writing employs the standard written form of the language. You must, therefore, be able to use your English precisely and accurately.

Let us now review some major types of sentences in English.

① Sentence classification by purpose

Based on the purpose of the sentence, sentences may be classified into four types.

1. A declarative sentence is used to make a statement. Most of the sentences spoken or written are declarative sentences.

Examples:

He works very hard.

We should not waste water.

2. An interrogative sentence is used to pose a question.

Examples:

Are you going to study in the UK?

Who will go with you?

3. An exclamatory sentence is used to express astonishment or extreme emotion.

Exclamatory sentences are rarely used in academic writing.

Examples:

How terrible it looks!

That's great!

4. An imperative sentence is used to give a command or to implore or entreat.

Examples:

Mind your fingers.

Please keep moving.

② Sentence classification by structure

A sentence is the basic unit of written English language communication. One way to categorise sentences is by the clauses they contain. (A clause is part of a sentence containing a subject and a predicate.)

Based on the structure of the sentence, sentences may be classified into four types:

1. Simple sentence

The simple sentence is one of the four basic sentence structures. It requires a subject and a verb. We ordinarily include some additional words that explain the subject. A sentence or part of a sentence that contains a subject and a verb and constitutes a complete thought is called an independent clause.

Examples:

He came yesterday.

All the tickets are sold out.

2. Compound sentence

In the previous part (Grammatical range), you have had chance to go over compound sentences.

Here are some more examples:

It was last year; it was before I came to Amsterdam.

She needs the book, and she needs it now.

3. Complex sentence

In the previous part (Grammatical range), you have had chance to go over complex sentences.

Here are some more examples:

I think that we should apologise.

(Main clause: I think; dependent clause: that we should apologise)

When you called me, I was watching TV.

(Main clause: I was watching TV; dependent clause: When you called me)

The school has enrolled 40 children whom they hope will be future soccer stars.

(Main clause: The school has enrolled 40 children; dependent clause: whom they hope will be future soccer stars)

Note:

A dependent clause standing alone without an independent clause is called a fragment.

4. Compound-complex sentence

A compound-complex sentence contains three or more clauses (of which at least two are independent and one is dependent).

Examples:

We wanted the waitress to apologise, and we wanted to know why she did so.

(We wanted the waitress to apologise is a simple sentence whereas and we wanted to know why she did so is a complex sentence in which we wanted to know is the main clause, and why she did so is the noun clause being the object of the verb know. These two sentences are joined by the conjunction and, it is thus a compound-complex sentence.)

The father wanted to know who broke the window glass, but his two sons who were scared did not say anything.

(The father wanted to know who broke the window glass is a complex sentence in which The father wanted to know is the main clause, and who broke the window glass is the noun clause being the object of the verb know; but his two sons who were scared did not say anything is another complex sentence in which his two sons did not say anything is the main clause, and who were scared is an adjective clause modifying the noun sons. These two sentences are joined by the conjunction but to form a compound-complex sentence.)

Note:

Writing that contains mostly simple sentences can be uninteresting or even irritating to read. Conversely, writing that consists of mostly complex sentences is usually difficult to read. Good writers, therefore, use a wide range of structures. They also occasionally start complex (or compound-complex) sentences with the dependent clause and not the independent clause.

Accurate Expressions

(Những cách diễn đạt chính xác)

From this section on, a number of errors that Vietnamese students learning English often make when communicating their ideas are presented. It may be a good idea for us to explain them in Vietnamese for you, first, to easily and fully understand them, and then, to be able to express yourself accurately.

1. Cách diễn đạt: có/không có

Các từ hoặc thành ngữ được dùng để diễn đạt ý *có/không có* trong tiếng Anh rất đa dạng. Chẳng hạn có thể dùng động từ **have/has, have/has not, possess, do/does not possess, own**, v.v., hoặc dùng cấu trúc **There is/are (not)**; hoặc để diễn đạt ý *có kinh nghiệm/không có kinh nghiệm* lại là **to be experienced/inexperienced**, v.v.

Hãy xem cách dùng chính xác của các từ hoặc thành ngữ này trong phần tiếp theo sau đây.

① have/has; have/has not (do/does/did not have)

Khi trong câu có chủ ngữ xác định rõ người hoặc vật thể sở hữu cái gì đó thì phải dùng động từ **have** phù hợp với ngôi (person) và thì (tense).

Ví dụ:

Tom **has** two brothers.

A dog **has** four legs.

I **have** a slight Australian accent.

The opening-up policy **has** every advantage and no drawback.

I'm sure she **has** the ability to finish the job on time.

He **has** nothing to do with the murder.

Sorry, I **don't have** his e-mail address.

She **does not have** the courage to tell the truth.

② There + be + noun (+ prepositional phrase).

Cấu trúc **There is/are** được dùng khi diễn đạt ý có người hoặc vật thể đang hiện hữu ở một nơi nào đó. Thông thường trong câu có cụm giới từ chỉ nơi chốn.

Ví dụ:

There is nobody in the room.

There are five books on the desk.

Have there been any fresh developments?

Các lỗi thường gặp

Người viết lược bỏ đại từ quan hệ trong mệnh đề tính ngữ dẫn đến một câu đơn có đến hai động từ được chia.

- Sai: There are many problems cannot be solved with traditional methods.
Đúng: There are many problems **that** cannot be solved with traditional methods. /
Many problems cannot be solved with traditional methods.
- Sai: There are three students have not come today.
Đúng: Three students are absent today. / Three students have not come today. /
There are three students **who** have not come today.
- Sai: There were four people ran after the thief.
Đúng: Four people ran after the thief. / There were four people **running** after the thief. /
There were four people **who** ran after the thief.
- Sai: Are there any people like the book?
Đúng: Are there any people **who** like the book?
- Sai: There was a housemaid at home cooked for him.
Đúng: There was a housemaid at home **cooking** for him. /
There was a housemaid at home **who** cooked for him.
- Sai: Is there anything else put on the agenda?
Đúng: Is there anything else **to** put on the agenda?

③ Cách diễn đạt: có khả năng, có ích, có can đảm

Muốn nêu khả năng, tính chất, đặc trưng, v.v. của chủ thể, phải dùng tính từ phù hợp để diễn đạt.

Ví dụ:

I'm sure she is **able** to finish the job on time.

It is **beneficial** to health.

She is **not courageous** enough to tell the truth.

④ Các cách diễn đạt khác: có

Bạn cần phải nắm thực nghĩa để dùng đúng động từ trong tiếng Anh, nếu chỉ dịch nôm na *có/không có* mà dùng **have/has** hay **There is/are ...** thì câu sẽ sai.

Ví dụ:

Every family **possesses** a TV set.

He **is full of** vigour and enthusiasm.

Much **still remains** to be done.

Does life **exist** on Mars?

The water **is more than** 10 metres deep.

Three students **are playing** ping-pong.

Two students **are late** today.

Who **can tell** the date today?

Nobody **knows how to** get there.

Are you crazy? No! I'm **not**.

Someone **wants to** see you.

Some **say yes**, some **say no**.

Exercise 14

Translate the following sentences into English.

1. Có ai ở nhà không?
2. Không có ai ở nhà.
3. Có ba người thiệt mạng trong tai nạn ô tô đó.
4. Có nhiều câu hỏi không có câu trả lời.
5. Tôi chắc chắn là anh ấy có khả năng hoàn thành nhiệm vụ một mình.
6. Cô ấy không có ở nhà ba năm nay rồi.
7. Tôi có hai con mèo.
8. Cô ấy rất có kinh nghiệm phải không?
9. Muối có trong nhiều thứ.
10. Bạn có cần phải đích thân đi không?
11. Có một số nhà máy vẫn đang xả ra chất thải độc hại.
12. Có hai vị khách quan trọng đến thăm chiều nay.
13. Cô ấy có sáu người bạn cùng lớp dự định thi nghiên cứu sinh.

2. Cách diễn đạt: cũng/cũng không

Từ hoặc cụm từ thường được dùng để diễn đạt ý *cũng* là *too*, *also*, *as well*, *as well as*.

❶ *too* và *also* chỉ dùng ở thể khẳng định, có nghĩa là *cũng*

I am a student. He is a student, *too*. (khẳng định hai chủ ngữ cùng là *học sinh/sinh viên*)

I want to go. He *also* wants to go. (khẳng định hai chủ ngữ có cùng ý định *muốn đi*)

Lưu ý:

Để diễn đạt câu *Tôi đã nói họ biết chuyện vòi nước bị hư, họ cũng hứa sẽ đến sửa nhưng tuyệt nhiên không đến* thì không thể nói I told them the water tap was broken, they *too* promised me to come to repair it, but they never came. Bởi vì từ *cũng* ở đây trong tiếng Việt không diễn đạt sự vật có cùng tính chất mà thể hiện ý *dù/mặc dù*. Do đó, khi dịch sang tiếng Anh có thể dùng câu kép với liên từ “and” hoặc dùng câu phức với liên từ “although/though”.

I told them the water tap was broken, and they promised me to repair it, but they never came. → I told them the water tap was broken. Although they promised me to repair it, they never came.

❷ *as well* và *as well as* cũng dùng ở thể khẳng định, nhưng *as well* đồng nghĩa với *too* còn *as well as* nghĩa là *cũng như*

It has been a great grief for him *as well*.

This is a political *as well as* an economic question.

Lưu ý: *as well as* còn có nghĩa là *ngoài ... ra* (in addition to, besides)

③ Để diễn đạt ý cũng không, dùng not ... either hoặc neither + đảo ngữ

Các lỗi thường gặp

Sai: He did not go, I did not go, too.

Đúng: He did not go, I did not (go) either. / He did not go, neither did I (go).

Sai: He did not go, I also did not go.

Đúng: He did not go, I did not (go) either. / He did not go, neither did I (go).

Sai: John cannot persuade Jane, Jack cannot persuade her as well.

Đúng: John cannot persuade Jane, Jack cannot (persuade her) either. /

John cannot persuade Jane, neither can Jack (persuade her).

Sai: If law and order is not maintained, the prosperity as well as the stability will not be possible to maintain.

