**Purdue English Writing 2577  
ISTM Spring Semester 2023 Class date: Mar 29/ Week 7  
Instructor: Mark Custance**

**IELTS Process diagram answer: Fill in the gaps with the words in the box.**

**Model answer**

The diagram illustrates how aluminium cans are recycled. **Overall**, there are six stages shown, starting with the collection of used cans and ending with new recycled cans.

First, the cans need to **1.­­­­\_\_\_\_\_\_\_\_\_\_** to special collection centres instead of being thrown away with the normal refuse. The cans are **2.­­­­\_\_\_\_\_\_\_\_\_\_** from here and taken to a factory where they are first sorted and then **3.­­­­\_\_\_\_\_\_\_\_\_\_** . Next, the cans are **4.­­­­\_\_\_\_\_\_\_\_\_\_** and crushed in a special machine.

The metal is then **5.­­­­\_\_\_\_\_\_\_\_\_\_** to a high enough temperature to allow the aluminium to melt. It is then rolled out flat to a **6.­­­­\_\_\_\_\_\_\_\_\_\_** of between 2.5mm and 6 mm, **7.­­­­\_\_\_\_\_\_\_\_\_\_** on what it is going to be used for. The aluminium is now ready to be **8.­­­­\_\_\_\_\_\_\_\_\_\_** into new packaging, such as drink containers. Finally, the new cans are **9.­­­­\_\_\_\_\_\_\_\_\_\_** to a soft drinks factory where they are filled. The cans can now be sold to the public and reused. In the UK, 74 per cent of all aluminium cans that are **10.­­­­\_\_\_\_\_\_\_\_\_\_** are recycled.

|  |
| --- |
| shredded depending sold heated thickness collected delivered be taken cleaned recycled |

**Sentence Clauses**

In this grammar lesson we'll look at **sentence clauses**.

As you will see from the IELTS writing band descriptors, **you need to be able to write complex sentences in order to score higher for your grammatical range** - and write them correctly so you don't get marked down on your accuracy!

The building blocks of sentences are 'clauses' though, so the first step is understanding these.

For example, a **band 4 makes only "rare use of subordinate clauses"** according to the public band descriptors.

This implies you must be making good use of subordinating clauses to get a higher score, so you need to know first what sentence clauses are.

**What is a clause in a sentence?**

A clause is a group of words with a (s) subject and a (v) verb.

For example:

(s) Computers (v) are important.= **1 sentence with 1 clause.**

**We can have two clauses** though i.e. two groups of words with a subject and a verb:

Computers are important, but they are dangerous too.= **1 sentence with 2 clauses**.

**How about three sentence clauses?**

Computers are important, but they can be dangerous too, so we must be careful.= 1 sentence with 3 clauses.

Now let's add a fourth!

Computers are important, but they can be dangerous too, so we must be careful when we use them.

= **1 sentence with 4 clauses.**

You'll have noticed then that a sentence is not the same thing as a clause.

A sentence is the group of words that comes between two full-stops and it must be a complete thought that makes sense.

So **sentence clauses are what build a sentence**, and one sentence can have a number of clauses.

**What if there is no subject and verb?**

If there is no subject or verb in part of the sentence, then this may be **a phrase**.

For example:

**In many countries around the world**, flooding is becoming more common.

**A phrase is a group of words without a subject and verb** (a phrase on its own obviously cannot be a sentence because **every sentence has a subject and a verb**!).

You should now know the difference between a sentence, a clause and a phrase. Time to practice!

**Sentence Clauses Practice**

Look at the sentences with clauses below, and write how many clauses **(1, 2, 3 or 4)** each sentence has.

Look carefully for the subjects and verbs. This will help you identify the clauses.

1. I'm going out tonight so I must get ready soon.

2. Global warming is a major problem, but it can be solved if we take action now.

3. Obesity is getting worse now in developing countries.

4. I don't know when I will be able to stop studying because I have many more exams.

5. It’s cold outside so I'm going to stay in.

6. Although cars are essential, they cause a lot of pollution, so governments must take action soon, and individuals also need to play a role.

7. Why were you so late?

8. He said that he will come to see me tomorrow.

9. It is important to be on time, but it is ok to be late when you have an emergency.

10. I felt unwell when I ate the food, so I'll probably not eat at the restaurant again, but I think my friend will.

**Sentence Structure**

This page about sentence structure will focus on the differences between simple sentences, compound sentences, complex sentences and compound-complex sentences.

You must know how to correctly write these sentence types for IELTS as the examiner will be looking for them when they grade you for your 'grammatical range'.