Đúng: If law and order is not maintained, neither the prosperity nor the stability will be possible. / If law and order is not maintained, the prosperity will not be possible, neither will the stability be.

Exercise 15

Translate the following sentences into English.

1. Tôi không muốn xem phim đó; bạn gái của tôi cũng vậy.
2. Ông Brown là nghiên cứu sinh và ông Green cũng là nghiên cứu sinh.
3. Anh ấy muốn làm ca sĩ, và cũng muốn làm diễn viên.

3. Cách diễn đạt: khiến (cho) ..., làm (cho) ...

Để diễn đạt ý *khiến (cho) ..., làm (cho) ...* trong tiếng Anh, bạn dùng động từ **make**. Ví dụ:

What **makes** you think so?

They **made** her leave the room.

Nhưng trong rất nhiều trường hợp, không thể dùng **make** để diễn đạt ý *khiến (cho) ...*.

Ví dụ:

Our educational guideline is to **enable** every student to develop morally, intellectually and physically.

They have to revise the original plan so as to **gear** it to the need of the new situation.

The cold weather **turned** the leaves red on the Fragrant Hill.

Remember, never let yourself **be carried away** by your success.

Elton John's performance **moved** everyone present.

Endless traffic jams would **send** anyone up the wall.

The powerful hurricane brought the whole town into chaos.
Modesty helps one to go forward, conceit makes one lag behind.
Peony casts the other flowers into the shade.

Hãy ghi nhớ các mẫu câu với **make** diễn đạt ý *khiến (cho)*

❶ Sau make là động từ nguyên mẫu không to

What made you laugh so heartily?
I will try to make the machine work.

❷ Sau make là động từ nguyên mẫu có to khi make ở dạng bị động

He was made to repeat it.
We were made to work all night.

❸ Sau make là một tính từ: make + O + adj

He makes me ashamed of myself.
It'll make me so happy if you'll accept it.
I must make it clear that my family is very poor.

❹ Sau make là danh từ hoặc cụm danh từ: make + O + noun / noun phrase

Let's make it a rule.
His scientific pursuits had made him a very observant man.

❺ Sau make là một phân từ quá khứ: make + O + past participle

Who made them informed?
You should make your views known.

Exercise 16

Translate the following sentences into English.

1. Bạn phải làm cho người ta tôn trọng mình.
2. Năng lực của bản thân đã làm ông ấy trở thành hiệu trưởng trường đại học đó.
3. Người bạn trai đã làm cô ấy cảm thấy an toàn.
4. Nên buộc những người không muốn lao động phải làm việc.
5. Các ngọn đèn làm cho đường phố sáng như ban ngày.
6. Sự thô lỗ của anh ta khiến tôi khó lòng kiềm chế.
7. Anh ấy đã cố gắng lắm mới làm người khác nghe được mình.
8. Tình hình thay đổi đã khiến chúng tôi rơi vào thế khó xử.

9. Hành động của ông ấy khiến chúng tôi tin chắc ông ấy là người lương thiện.
10. Công việc đã khiến chuyến đi của ông ấy bị hoãn lại.
11. Cái chết của cha đã khiến cõi lòng cô ta gần như tan nát.

4. Cách diễn đạt: cảm thấy, cho rằng

Người học thường dùng *feel* khi muốn diễn đạt hai nghĩa này, nhưng trong tiếng Anh còn có thể dùng các từ khác ngoài *feel*.

Sai: He felt it concerned the policies of foreign affairs and did not give him an immediate reply.

Đúng: He found that it concerned the policies of foreign affairs and did not give him an immediate reply.

Sai: They did not dare to do so for they felt this would be a violation of the law.

Đúng: They did not dare to do so for they knew this would be a violation of the law.

5. Cách diễn đạt: Tuy/Mặc dù ... nhưng ...

Trong tiếng Việt, *tuy* và *nhưng* hoặc *mặc dù* và *nhưng* cùng xuất hiện trong một câu nhưng trong tiếng Anh, khi đã dùng **(al)though** thì không dùng **but** mà chỉ chọn một trong hai liên từ này. Từ *nhưng* trong văn viết được diễn tả bằng dấu phẩy đặt cuối mệnh đề phụ bắt đầu với **(al)though**; hoặc có dấu phẩy giữa hai mệnh đề độc lập nối nhau bằng liên từ **but**.

Although he was late again and again, the teacher did not say anything.

He was late again and again, but the teacher did not say anything.

Lưu ý: có thể dùng *yet* song song với **(al)though**.

He said he was our friend, yet he wouldn't help us.

Although he said he was our friend, yet he wouldn't help us.

Though the sore will be healed, yet a scar may remain.

6. Cách diễn đạt: cho đến khi ...; cho đến/đến tận ... (mới ...)/trước khi ... (không) ...

Từ hoặc cụm từ dùng để diễn đạt hai ý này là **until/till** và **not until**.

❶ until/till diễn đạt ý cho đến khi ...

Tom did his homework until/till his mother came home.

Tom làm bài tập về nhà cho đến khi mẹ nó về.

We waited until/till 5 o'clock.

Chúng tôi đã đợi đến tận 5 giờ.

② not ... until/till diễn đạt ý (mãi) đến khi ... mới ...

Lưu ý: Trong tiếng Anh, ý này được dùng trong câu phủ định. Hãy xem kỹ các ví dụ sau:

I'll take no steps until/till you arrive.

Đến khi anh đến tôi mới tiến hành các bước.

I did not begin work until/till he had left.

Đến khi anh ấy đi khỏi tôi mới bắt đầu làm việc.

Có thể dùng cấu trúc **It + be + not until/till ... that ...** để nhấn mạnh:

It was not until/till he had left that I began to work.

Exercise 17

Translate the following sentences into English.

1. Tôi mong anh đừng làm bất cứ việc gì đến khi tất cả chúng ta đã xem xét kỹ vấn đề.
2. Chúng ta hãy đợi đến khi mưa tạnh.
3. Anh ấy đã đợi đến 7 giờ tối phải không?
4. Mãi đến 11 giờ chúng tôi mới về nhà.
5. Đến giờ tôi mới biết bạn bị bệnh.

7. Các lỗi thường gặp khi viết câu có chứa mệnh đề

Trong văn viết, việc dùng câu có cấu trúc phức tạp, chẳng hạn như câu có chứa mệnh đề, không chỉ giúp người viết diễn đạt được các ý phức tạp mà còn thể hiện trình độ viết tiếng Anh tương đối cao của bản thân. Tuy nhiên, cần phải viết chính xác, nhất là đối với các câu phức.

Dưới đây là một số lỗi thường gặp khi sử dụng mệnh đề.

① Lấy mệnh đề thay cho cụm từ

The graph shows that the sales of computers between January and June.

Mệnh đề danh ngữ bắt đầu bằng **that** không có vị ngữ; do đó nó không phải là một mệnh đề phụ. Để sửa lại cho đúng, có hai cách: một là chỉ cần bỏ **that** thì cụm danh từ sẽ trở thành tân ngữ của động từ **shows**; cách thứ hai là thêm vị ngữ vào mệnh đề danh ngữ này: ... **that the sales of computers between January and June fluctuated a great deal.**

② Lược bỏ that của mệnh đề danh ngữ đứng sau một số động từ nhất định

I insisted that should be our real goal.

Có thể lược bỏ **that** của mệnh đề danh ngữ theo sau các động từ như **say, hear, think, see**, nhưng thông thường không được lược bỏ **that** của mệnh đề danh ngữ đứng sau một số động từ khác, chẳng hạn như **insist**.

Trong câu trên, không thể lược bỏ **that** bởi vì mệnh đề danh ngữ đứng sau thiếu chủ ngữ.

③ Dùng sai đại từ quan hệ

We will go to Mirror Lake **that** water is so clean that we can see the bottom of it.

Mệnh đề tính ngữ cần có để bổ nghĩa cho Mirror Lake trong câu này phải bắt đầu bằng **whose water** hoặc **the water of which** để diễn đạt ý của nó/của cái hồ này (chỉ sự sở hữu).

Câu đúng là:

We will go to Mirror Lake **whose water** is so clean that we can see the bottom of it.

We will go to Mirror Lake, **the water of which** is so clean that we can see the bottom of it.

④ Dùng phó từ quan hệ thay vì đại từ quan hệ

In the city there are a few galleries **where** is specially designed for those artistic displays.

Where là phó từ quan hệ diễn đạt nơi chốn, không thể làm đối tượng của hành vi. Có hai cách chỉnh sửa câu này: một là chuyển **where** thành đại từ quan hệ **that** hoặc **which**; hai là giữ nguyên **where** và sửa nội dung mệnh đề đứng sau nó.

In the city there are a few galleries **where** one can enjoy art shows.

⑤ Thừa tân ngữ trong mệnh đề tính ngữ

In the past the environment of London was very poor, **which** everyone could see the dirty things.

Mệnh đề tính ngữ không giới hạn (non-restrictive adjective clause) bắt đầu bằng **which** giải thích cho mệnh đề chính phía trước (*môi trường ở Luân Đôn kém*). Trong câu này, **which** là tân ngữ của động từ **see**. Thêm **the dirty things** vào làm tân ngữ của **see** khiến **which** trở nên dư thừa. Do đó phải bỏ **the dirty things**.

⑥ Lược bỏ **that** dẫn ra mệnh đề danh ngữ làm chủ ngữ của câu

The government spent some money to make London more beautiful **is** worthwhile.

Trong câu trên, **The government spent some money to make London more beautiful** là chủ ngữ của động từ chính **is**; do đó phải thêm đại từ quan hệ **that** vào đầu câu này để nó trở thành mệnh đề danh ngữ làm chủ ngữ cho **is**.

Ngoài ra, có thể chỉnh sửa bằng cách chuyển **spent** thành **spending**:

The government **spending** some money to make London more beautiful **is** worthwhile.

7 Lấy mệnh đề không giới hạn làm mệnh đề giới hạn

We must understand that more and more visitors come to London to travel which brings us more money.

Câu này phải thêm dấu phẩy (,) trước đại từ quan hệ **which**:

We must understand that more and more visitors come to London to travel, which brings us more money.

Exercise 18

Translate the following sentences into English.

1. Họ đã làm ở nông trường cần nhiều công nhân.
2. Anh có nghe nói về vụ tai nạn xảy ra ở gần công viên không?
3. Ở đó chúng tôi đã thấy các công nhân dầm mưa làm việc suốt Lễ hội mùa Xuân.
4. Hàng mẫu được tặng miễn phí cho người nào viết thư yêu cầu, bất kể họ là ai.
5. Ông Clinton thấy hài lòng về bức thư nhận được hôm nọ.
6. Bạn là người duy nhất mà anh ấy có thể lắng nghe lời khuyên của bạn.
7. Vấn đề là chúng ta có thể tìm ai thay thế anh ấy.
8. Tôi rất buồn vì bạn bị bệnh.
9. Bà ấy là vị giáo sư mà tôi đã kể bạn nghe.
10. Ai nghe câu chuyện này cũng đều bị sốc.
11. Chúng ta phải hiểu rằng với việc ngày càng nhiều du khách đến thăm Luân Đôn, chúng ta sẽ có tiền nhiều hơn.

8. Cách diễn đạt: là

Là là một trong các động từ được dùng nhiều nhất trong tiếng Việt. Trong tiếng Anh, có rất nhiều từ để diễn đạt nó.

1 Động từ cơ bản nhất diễn đạt ý *là* là động từ **to be: am, is, are, was, were, have been, v.v.** Lấy một ví dụ đơn giản: *Tôi là sinh viên* thì câu tiếng Anh là **I am a student.**

2 Trong tiếng Việt, một động từ khác có thể đi liền ngay sau động từ *là*. Ví dụ: *Ý kiến của tôi là gọi điện cho anh ấy ngay lập tức.* Hai động từ *là* và *gọi điện* xuất hiện liên tiếp nhau là cấu trúc đúng trong tiếng Việt, nhưng trong tiếng Anh không thể viết: **My suggestion is give him a telephone call at once.**

Nội dung câu này phải được viết như sau:

My suggestion is to give him a telephone call at once. (động từ nguyên mẫu to give đi liền sau to be)

Trong tiếng Anh, mỗi đơn vị câu chỉ có một động từ được chia theo thì (tense) làm vị ngữ của câu, còn các hành động liên quan đến vị ngữ thì động từ phải chia theo thể (form), chẳng hạn như thể động từ nguyên mẫu có to, hiện tại phân từ, quá khứ phân từ, danh động từ, hoặc dùng mệnh đề phụ. Ví dụ trên dùng thể động từ nguyên mẫu có to của give.

Câu **My suggestion is give him a telephone call at once.** sai bởi vì có tới hai động từ được chia: một là is, và hai là give. **To be** trong câu này là động từ chính đóng vai trò vị ngữ, động từ thứ hai give phải ở dạng thể. Xem các ví dụ dưới đây:

My suggestion is to give him a telephone call at once. (dùng thể động từ nguyên mẫu có to của give)

My suggestion is giving him a telephone call at once. (dùng thể hiện tại phân từ của give)

My suggestion is that we (should) give him a telephone call at once. (dùng mệnh đề danh ngữ, give làm vị ngữ trong mệnh đề phụ)

Ví dụ khác:

Tôi đồng ý đi bằng tàu hỏa.

Trong câu này, hai động từ *đồng ý* và *đi* xuất hiện liên tiếp nhau trong tiếng Việt, nhưng trong tiếng Anh không thể viết:

I agree go by train.

Câu trên được diễn đạt trong tiếng Anh như sau:

I agree on going by train. (dùng danh động từ **going** làm tân ngữ của giới từ **on**)

I agree to go by train. (dùng động từ nguyên mẫu **to go**)

I agree that we go by train. (dùng mệnh đề danh ngữ)

❸ Người mới bắt đầu học tiếng Anh thường phạm lỗi dịch sát nghĩa từ tiếng Việt sang mà không biết rằng trong tiếng Anh phải sử dụng đúng cấu trúc câu của người bản ngữ. Ví dụ, câu *Tôi đến sau khi làm xong bài tập về nhà* thường bị viết sai như sau:

I am come after finish my homework.

Cấu trúc đúng trong tiếng Anh là:

I came after finishing my homework.

I came after I finished my homework.

Nếu muốn nhấn mạnh ý *sau khi làm xong bài tập về nhà* thì phải dùng cấu trúc **It is/was ... that ...** (xem lại phần giải thích bằng tiếng Anh trong mục Cleft Sentences ở trước).

It was after I finished my homework that I came here.

Ví dụ khác:

Tôi đến từ Ba Lan.

Trong tiếng Anh, không thể viết:

I am come from Poland.

Mà chỉ được dùng một động từ trong câu:

I am from Poland.

I come from Poland.

Exercise 19

Translate the following sentences into English.

1. Lời đề nghị của tôi là ưu tiên phát triển công nghiệp nhẹ.
2. Anh ấy đã đến sáng nay.
3. Không phải anh ta đã nói là anh ta dự định đi Brighton sao?
4. Tôi quả đã nói là môi trường quan trọng hơn sự phát triển.
5. Vâng, tôi đang đến.
6. Tôi đã đến thăm cô ấy.
7. Là ai đã nói với bạn?
8. Chắc chắn là ông ta không biết.

9. Cách dùng tính từ worth

Tính từ **worth** có nghĩa là *đáng* thường bị dùng sai mặc dù đây là một từ rất thông dụng. **worth** chỉ được dùng với hai cấu trúc sau:

① Sau **worth** là một danh từ, cụm danh từ, đại từ hoặc một số tiền

The museum is well worth a visit.

The book is not worth publication.

She asked herself the question whether it was worth the effort.

② Sau **worth** là một danh động từ

It's worth trying, isn't it?

He's not worth helping.

Her advice is worth considering.

Lưu ý: Danh động từ đứng sau **worth** mang nghĩa bị động. Tác nhân thực hiện hành động này được hiểu ngầm.

Các câu dưới đây đều sai:

I don't think it worth do. → I don't think it's worth doing.

This film is worth to see. → This film is worth seeing.

I think this book worths to read. → I think this book is worth reading.

Does the book worth reading? → Is the book worth reading?

This play is worth of watching. → This play is worth watching.

Do you think his advice is worth being taken? → Do you think his advice is worth taking?

It is worth discussing the question again. → The question is worth discussing again.

Exercise 20

Translate the following sentences into English.

1. Lời đề nghị của ông ta đáng thử.
2. Nó đáng giá ít nhất là 200 đô la Mỹ.
3. Nó không đáng bao nhiêu (tiền).
4. Không nên thả mỗi bất bóng.
5. Có đáng phiền phức vậy không?
6. Việc đáng làm thì phải làm tốt.

10. Cách dùng may và maybe

Hai từ này đều có nghĩa là *có lẽ, có thể* nhưng phải phân biệt từ loại của chúng để sử dụng đúng.

may là động từ khiếm khuyết đứng trước động từ chính; **maybe** là trạng từ bổ nghĩa cho cả câu hoặc mệnh đề phụ, đứng trước câu hoặc mệnh đề phụ đó.

He **may** be engaged.

Maybe he will be engaged.

(Không viết: He maybe will be engaged.)

He **may** not be there.

Maybe he is not there.

(Không viết: He maybe is not there.)

We **may** see you tomorrow.

Maybe we will see you tomorrow.

(Không viết: We maybe will see you tomorrow.)

I think she **may** be bringing a few friends home with her.

I think **maybe** she is bringing a few friends home with her.

(Không viết: I think she maybe is bringing a few friends home with her.)

Exercise 21

Translate the following sentences into English.

1. Cô ấy cảm thấy không khỏe lắm, có lẽ là do trời lạnh.
2. Tôi nghĩ có lẽ họ không cần anh ta, anh ta hay cáu gắt.
3. Có thể tôi sẽ về vào mùa thu.
4. Không chừng/ Có lẽ mùa thu tôi sẽ về.

11. Cách dùng động từ prefer

Động từ **prefer** được dùng khi lựa chọn cái/điều ưa thích. Hãy lưu ý cấu trúc đúng của nó như sau:

❶ prefer thích ... hơn

Which do you prefer?

I prefer the blue hat/this. (đứng trước danh từ hoặc chỉ định từ)

She prefers to live among the working people. (đứng trước động từ nguyên mẫu có to)

Oh, I prefer being alone. (đứng trước danh động từ)

I should have preferred him to do it in a different way.

(cấu trúc prefer + tân ngữ + động từ nguyên mẫu có to)

Would you prefer that I come on Monday instead of Tuesday? (đứng trước mệnh đề phụ)

❷ prefer ... to ... thích ... hơn ...

I prefer tea to coffee.

He prefers study to amusement of any kind.

❸ prefer ... rather than ... thích ... hơn ...

I prefer to read rather than sit idle.

I think I should prefer beef rather than mutton.

Exercise 22

Translate the following sentences into English.

1. Tôi thích thành phố hơn nông thôn.
2. Tôi thích đi bộ hơn ngồi xe buýt.
3. Tôi thích hoa cẩm chướng hơn (carnation). (đứng trước danh từ)
4. Tôi thích không nghĩ về tương lai. (đứng trước động từ nguyên mẫu có to)
5. Vậy bạn thích ở nước ngoài hơn sao? (đứng trước danh động từ)

6. Cô ấy thích anh ấy ở bên ngoài suốt ngày hơn. (cấu trúc prefer + tân ngữ + động từ nguyên mẫu có to)
7. Dĩ nhiên ông ấy muốn những lời bình phẩm như vậy nên chấm dứt. (đứng trước mệnh đề phụ)

12. Cách dùng từ rather

rather cũng thường được dùng khi lựa chọn cái/điều ưa thích. Các cụm từ cố định có rather là:

❶ **would rather thích ... hơn** (Nếu would rather đứng trước mệnh đề phụ thì động từ của mệnh đề phụ phải chia ở thể giả định.)

Which would you rather have, tea or coffee?

I would rather you told me the truth.