**Clauses are the building blocks of sentences.**

Sentence Types

There are four types of sentence:

**Simple**

**Compound**

**Complex**

**Compound-Complex**

**1. Simple Sentences**

A simple sentence is one clause with a subject and verb.

Computers are important in the modern world.

**Formula = SV**

However, it can have more than one subject and verb:

2 subjects:

Computers and other technological devices are important in the modern world.

**Formula = SSV**

2 Verbs:

I search for information and play games on my computer.

**Formula = SVV**

2 subject and 2 verbs:

My brother and I search for information and play games on our computers.

**Formula = SSVV**

**2. Compound Sentences**

A compound sentence consists of 2 or 3 clauses. It is when simple sentences are joined together.

In this sentence structure, the clauses are joined with the following coordinating conjunctions:

**F = for A = and N = nor B = but O = or Y = yet S = so**

The word 'fanboys' is an easy way to remember the different conjunctions that make up compound sentences. Obviously the most common are 'and', 'but', 'or' and 'so'.

Here are some examples of **compound sentence structures:**

Computers are important, but they can be dangerous too.

**Formula = SV but SV**

Computers are important, but they can be dangerous too, so we must be careful.

**Formula = SV but SV so SV.**

Avoid writing too many clauses as the sentence may get difficult to follow, and **you cannot use each one more than once in a sentence to join clauses.**

**This is wrong:**

Computers are used widely in most countries now, and they are a sign of progress, and we must ensure everyone has access to them.

**Incorrect formula = SV and SV and SV. X**

Two possible corrected versions:

Computers are used widely in most countries now, and they are a sign of progress. We must ensure everyone has access to them.

**Formula = SV and SV. SV.**

Computers are used widely in most countries now, and they are a sign of progress, so must ensure everyone has access to them.

**Formula = SV and SV so SV.**

**Using semicolons**

There is an instance when you can have a compound sentence structure without a coordinating conjunction, and this is when you join two clauses with a semicolon. It is used when two ideas are related.

**For example:**

Computers are used widely in most countries; they are a sign of progress.

**3. Complex Sentences**

Complex sentences are more complicated (which is maybe why they are called 'complex'!).

This type of sentence structure is important for **IELTS because to get awarded a band 6 or higher for your 'grammatical range and accuracy', you need to demonstrate that you are able to use them.**

The more varied and the more accurate your complex sentences are, the higher the band score for this.

There are different types of complex sentences and these will be looked at in more detail later, so here you are just provided with the basics.

**Complex sentences are two (or more) clauses joined together, but they are not joined by 'fanboys' (coordinating conjunctions).** They are joined by **subordinating conjunctions.**

These are subordinating conjunctions:

|  |  |  |
| --- | --- | --- |
| *after although as as if as long as as much as as soon as as though because before* | *even if even though if in order to in case once since so that that though* | *unless until when whenever whereas where wherever while* |

**For example:**

People take natural health supplements even though they may not have been tested.

Our children may not be properly educated if we don't spend more on schools.

I went to bed as soon as he left because I was tired.

These are **all adverbial clauses**. In these types of complex sentence, the second clause can be used to start the sentence.

In this case, a comma is needed in the middle.

Even though they may not have been tested, people take natural health supplements.

If we don't spend more on schools, our children may not be properly educated.

As soon as he left, I went to bed because I was tired.

**Noun clauses and relative clauses** are also a type of complex sentence structure, but these will be looked at later.

**4. Compound-Complex Sentences**

Compound-complex sentences are the same as complex sentences but they also have a simple (or compound) sentence before or after the 'complex' part.

**For example:**

I ate a lot when I got home, but I was still hungry.

The part that is underlined is the complex sentence. As you can see, it also has a simple sentences connected to it. It can also have a full compound sentence attached to it:

**I ate a lot when I got home**, but I was still hungry, so I went shopping to buy some more food.

These are compound-complex sentences.

**Sentence Structure Quiz**

Now have a practice in the quiz. Identify what type of sentence each is.

1. I was late for work.

A Simple

B Compound

C Complex

D Compound-complex

2. He failed the test because he did not study hard enough.

A Simple

B Compound

C Complex

D Compound-Complex

3. Even though pollution is widespread, people are doing little to prevent it.

A Simple

B Compound

C Complex

D Compound-Complex

4. Animals should not be killed for their fur, but this is still occurring, so action must be taken.

A Simple

B Compound

C Complex

D Compound-Complex

5. I came to study in the UK because I wanted to improve my English, so I talk to as many English people as possible.

A Simple

B Compound

C Complex

D Compound-Complex

**Exercise 1: Now write your own sentences- TWO of each:** **Simple Compound Complex Compound-Complex**

**8 sentences in total**

**IELTS Writing Task 1: how to describe future years**

Several people have asked me how to write about future years on a graph or chart. For example, what tense should you use if the graph shows the year 2025?