I would rather not go out tonight, if you don't mind.

❷ **rather ... than ... hẳn là ... chứ không phải là ...; nên ... chứ không nên ...**

His age would be rather over thirty than under it.

This is rather for father to decide than for you.

❸ **rather than ... hơn ...; thay vì ...**

The colour seems green rather than blue.

He ran rather than walked.

❹ **would rather ... than ... thà ... còn hơn ...**

I would rather you know that now than afterwards.

I would rather have trouble and hardship like that than be taken care of by others.

Exercise 23

Translate the following sentences into English.

1. Cô tôi mời tôi đi xem phim, nhưng tôi thích đi dã ngoại với các bạn cùng lớp hơn.
2. Anh ta thích nghe người khác nói hơn tự mình nói.
3. Là tôi chứ không phải là anh ấy đáng được thăng tiến.
4. Tôi mua nó vì nó thoải mái chứ không phải vì nó đẹp.
5. Tôi thà giao du với đàn ông còn hơn giao du với đàn bà.

13. Một số nội động từ thường bị nhầm lẫn là ngoại động từ: happen, occur, appear, disappear, die

Một trong những điểm khác biệt lớn nhất giữa ngoại động từ và nội động từ là ngoại động từ có thể bị động, còn nội động từ không bao giờ được dùng ở thể bị động. Vì vậy các câu dưới đây đều sai:

The car accident was happened last week.
(Đúng: The car accident happened last week.)

When was the earthquake occurred?
(Đúng: When did the earthquake occur?)

The Giant Panda has been appeared twice.
(Đúng: The Giant Panda has appeared twice.)

When John Lennon was died, all the fans felt very sad.
(Đúng: When John Lennon died, all the fans felt very sad.)

The plane has been disappeared in the sky.
(Đúng: The plane has disappeared in the sky.)

Exercise 24

Translate the following sentences into English.

1. Một chiếc xe hơi xuất hiện trên ngọn đồi. (dùng appear)
2. Bác sĩ hỏi đã xảy ra chuyện gì. (dùng occur)
3. Bạn đang ở đâu khi tai nạn xe xảy ra? (dùng happen)
4. Cha cô ấy qua đời rồi. (dùng die)
5. Bà ấy đã mất một năm rồi. (dùng dead)

14. Cách dùng cụm từ had better tốt hơn ... nên ...

Điểm quan trọng nhất là không được thêm to vào động từ đứng sau had better.

You had better get some sleep.

We had better be off now.

❶ Dùng trong câu khẳng định

This book had better be returned before Saturday.

He had better take care of that cut on his hand.

② Dùng trong câu phủ định (từ not phải đặt sau better)

We had better not wait for her; she may be very late.

He is a liar and you had better not keep company with him.

③ Dùng trong câu nghi vấn

What had we better do?

Had you better not go with her, John?

Exercise 25

Translate the following sentences into English.

1. Tốt hơn là bạn không nên quấy rầy cô ấy.
2. Tốt hơn là bạn nên đến đúng giờ, nếu không chúng tôi sẽ đi mà không có bạn.
3. Khi bạn vào tốt hơn là đừng nên đánh thức tôi.
4. Tốt hơn là chúng ta nên tiến hành một số biện pháp trước khi anh ấy đến.

15. Vị trí của trạng từ very

① very luôn đứng trước tính từ và trạng từ mà nó bổ nghĩa

She used to be very thin. (bổ nghĩa cho tính từ thin)

Seals swim very fast. (bổ nghĩa cho trạng từ fast)

Do chịu ảnh hưởng của cách dùng trên nên khi **very** bổ nghĩa cho động từ, người viết cũng đặt **very** trước động từ dẫn đến các câu sai dưới đây:

I very like to listen to classical music.

They very enjoyed the movie.

② very khi bổ nghĩa cho động từ thường đi kèm với much tạo thành trạng ngữ bổ nghĩa cho động từ đó

I like to listen to classical music very much.

They enjoyed the movie very much.

The child loves his toys very much.

Mary hates the mouse very much.

16. Cấu trúc so sánh

Mẫu câu so sánh của tính từ và trạng từ không phức tạp nhưng người viết thường mắc các lỗi sau:

The temperature in the mountains is much more lower than the city.

He sings more better than I do.

Mary and Jane are twins, but Jane is the prettiest.

Hai câu đầu sai vì **lower** và **better** đã ở dạng so sánh nên không được thêm **more** (nếu muốn bổ nghĩa cho từ so sánh này thì phải dùng **much**).

Câu cuối sai vì đây là so sánh giữa hai người (hoặc hai sự vật) nên không được dùng cấu trúc so sánh cực cấp (so sánh cực cấp áp dụng khi so sánh từ ba người/vật trở lên).

17. Các nhầm lẫn với danh từ

Người viết thường không gặp khó khăn khi đổi danh từ số ít sang số nhiều, nhưng hay viết các câu sai như sau:

What are the good news?

(Đúng: What is the good news?)

A box of eggs are on the table.

(Đúng: A box of eggs is on the table.)

Twenty years are not a long time in history.

(Đúng: Twenty years is not a long time in history.)

Their personnel is very well trained.

(Đúng: Their personnel are very well trained.)

Nguyên nhân dẫn đến các lỗi trên là do người viết không nắm vững quy tắc số ít, số nhiều của danh từ. Hãy ôn lại cách dùng của danh từ số ít và danh từ số nhiều.

❶ Những danh từ có hình thức số ít nhưng được dùng ở dạng số nhiều

1. Danh từ tập hợp như **enemy, cattle, militia, police, personnel**, v.v.

The family are good friends of ours.

The enemy were driven out soon.

The police have arrested two suspects.

Our personnel are very highly trained.

2. Một số danh từ có hình thức số ít và số nhiều giống nhau như **Chinese, Japanese, sheep, means, aircraft, fish**, v.v.

Two sheep are missing.

(Số ít: One sheep is missing.)

All possible means are to be tried.

(Số ít: This means has been tried but it didn't work.)

There are a few fish in the pond.

(Số ít: One fish is dead.)

Lưu ý: Khi diễn đạt các loại cá khác nhau, **fish** sẽ có hình thức số nhiều:

Different fishes are found in the river.

② Một số từ luôn có hình thức số nhiều nhưng lại là danh từ số ít (chúng không phải là khái niệm chỉ số lượng)

What is the good news?

Billiards is my favourite sport.

③ Một số cụm danh từ có hình thức số nhiều diễn đạt khái niệm thời gian, cự ly, khoảng cách, v.v. nhưng vì tượng trưng cho một đơn vị nên vẫn được xem là số ít

Twenty years is but a moment in history.

50 dollars is enough.

To him, 5000 metres is not a long distance.

④ Khi chủ ngữ và bổ ngữ không đồng nhất

Trong trường hợp chủ ngữ khác với bổ ngữ về số lượng thì động từ nối **to be** được chia theo chủ ngữ.

Our only guide was the two big rocks on top of the hill.

(So sánh: The two big rocks on top of the hill were our only guide.)

Diamonds are a new subject with women today.

⑤ Căn cứ vào từ chỉ số lượng của cụm danh từ

Đối với danh từ hoặc cụm danh từ không đếm được, căn cứ vào từ chỉ số lượng đứng trước nó để chia động từ.

A shaker of pepper is on the table.

There are two bottles of mineral water on the table.

⑥ Hai danh từ / đại từ nối nhau bằng liên từ **or**

Khi hai danh từ / đại từ nối nhau bằng liên từ **or** thì động từ được chia theo số của từ đứng sau **or**.

They or he is in the wrong.

He or his parents have to go to Singapore for the matter.

7 Cấu trúc either ... or

Tương tự như trường hợp trên, động từ trong cấu trúc **either ... or** được chia theo số của danh từ/đại từ đứng sau **or**.

Either Tom or his team members are to blame.

Either the ties or the hat is a good buy.

Nhưng nếu xem danh từ đứng trước và sau **or** là một tập hợp thì dùng động từ số nhiều và đại từ thay thế cũng là số nhiều.

If either John or Jane come, they will want to enjoy the music.

8 Cấu trúc neither ... nor

Động từ trong cấu trúc **neither ... nor** được chia theo số của danh từ/đại từ đứng sau **nor**.

Neither you nor your sister is mistaken.

Neither she nor her classmates want to do it.

Nhưng nếu xem danh từ/đại từ đứng trước và sau **nor** là một tập hợp thì chia động từ số nhiều.

Neither Jack nor Peter have phoned me.

9 Cấu trúc not only ... but (also)

Động từ sau cấu trúc **not only ... but (also)** được chia theo số của danh từ đứng sau **but also**.

Not only the dogs but also the old cat is coming out to welcome him back.

10 Cấu trúc a number of + danh từ số nhiều

Động từ sau cấu trúc **a number of + danh từ số nhiều** phải ở dạng số nhiều.

A number of speakers have condemned terrorism.

A large number of bees have attacked the invader.

11 Cụm từ per cent + of + danh từ

Động từ sau cấu trúc **per cent + of + danh từ** được chia theo số của danh từ đứng sau **of**.

Sixty per cent of the liquor is alcohol.

20% of the apples are bad.

12 Động từ đứng sau danh từ tập hợp được chia số ít hoặc số nhiều tùy theo ngữ cảnh

The committee does not agree to this plan. (toàn ủy ban)

The committee do not agree in opinion. (từng thành viên trong ủy ban)

The average family is a great deal smaller than it used to be. (đơn vị một gia đình)

My family are wonderful. They do all they can for me. (từng thành viên trong gia đình)

Exercise 26

Translate the following sentences into English.

1. Cảnh sát đang điều tra vấn đề này.
2. Tôi cần 3 tá những thứ này.
3. Chúng tôi đến trễ vì giao thông đông đúc.
4. Ông ấy đã cho tôi vài lời khuyên về tiền đầu tư của mình.
5. Không chỉ binh sĩ mà cả vị chỉ huy cũng muốn xem màn trình diễn của họ.

18. Cách dùng satisfy, satisfying và satisfactory

Ba từ này thường dễ bị nhầm lẫn.

❶ satisfy là ngoại động từ, nghĩa là làm ai hài lòng

The team's performance didn't satisfy the coach.

That answer won't satisfy her.

People were not satisfied with their life.

She is quite satisfied now that the letter has come.

❷ satisfying là tính từ mang nghĩa chủ động, nghĩa là khiến ai hài lòng/thỏa mãn.

The story has a satisfying ending.

It is satisfying to be proved right.

❸ satisfactory cũng là tính từ, nghĩa là thỏa đáng. Tính từ này diễn đạt tính chất nội tại của đối tượng đang được nhắc đến.

That certainly seems a satisfactory answer.

The result of these efforts is usually satisfactory.

Các câu dưới đây đều sai:

People didn't satisfied with their life. (phải sửa **didn't** thành **weren't**)

The teacher is satisfactory with his progress. (phải sửa **satisfactory** thành **satisfied**)

I am satisfying with your answer. (phải sửa **satisfying** thành **satisfied**)

He is a satisfied teacher. (phải sửa **satisfied** thành **satisfying**)

19. Cách dùng interest, interested và interesting

① interest

(danh từ) *sự thích thú, mối quan tâm*

(ngoại động từ) *làm ai thích thú hoặc quan tâm đến cái gì*

I've lost my interest in painting.

Painting interests him.

The teacher tried to interest the students in current events.

② interested là tính từ mang nghĩa bị động, nghĩa là thích, quan tâm, thường xuất hiện trong cụm từ be interested (in somebody/something)/(to do something)

He is interested in painting.

He was interested to watch them running around.

③ interesting là tính từ mang nghĩa chủ động, nghĩa là thú vị

He's a most interesting man.

That sounds interesting, doesn't it?

Những cách diễn đạt thường dùng

Dưới đây là những cụm từ hoặc cấu trúc bạn có thể sử dụng khi viết đoạn văn hoặc bài luận. Tất cả được phân loại theo đề mục để bạn dễ dàng tham khảo.

1. Được dùng cho bài viết 1 khối Đào tạo Tổng quát:

Đề xuất

I would advise/recommend you to + V ...

If you take my advice, you will + V ...

If I were you, I would + V ... (informal)

In my opinion, you should + V ...

As far as I am concerned, the best thing you can do is ...

From my point of view, the best thing is to + V ...

It would seem/appear to me that your best course would be to + V ...

Hứa hẹn

If X had the chance/choice/opportunity, X would + V ...

Given the chance/choice/opportunity, X would + V ...

Phản nản

I have had enough of the way + clause/X + V-ing ... (strong)

I cannot stand/bear the way + clause/X any longer/X + V-ing ... (very strong)

Cảnh cáo

I will not + V ..., any longer.

Unless X does ..., Y will + V ...

It's high/about time X did ...

Xin lỗi

a. Xin lỗi

I apologise for + V-ing ...

I am extremely/very/terribly sorry + clause

Please accept my apologies for + V-ing ...

b. Lý do/nguyên nhân

I had no idea + clause

I had no intention of + V-ing ...

It was an accident/unavoidable.

I did not mean to + V... (formal)

2. Được dùng khi mô tả biểu đồ của bài viết 1 khối Học thuật:

So sánh và đối chiếu

Trình bày các điểm khác nhau

A differs from B in that ...

The main difference between A and B is that ...

One of the differences between A and B is that ...

but / whereas / in contrast

unlike / different from

Nêu khả năng có thể xảy ra

1. Ở tương lai

a. Hầu như chắc chắn sẽ xảy ra:

will

be bound/sure to

will probably

be likely to

may

possibly

b. Hầu như chắc chắn sẽ không xảy ra:

will not

be hardly likely to

be unlikely to

probably not

probably will not

may not

possibly not

2. Ở hiện tại

a. Khẳng định chắc chắn

It is virtually certain that + clause (formal)

A is virtually certain to be + V-ing ...

b. Có thể nhưng không chắc chắn

In all probability + clause

It is within the bounds of possibility that + clause (formal)

It is not inconceivable that + clause (very formal)

There can be little likelihood that + clause (very formal)

There can be little likelihood for A + V-ing ...

c. Khẳng định không xảy ra

There is absolutely no chance that + clause

There is absolutely no chance for A + V-ing ...

Nêu khuynh hướng khái quát

1. Khuynh hướng được thấy rõ

to tend (not) to + V ... (văn nói và văn viết)

to have a tendency to + V ... (văn viết, nói về người)

to be inclined to + V ... (để nhận định)

Các cụm từ trên có thể có trạng từ **sometimes, often, generally, usually** bổ nghĩa. Ví dụ:

They **generally tend to** share very similar tastes in music and clothes.

2. Khuynh hướng không rõ

seem to + V/to be + V-ing ...

appear to + V/to be + V-ing ...

(Thì hiện tại đơn diễn đạt tình huống cố định; thì hiện tại tiếp diễn diễn tả tình huống đang thay đổi.)

perhaps/maybe

3. Khái quát chung

In the vast majority of cases, ...

In a large number of cases, ...

In most cases, ...

Generally (speaking), ...

Trạng từ dùng trong cấu trúc so sánh

A is than B.

considerably

a great deal

(very) much

rather

(quite) a lot

somewhat

a bit

a little

slightly

scarcely

hardly

only just

+

bigger

smaller

cheaper

A is the same as B.

exactly	just
precisely	virtually
more or less	nearly
almost	approximately
practically	about

A is not the same as B.

exactly
entirely
quite

A is different from B.

totally
completely
entirely

3. Được dùng khi viết luận

Trình bày ý kiến/quan điểm của người khác

(One of) The main argument(s) against/in favour of X is that ...

It has been said/argued that ...

Some people would agree that ...

It can be argued that ...

Trình bày ý kiến/quan điểm cá nhân

It is a fact that ...

It is undeniable that ...

There can be no doubt that ...

(Personally) I would agree that ...

(Personally) I would tend to believe/argue/think that ... (formal)

Trình bày điều thuận lợi/bất lợi

A has the advantage of X, but suffers from the disadvantage of Y.

(One of) The (main) advantage(s)/disadvantage(s) of A/doing ... is that ...

Appendix Transition Signals

Below is a list of useful connectors that you should use so as to produce a coherent and cohesive paragraph or composition.

Meaning/Function	Sentence/Paragraph Connectors
To signal order/sequence	Firstly Lastly My first point Next Secondly Thirdly To begin with To start with
To indicate order of importance	Above all First and foremost First and most importantly Last but not least More/Most importantly/significantly Primarily The first and most important reason is The last and most important reason is
To give opinions	According to + name/noun/pronoun (except me) e.g. According to me : incorrect As/So far as I am/(an issue is) concerned As for/As to (often used when discussing something briefly) In my opinion In my view I think/believe/feel (that) Let us now turn to Regarding With reference/respect/regard to
To add a similar idea	Adding to this Additionally Also As well as Besides Further Furthermore In addition Moreover What is more

Meaning/Function	Sentence/Paragraph Connectors
To compare things	Correspondingly Equally In the same way Likewise Similarly
To introduce an opposite idea , and to contrast things	Anyway Better still/Worse still Conversely Even so However In/By contrast Nevertheless Nonetheless On the contrary On the other hand Still Though Yet
To show concession	For all (this/that) In spite of/Despite However Even though/if
To introduce an example	For example For instance
To emphasise	In fact Indeed Especially Particularly
To explain and restate	Indeed That is That is to say In other words Namely
To introduce an alternative	Otherwise Or If Unless Alternatively

Meaning/Function	Sentence/Paragraph Connectors
To introduce an effect or a result	<p>Accordingly As a consequence As a result Because of this/that Consequently For this/that reason Hence Therefore The result/consequence is/was Thus</p>
To conclude	<p>All in all Altogether In a word In brief In conclusion Indeed In short In summary On the whole Overall To conclude To sum up</p>

Answer Key

Part 1

The IELTS General Training

Task 1 Writing

Chapter 1 Thank-you Letters

Exercise 1

Dear Mr. Jackson,

I am writing this letter to thank you for the hospitality you gave me when I stayed in San Francisco.

It was the first time I have been to San Francisco. During my stay, you let me live in your house. You gave me some very good advice of where to visit. What is more, at the weekend, you drove me to the Bay Bridge and the Fisherman's Wharf so that I had a wonderful time in the city.

I sincerely hope someday in the future when you come to Paris for a visit, I could repay you for your kindness.

Once again with many thanks.

Yours sincerely,

Françoise Dupont

Françoise Dupont

(115 words)

Chapter 2 Request Letters

Exercise 2

Dear Mr. Garfield,

I am writing to request the return of the \$1,000 deposit that I paid to you before I rented No. 6A, Wayfield Terrace for the month of May. When I telephoned your office, I was told that you are not intending to repay this sum, and I am unable to understand the reason for this.

When I signed the rental agreement, it was my understanding that the deposit would be returned if the apartment was vacated clean and undamaged. This was the condition of the flat when I returned the keys. I cleaned the whole apartment, and there were no breakages and no damage to fittings or furniture.

I believe that I have kept to the terms of the agreement, and therefore, I respectfully request that my deposit be repaid in full. I shall have no alternative but to seek legal advice if we are unable to resolve this matter in a satisfactory manner.

Yours sincerely,

Sally Smith

Sally Smith

(163 words)

Chapter 3 Application Letters

Exercise 3

Dear Sir or Madam,

I wish to apply for the position of salesman advertised in the newspaper.

I have been working as a salesman in the past five years first in a state-owned company and then in a joint venture, both in Kent. My reason for leaving the present job is that my parents have retired and moved to Brighton. In the past five years, I have had a good chance to know many clients, and I'm sure my connections built with them may also enable me to get more business for your firm if you will employ me.

I shall be able to be called for an interview at your convenience and shall be able to supply any information necessary of my previous work.

Yours faithfully,

Martin Smith

Martin Smith

(131 words)

Chapter 4 Complaint Letters

Exercise 4

Dear Sir or Madam,

I'm sorry to bother you with this letter.