Try this exercise: take a description of past years, and rewrite it with future years.

***Past:***

In 1999, the proportion of people using the Internet in the USA was about 20%. The figures for Canada and Mexico were lower, at about 10% and 5% respectively. In 2005, Internet usage in both the USA and Canada rose to around 70% of the population, while the figure for Mexico reached just over 25%.

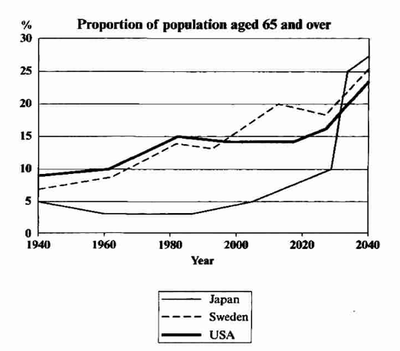
***Future***

**In 2025,** the proportion of people using the Internet in the USA **(a)\_\_\_\_\_\_\_\_\_\_\_\_\_\_**about 20%. The figures for Canada and Mexico **(b)**\_\_\_\_\_\_\_\_\_\_\_\_ lower, at about 10% and 5% respectively. **In 2030**,**(c)**\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Internet usage in both the USA and Canada **(d)**\_\_\_\_\_\_\_\_\_\_\_ around 70% of the population, while the figure for Mexico **(e)**\_\_\_\_\_\_\_\_\_\_ just over 25%.

**Use these verbs to complete the paragraph.** should reach  are likely to be  will rise to is expected to be   it is predicted that

**IELTS Writing Task 1: graph showing future years**

***The graph below shows the proportion of the population aged 65 and over between 1940 and 2040 in three different countries.***

[](http://ielts-simon.com/.a/6a0120a5bb05d8970c016302d4a2b7970d-pi)

**Exercise 2: Details:** describe the dramatic increase predicted for Japan, and compare all 3 countries **in 2040.**

**Just write 2 or 3 sentences** use some of these phrases: **should reach  are likely to be  will rise to is expected to be   it is predicted that**

**Start: In 2040,**

**IELTS Academic Writing Task 2 Activity – Sample Task: Read this question and do the following activities**  
**You should spend about 40 minutes on this task.  
Write about the following topic.**  
***The threat of nuclear weapons maintains world peace. Nuclear power provides cheap and  
clean energy.  
The benefits of nuclear technology far outweigh the disadvantages.  
To what extent do you agree or disagree?*Give reasons for your answer and include any relevant examples from your knowledge or experience.**

**IELTS Academic Writing Task 2 Activity – Student’s Worksheet 1: Answer Yes or NO for 1-6**1. Is the text in normal print simply advice, or do candidates have to follow it?  
2. Are there two sentences that give candidates instructions here?  
3. Is the writing in ***bold italics*** the question candidates have to answer?  
4. Do candidates only have to answer the question ‘To what extent do you agree or disagree ’?  
5. Is it enough for candidates to just give their own opinion about this topic?  
6. Do candidates have to pretend to be a specialist when they are writing their answer

**7. How many sides are there to this question?** (There is more than one!)

What are they?

**IELTS Academic Writing Task 2 Activity – Student’s Worksheet 2: In pairs or individually, brainstorm some ideas.**

|  |  |
| --- | --- |
| Advantages of Nuclear Power | Advantages of Nuclear Weapons |
|  |  |
| Disadvantages of Nuclear Power | Disadvantages of Nuclear Weapons |
|  |  |

**IELTS Academic Writing Task 2 Activity – Student’s Worksheet 3**Which of these ideas could be included in this essay? 2 are relevant, 3 are irrelevant. Why?

1. The development of weapons through history

**Good or bad? Why?**

1. Suggestions for achieving world peace

**Good or bad? Why?**

1. Our increasing reliance on modern technology

**Good or bad? Why?**

1. The depletion of natural resources

**Good or bad? Why?**

1. The high cost of fuel

**Good or bad? Why?**

**IELTS Academic Writing Task 2 Activity – Student’s Worksheet 4**

**In pairs or individually, add as many words/phrases to the boxes as you can.**

|  |  |  |
| --- | --- | --- |
| Introduction | Cause and effect | Conclusion |
| Today… | As a result… | In conclusion… |
| And | But | For example |
| Also | However | Such as |

**Exercise: Task 2**

**Now write the essay under timed conditions (30 minutes, plus 5 minutes self- checking at the  
end).**

**Check for homework/links on the iLearn site.**