For quite a few days, the water tap in my kitchen has been leaking. It not only wastes the valuable water resource, but also makes a big noise. I am now preparing my end-of-term paper, but the noise disturbs my work. In daytime, I can't concentrate myself; at night I can't sleep well.

I have informed the maintenance office of the matter, and they promised me they would come to fix it. Two days have passed, and nobody ever comes.

Please help me solve the problem as soon as possible. I can't endure it any more.

I look forward to a quick solution.

Regards,

Leo Smith

Leo Smith

(120 words)

Chapter 5 Invitation Letters

Exercise 5

Dear Sally,

It has been almost three years since we graduated from Kent University. I am sure you must be enjoying your work and life very much.

The Spring Festival of 2012 is coming and we are planning to join a package tour to Australia. Some of our former classmates are also going. Would you like to join us? You know, it is very warm in Australia in February. We can enjoy ourselves on the seashores. We will visit many places including Sydney, Tasmania and Brisbane.

Please let me know whether you can go or not. I sincerely hope you can join us.

With kindest wishes.

Yours,

Sachiko

Sachiko

(109 words)

Chapter 6 Apology Letters

Exercise 6

Dear Thomas,

I am overjoyed to know that you are coming to Ho Chi Minh City for a ten-day visit. However, I'm terribly sorry to say that I am not able to meet you at the airport on the day of your arrival because I have to chair an international meeting that morning.

I hope you will understand me, and therefore forgive me. In order that you won't have any difficulty coming to my house, I have asked a friend of mine named Nam to meet you instead.

On the day you arrive, Nam will wait at the exit, holding a board which reads "Welcome Thomas White from New York". He will also drive you to my house.

I will give you a ring immediately after the meeting.

Wish you a happy journey.

Best,

Minh

Minh

(136 words)

Part 2 The IELTS Academic Task 1 Writing

Chapter 1 Describing Graphs or Charts

Exercise 7

1.

1. Compared to 2007, the profits decreased by 5% in 2008.
2. In 2007, the international students decreased to 1,500, indicating a fall of 5%, compared to 2006.
3. Team A scored 5 goals more than Team B.
4. There are 2 fewer players taller than 2m in Team A than in Team B.
5. As a matter of fact, the sugar contained in apples is as much as in pears.
6. A very noticeable trend was the steady increase in the number of population riding bicycles.
7. The number of people taking the bus increased from 2000 to 2008.
8. In manual employment, males make up 70% of the workforce.
9. In 1997, natural resources provided more than 17% of GDP, but this declined to less than 10% in 2007.
10. In the same period, the number of sheep grew rapidly from 230,000 to 310,000, but that of cattle fell sharply from 180,000 to less than 130,000.

2.

Version 1

In the first five months of last year, the company's monthly profits increased to 10,000 USD and remained stable. But the monthly profits in June was 9,000 USD, a fall of 10%. From July to September, the profits fluctuated between 9,000 USD and 7,000 USD. In the last quarter of the year, however, the monthly profits rose steadily and reached a peak of 11,000 USD in December.

Version 2

From January to May of last year, the company's monthly profits rose to 10,000 USD and remained constant. But the monthly profits dropped to 9,000 USD in June, indicating a decrease of 10%. In the following three months, the profits went up and down between 9,000 USD and 7,000 USD. However, from October to December, the monthly profits picked up steadily, and peaked in December, reaching 11,000 USD.

Version 3

Last year from January to May, there was an increase in the company's monthly profits which was 10,000 USD, and it levelled off until June in which the monthly profits declined by 10%, dropping to 9,000 USD. Then, from July to September, the monthly profits fluctuated between 9,000 USD and 7,000 USD. Yet, in the last three months of the year, it picked up steadily, and reached the highest point of 11,000 USD in December.

3.

Some errors in this passage must be corrected:

1. At the end of paragraph 2: **It has dropped sharply in 2007**

The present perfect tense used here is incorrect. The past simple tense must be used because the year 2007 is a definite past time.

2. Paragraph 4 mentions just a detail of the table though there is nothing wrong with the data. The major information in the table should be compared and/or contrasted with a significant description.
3. The last paragraph is the writer's personal opinion which must not be included in this kind of writing.

4.

The two pie charts show the proportions of people from Provinces A and B working in various fields in England.

Most of the people from Province A do business. They account for 70% of the total, which is seven times as much as people from Province B, who account for only 10%. On the contrary, most people from Province B do domestic service in England, making up 67% of the total while the proportion of those from Province A who do the same work is only 8%, much less than those from Province B.

It is interesting to see that the proportions of those from the two provinces whose occupation is architecture both account for one fifth of the total population of the two provinces working in England.

In conclusion, the two charts show clearly that although people from the two provinces do almost the same types of work in England, the proportions of people who do the same work vary significantly. (162 words)

5.

1. This passage has answered the following questions:
 1. What does this chart show?
 2. In which month were the sales the most successful?
 3. How many cars and trucks were sold in that month?
 4. Was it the only month in which the sales were over 300?
 5. What is the descending order as far as the sales were concerned?
 6. In which month were the sales the worst?
 7. How many cars and trucks were sold in that month?
 8. Was it the only month in which the sales were below 150?
 9. Were the sales of the two types of vehicles close to each other in August?
 10. How many cars and trucks were sold respectively in August?
 11. Is there any correlation between the sales of cars and trucks?
2. The passage has described and compared the following data along the horizontal and vertical axes:
 1. It has stated the number of vehicles sold in six months with the conclusion that September was the highest month of sales while October witnessed the lowest number of sales:

September was the only month in which over 300 vehicles were sold, 230 cars and 100 trucks.

October was the worst month of sales in the second half of the year with only 145 vehicles sold, 185 less than September. It is the only month in which the number of sold vehicles was under 150.
 2. It has indicated a descending order of sales:

This month was, in descending order of sales, followed by November, December, July, August and October.
 3. It has described the biggest and the smallest sales of both cars and trucks:

The most successful and worst sales of cars happened in September (230) and October (55) respectively, while those of trucks fell in November (110) and July (80) respectively.

6.

- Some errors in this passage must be corrected:
1. It can clearly seen that from 1950 to 2000 the percentage of women smokers in Asia kept increasing while in Europe first rose and then fell.

There are two errors in this sentence:

 - a. It can clearly seen must be written in the passive structure, so be must be added (after clearly).

b. while in Europe first rose and then fell

This clause lacks a subject. The correct version is while that in Europe first rose and then fell.

That here replaces from 1950 to 2000 the percentage of women smokers.

2. with Europe higher of 2%

of must be replaced by by (refer to Frequently-used words and expressions in describing charts/graphs/tables and changes of data presented in Chapter 1 – Part 2)

3. while in Asia, there was only a rise by 3%

by must be replaced by of (refer to Frequently-used words and expressions in describing charts/graphs/tables and changes of data presented in Chapter 1 – Part 2)

4. the percentage of women smokers in Asia never stopped to grow

The correct phrase here is stopped growing. (Pay attention to the different meanings of an infinitive and a gerund after stop.)

7.

The table shows the figures of books of science, books of humanities and magazines that were borrowed in a community library for January 2008. There are two groups of figures: books lent to community members and those to non-community members.

The figures of community members are divided into two groups, males and females. The males borrowed 430 science books, 259 humanities books and 99 magazines. The females borrowed 125 science books, 36 humanities books and 135 magazines. More science and humanities books were lent to the males than those to the other two groups of borrowers. Although non-community members did not borrow any humanities books, they loaned 53 science books and 310 magazines.

The females borrowed more magazines (135) than the males (99). On the other hand, magazines loaned to community members were fewer than those to non-community members.

The amount of publications lent for the first month of the year was 1447 (788 to the males, 296 to the females and 363 to non-community members). Books of science accounted for the greatest number of the publications borrowed (608). (179 words)

8.

The given table and chart tell us the total number of attendance at the Five-ring Cup English Speech Contest, and the percentage of boys and girls attending the contest in the four years from 2003 to 2006.

With the increase of people attending the contest, the total number of attendance and the percentage of the attendance of both boys and girls varied in the four years from 2003 to 2006. In the first two years, the total number of attendance increased from 717 in 2003 to 1,096 in 2004. From 2004 to 2005, the number increased by 424, from 1,096 to 1,520. In 2006, there was a big rise of attendance reaching 6,088, which is four times as many as that in 2005, and nearly nine times as that in 2003.

From 2003 to 2005, the boys' attendance rose steadily from 50% to 60% while that of girls dropped from 50% to 40%.

2006 saw the reverse of the trend with the boys' attendance dropping sharply from 60% to 33% while that of girls increased by 26%, hitting 66%. (179 words)

Chapter 2 Describing a Process or a Procedure

Exercise 8

1.

1. The first step is to insert the key into the ignition switch.
2. Then, check that the handbrake is on.
3. The third step is to shift the gear to the neutral position.
4. After this, turn the key to start the engine and engage first gear.
5. The next step is to release the handbrake.
6. Then, turn on the signal and check the road.
7. Now, you may drive away.

2.

An electric wristwatch is a good device to tell time. It saves the trouble of winding every day, and it is lighter in weight.

An electric wristwatch consists mainly of the following parts: the core, the digital read-out, the watchstrap, the power source or the battery cell, and a few buttons for adjusting time.

When the battery is used up, you need to change one. To do so, first, you need to buy a battery of the same model and model number as the original one. Then, open the cover of the battery cell and replace the old one. Be sure you put the positive and the negative poles right. After this, cover the battery cell. Finally, you need to adjust the time by using the hour, minute and second buttons and the date buttons.

Part 3

The IELTS Academic and General Training Task 2 Writing

Exercise 9

1. A.

Introduction: No

Body:

1. Still strong enough to work (physical and mental)
2. Rich experience of work (more familiar with the job than the young)
3. A burden to society (pension)
4. Loss of great social property (experienced people)
5. Some people don't know how to use leisure time (loneliness)

Conclusion: Postpone the retiring age till 70

B.

Introduction: Yes

Body:

1. More job vacancies for the young (employment)
2. More chances for promotion for the young
3. Young people have more energy and drive (physical and mental)
4. Do what one could not do while working (too busy to do when working)
5. Enjoy family life (more time at home)
6. Enjoy leisure time

Conclusion: 50 is all right.

2. Introduction: A serious problem. Both government and citizens are responsible.

Body:

1. Government: develop mass transit systems and roads (buses, rails, the tube, flyovers, broaden roads)
2. Citizens: take the initiative (observe traffic regulations, use more mass transit systems, traffic lights, bicycles)

Conclusion: Could be solved

3. Introduction: A good thing

Body:

1. Meet students' desire to get education

2. Heighten the education level of the society
3. Meet the needs of a scientific society

Conclusion: A good thing

Exercise 10

1. People say that superstitions are all nonsense, but I think there are some things that you must take notice of. For example, my uncle, who was a test pilot, was killed in a plane crash on Friday the 13th on a trip.

2. The habit of eating meat is a repulsive one if we stop to think about it. We detest cannibalism and try to stamp it out among primitive peoples, but all meat comes from animals and human beings are animals. Therefore, when we eat animal flesh, we are being cannibals. What difference is there between us and jungle savages?

3. To enroll more college students is certainly a good thing. It will provide the society with more intelligent workforce. But the disadvantages of this enlarging enrollment cannot be ignored, and actions must be taken to minimise its negative effects.

4. One of the hottest issues discussed among scientists is whether pure science is more important than practical science. So far as I am concerned, I am against this idea.

Exercise 11

1.

1. Charles is very interested in cars. He knows all the details about every new model. He spends a lot of time working on his old Ford, and he attends all the car shows.

2. Well-established mass transit systems are far more efficient and economical than private cars. Take bus for example. One car holds at most five people, but one bus can hold 40 to 50, eight to ten times as many as a car. To move the same number of people from one place to another, we need a lot more vehicles if we use private cars. The more vehicles on the roads, the more chances for traffic jams to happen.

3. We cannot do without animals now. Wherever we live, we gain profits from animals. Imagine what our life would be like if we were dispossessed of meat, eggs and milk, let alone many services provided by animals are free of charge. What is more, pets have become an inseparable part of our life.

4. Of course, we have to admit that travelling alone has its merits. You can change your destination at any time. You can stay in one place as long as you like. You can learn to be independent and make new friends, and you can learn to deal with problems by yourself.

5. There are many energy sources besides petrol. Take electricity for example. While we are using some electricity produced by oil, most of it is produced by coal and water. We also know that in many countries, especially in developed countries, a high percentage of electricity is from nuclear power stations.

2.

1. To begin with

2. therefore

3. Moreover

4. Furthermore

5. In addition

6. All in all

Exercise 12

1. In brief, to ban smoking on planes totally is a good decision and passengers who know the significance will certainly welcome it.

2. Therefore, we can see that the disadvantages of owning a car are no less than the advantages.

Exercise 13

1.

Is Our World Really Too Dependent on Oil?

On the twenty-first of November, this column carried an article asserting that our world is too dependent on oil and that without oil, the world would be ruined. It especially mentions transportation means. Here I have to say I cannot agree to this statement.

It is true that oil is playing a very important role in our life, economically, politically and militarily. Many wars have happened in the Middle East because of oil. The US-Iraq War in early 90s is a good example. But that does not necessarily mean that without oil, our world would meet its doom.

There are many energy sources that we are using even today. Take electricity for example: While we are using some electricity produced by oil, most of it is produced by coal and water. We also know that in many countries, especially in developed countries, a high percentage of electricity is from nuclear power stations.

Next, let us also take transportation means, for example, to see if without oil, we would be able to go nowhere. First, let us look at trains. In some places, diesel is used as fuel. But diesel is frequently replaced by electricity. Then, let us look at cars and buses. In Singapore, buses have started using LNG (liquefied natural gas) – not LPG (liquefied petroleum gas), by the way. One may ask the same question concerning planes. It is true that, at present, planes mainly fly by oil. But planes are not everything. What is more, so far as we know, scientists are testing the substitutions of oil because the resource of petroleum underground cannot last forever.

In conclusion, oil is important, but it is not indispensable, especially in the future.
(290 words)

2.

Why Do We Have Greater Work Pressure and Less Leisure Time?

Nowadays, many people are complaining that they are suffering more pressure from their jobs, and at the same time, they get less spare time to enjoy themselves than before. What they complain is true, unfortunately.

We all know that the more rapidly science and technology develop, the more complex jobs we have to tackle. Today, man must hasten their work pace because many jobs now have employed the newly-developed high-tech, which makes their jobs more complex and difficult than ever before. That is why many people are complaining that they are suffering more and more pressure from their jobs.

What is more, the more the new technology appears, the sharper competition we have to face. Companies have to compete with their counterparts for more profits, and people have to compete with their colleagues in order not to be laid off. Such being the case, it is very natural that people have to spend more time on their work and less time on their recreations.

Again, to keep up with the development of this “information society”, people cannot but use their leisure time to study new knowledge, including foreign languages. If we have a look at how people are rushing to evening schools after a day’s work, we will have some ideas of how busy they really are, for a better job, or for faster promotions. It is not surprising, therefore, that they should have complained that they get less spare time to enjoy themselves.

On the whole, with the development of science and technology, people will have to lose their spare time, and face the pressure they have never experienced before. (282 words)

3.

Fully Enjoy Yourself. Travel Alone!

Is travelling always refreshing and entertaining? The answer depends on who you will travel with. If you travel all by yourself, you may be able to enjoy your tour and entertain yourself, but if you travel with a group of people in a package tour, it could be very tiring and disappointing.

Travelling alone, you are your own master, and you can go where you like without the trouble of being told where to go. The big tourist spots are certainly worth seeing, but some other places also have their value. Take Beijing for example, the Forbidden City is a must in

your plan, but the Hutongs (small lanes) are also fascinating. Travelling with a group, you are deprived of the right to go to a place which is not listed in the timetable. No matter the planned place is interesting or not, you would have to go to see it, wasting your time and energy.

Travelling alone, you can plan your time freely, and you are a free man to stay where you like as long as you prefer. Nobody is behind you telling you it is time to leave. But travelling with a group of people, you would be herded here and there like sheep, and you have to hurry all along the trip because, according to the plan, the coach must leave at a certain time. How can you really enjoy yourself while being rushed here and there? How can you fully enjoy the beauty of the Forbidden City in only two hours?

I do not think I have to say more to tell which is better, travelling alone or travelling with a group of people. The two points mentioned above have justified my view. (293 words)

4.

Popular Music Is for the Young

Ever since there were human beings, there has been music, whatever kind of music it might be, because it is all the crystallisation of wisdom. But due to different understanding of and tastes in music, people's choices of music vary. Many young people, including me, prefer popular music to classical music.

Firstly, popular music comes from the real life, and therefore is more accessible to the young. On the contrary, classical music is a bit far away from them. When students listen to "Teachers, Leave Us Alone", they certainly feel comfortable and satisfied. Why is it so? Because they fully know what the song is really about.

Secondly, most popular songs are about love, a theme most youngsters care for and long for. Youngsters have more romantic dreams about love. The music, the words of a love song can be very soothing or encouraging. A friend of mine felt very sad after losing his sweetheart. It was a love song that has encouraged him, and he brightened up again. He said to me that the song told him that the world is not ending yet.

Thirdly, the tune of popular music is, compared with classical music, easier to follow, and therefore, it is easier for them to learn. Young people like to show off, and to sing songs at a karaoke parlour is a good way to do it. The songs they sing would certainly be popular songs such as "You Don't Have to Say You Love Me". How many of them would sing "Doctor Jivago"?

In a word, popular music provides us with almost all what we need. Therefore, it is very natural for us to enjoy it more. (286 words)

Part 4 Grammatical Range and Accuracy

Exercise 14

1. Is anybody home? / Is there anybody home?
2. Nobody is home. / There is nobody home.
3. Three were killed in the car accident. / There were three victims in the car accident. / There were three people (who had been) killed in the car accident. / Three died in the car accident.
4. There are many questions that have no answers. / There are many questions without answers. / There are many questions that cannot be answered.
5. I am sure he is able to fulfil the task by himself. / I believe he can do it all by himself.
6. She hasn't been home for three years.
7. I have two cats. / I own two cats.
8. Is she very much experienced?
9. Salt exists in many things.
10. Is it necessary for you to go personally?
11. Some factories are still discharging toxic waste.
12. There are two VIPs coming for a visit in the afternoon. / Two VIPs are coming to visit in the afternoon.
13. Six of her classmates are to take the exam for postgraduate study. / There are six classmates of hers who are to take the exam for postgraduate study. / There are six of her classmates planning to take the exam for postgraduate study.

Exercise 15

1. I do not want to see the movie. My girlfriend doesn't, either. / Neither my girlfriend nor I want to see the movie. / I do not want to see the movie. Neither does my girlfriend.
2. Both Mr. Brown and Mr. Green are PhD candidates. / Mr. Brown and Mr. Green are both PhD candidates. / Mr. Brown is a PhD candidate. So is Mr. Green. / Mr. Brown is a PhD candidate, and Mr. Green is also a PhD candidate.
3. He wants to be a singer as well as an actor. / He wants to be a singer, and he wants to be an actor, too (an actor as well). / He wants to be a singer, and he also wants to be an actor.

Exercise 16

1. You must make yourself respected.
2. His ability made him president of that university.
3. Her boyfriend made her feel secure.
4. People who won't work should be made to work.
5. The lights made the streets as light as day.
6. His rudeness made it hard for me to control myself.
7. He tried hard to make himself heard.
8. The change of the situation put us in a very awkward position.
9. His deeds ensured us of his honesty.
10. His work delayed his trip.
11. Her father's death almost broke her heart.

Exercise 17

1. I hope you won't do anything until/till we all have thought it over.
2. Let's wait until/till the rain stops.
3. Did he wait until 7 in the evening?
4. We did not return home till/until 11 o'clock.
5. I didn't know till now that you were ill.

Exercise 18

1. They worked on the farm that (which) needed many workers.
2. Did you hear about the accident that (which) had happened near the park?
3. There we saw oil-workers who worked all through the Spring Festival.
4. Samples are presented free to applicants, whoever they may be.
5. Mr. Clinton was pleased with the letter which he received the other day.
6. You are the only one whose advice he might listen to.
7. The problem is who we can get to replace him.
8. I am sorry that you're ill.
9. She is the professor whom (that) I told you about.
10. All who heard the story were shocked.
11. We must understand that with more and more visitors visiting London, we will get more money.

Exercise 19

1. My suggestion is to develop light industry first. / My suggestion is to give priority to the development of light industry.
2. He came this morning.
3. Didn't he say that he was (is) to go to Brighton?
4. I did say (that) environment is more important than development.
5. Yes, I'm coming.
6. I came to see her.
7. Who told you?
8. He certainly doesn't know.

Exercise 20

1. His suggestion is worth trying.
2. It is worth at least 200 USD.
3. It isn't worth much.
4. A bird in the hand is worth two in the bush.
5. Is it worth all the trouble?
6. What is worth doing is worth doing well.

Exercise 21

1. She didn't feel quite well; maybe it was the cold weather.
2. I think maybe they don't want him, he is so cross.
3. I may be coming back in the fall.
4. Maybe I will come back in the fall.

Exercise 22

1. I prefer the town to the country.
2. I prefer to walk rather than go by bus.
3. I prefer carnation.
4. I prefer not to think about the future.
5. So you prefer living abroad?
6. She preferred him to spend all day out.
7. He preferred, of course, that such comments should cease.

Exercise 23

1. My aunt invited me to the movies, but I would rather go on a picnic with my classmates.
2. He would rather listen to others than talk himself.
3. I deserve a promotion rather than he does.
4. I bought it because it is comfortable rather than pretty.
5. I'd rather deal with a man than with a woman.

Exercise 24

1. A car appeared on the hill.
2. The doctor inquired what had occurred.
3. Where were you when the car accident happened?
4. Her father has died.
5. She has been dead for a year.

Exercise 25

1. You had better not disturb her.
2. You had better be on time, or we will leave without you.
3. You had better not wake me up when you come in.
4. We had better take some measures before he comes.

Exercise 26

1. The police are investigating the matter.
2. I want three dozens of these.
3. We were late because there was a lot of traffic.
4. He gave me some advice about investing my money.
5. Not only the soldiers, but also the commander wants to watch their performance.

Marking Criteria of the Writing Test

Score 9

The reader finds the essay completely satisfactory. A point of view is presented and developed, either arguing for and supporting one position or considering alternative positions by presenting and discussing relevant ideas and evidence. The argument proceeds logically through the text with a clear progression of ideas. There is plentiful material. A wide range of vocabulary is used appropriately. The reader sees no errors in word formation or spelling. A wide range of sentence structures is used accurately and appropriately.

Score 8

This answer does not fully achieve level 9 in communication quality, arguments, ideas and evidence. There is a good range of appropriate vocabulary. The reader sees no significant errors of word formation or spelling. The range of sentence structures used is good, and is well controlled for accuracy and appropriateness.

Score 7

The reader finds this a satisfactory essay which generally communicates fluently and only rarely causes strain. A point of view is presented, although it may be unclear at times whether a single position is being taken or alternative positions being considered. The argument has a clear progression overall although there may be minor isolated problems. Ideas and evidence are relevant and sufficient, but more detail may seem desirable. The range of vocabulary is fairly good, and vocabulary is usually used appropriately. Errors in word formation are rare and, while errors do occur, they are not intrusive. A satisfactory range of sentence structures occurs, and there are only occasional, minor flaws in the control of sentence structures.

Score 6

The reader finds this a mainly satisfactory essay which communicates with some degree of fluency. Although there is sometimes strain for the reader, control of organisational patterns and devices is evident. A point of view is presented although it may be unclear whether a single position is being taken or alternative positions are being considered. The progression of the argument is not always clear, and it may be difficult to distinguish main

ideas from supporting materials. The relevance of some ideas or evidence may be dubious, and some specific support may seem desirable. The range of vocabulary sometimes appears limited accompanied by the inappropriateness of its use. Minor limitations of, or errors in, word choice sometimes intrude on the reader. Word formation and spelling errors occur, but are only slightly intrusive. Sentence structures are generally adequate, but the reader may feel that control is achieved by the use of a restricted range of structures or, in contrast, that the use of a wide variety of structures is not marked by the same level of structural accuracy.

Score 5

This is an essay which often causes strain for the reader. While the reader is aware of an overall lack of fluency, there is a sense of an answer which has underlying coherence. The essay introduces ideas although there may not be many of them, or they may be insufficiently developed. Arguments are presented but may lack clarity, relevance, consistency or support. The range of vocabulary and appropriateness of its use are limited. Lexical confusion and incorrect word choice are noticeable. Word formation and spelling errors may be quite intrusive. There is a limited range of sentence structures, and the greatest accuracy is achieved in short, simple sentences. Errors in such areas as agreement of tenses and of subjects and verbs are noticeable.

Score 4

This essay attempts communication, but meaning comes through only after considerable effort by the reader. There are signs of a point of view, but main ideas are difficult to distinguish from supporting materials, and the amount of support is inadequate. Such evidence and ideas as are presented may not be relevant. There is no clear progression to the argument. The range of vocabulary is often inadequate and/or inappropriate. Word choice causes serious problems for the reader. Word formation and spelling errors cause severe strain for the reader. Limited control of sentence structures, even short and simple ones, is evident. Errors in such areas as agreement of tenses and of subjects and verbs cause severe strain for the reader.

Score 3

The seriousness of the problems in this essay prevents meaning from coming through more than spasmodically. The essay has few ideas and no apparent development. Such evidence and ideas as presented are irrelevant. There is little comprehensible point of view or argument. The reader is aware of gross inadequacies of vocabulary, word forms and spelling. Control of sentence structures is evident only occasionally and errors predominate.

Score 2

The writing displays no ability to communicate. There is evidence of one or two ideas without development. The reader sees no control of word choice, word forms and spelling. There is little or no evidence of control of sentence structures.

Score 1

The writing appears to be by a virtual non-writer, containing no assessable strings of English writing. If an answer is wholly or almost wholly copied from the source materials, it is scored in this category.

Score 0

Should only be used when a candidate did not attend, or did not attempt this question in any way.

Basic IELTS Writing

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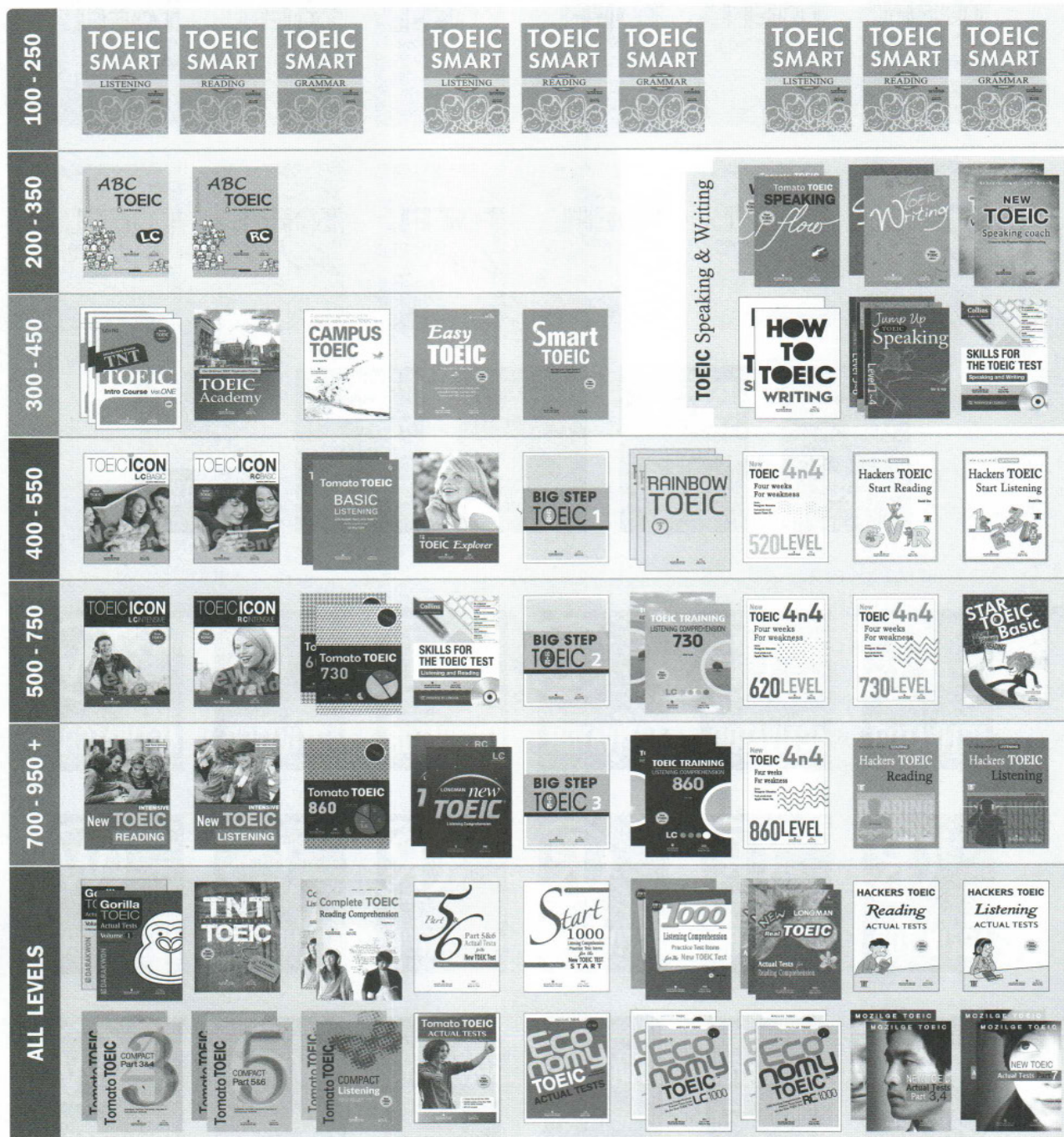
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