


4

Global problems and opportunities

Vocabulary 1: General category nouns

- 1  With a partner, describe each of the photographs. Then discuss the questions below.



- Describe your reaction to each photograph.
- Do you think any of the photographs present any opportunities? Give reasons and examples.
- Do you think problems and difficult situations can present us with opportunities?

- 2 Nouns such as *situation* and *problem* can help you to organize your ideas when you are writing or speaking and to understand what you are reading about. Which noun can you use in both of the gaps below?

Computer waste is a serious world _____. It is now accumulating all over the world.
The _____, however can be solved by ...

Match each group of adjectives 1–8 with a noun a–h that collocates with all of the adjectives in the group.

- | | |
|-----------------------------------|-----------------|
| 1 acute/serious/insurmountable | a circumstances |
| 2 golden/excellent/perfect | b problem |
| 3 adverse/unfavourable/trying | c opportunity |
| 4 ideal/dangerous/sticky | d event |
| 5 imaginative/effective/perfect | e issue |
| 6 memorable/festive/state | f occasion |
| 7 significant/political/momentous | g situation |
| 8 burning/controversial/thorny | h solution |


3 Complete sentences 1–8 with a word from the box below. Make any necessary changes.

issue	incident	outcome	problem	possibility
impression	dilemma	event		

- 1 I would like to describe an amusing _____ from my work.
- 2 There is a faint _____ that the plan will succeed.
- 3 All governments face a terrible _____ over funding priorities.
- 4 A series of significant _____ occurred in the early part of the 19th century, which changed the face of transport for ever.
- 5 Instead of being seen as a serious _____, the situation should be thought of as a golden opportunity.
- 6 Energy costs have been a burning _____ several times in the last few decades.
- 7 The sight of the natural forest made a profound _____ on me.
- 8 The _____ of the talks was not totally unexpected.

4 Match each sentence 1–6 with a sentence a–f. Use the adjectives and nouns in a–f to help you identify the connection.

- | | |
|-----------------------------------------------------------------|-----------------------------------------------------------------|
| 1 I lost my wallet last week. | a It was too good an opportunity to miss. |
| 2 I went to my sister's wedding. | b It is a rather awkward situation. |
| 3 After leaving college, I found myself with lots of free time. | c It is a divisive issue that arouses passion. |
| 4 Both sides refuse to talk to each other. | d It was the happiest event of her life. |
| 5 Experimentation on animals is controversial. | e These were the perfect circumstances to write my first novel. |
| 6 I was offered a scholarship to go to university. | f It was an annoying incident, which I reported to the police. |

5  Work in pairs. Choose one or more of the following events and tell your partner what happened:

- an amusing incident from your work
- a golden opportunity you missed
- an event that made a profound impression on you

Listening


IELTS Section 4


What to expect in the exam

- In IELTS Listening Section 4 you will hear a monologue once only. It is of an academic nature, but does not require specialist knowledge.
- You are told at the beginning of the recording what the topic is about. Sometimes there is a heading for the questions or part of the questions.
- There is a short pause in the middle of the monologue.
- Section 4 is slightly more difficult than Section 3.

How to go about it

- Skim the questions quickly to get an idea of the content.
- Underline words, dates etc. that will help to show that the answer is coming.
- Sometimes, the answers come close together and sometimes there is a big gap between them. Make sure you do not lose concentration.
- When you have to complete gaps, check the number of words or numbers that you need to write and decide what type of words are required: nouns (singular or plural, countable or uncountable), verbs, adjectives or adverbs.

 Work in pairs. Describe the railway system in your country. Say when it was first introduced and how efficient it is.

 1.8 SECTION 4 Questions 31–40

Questions 31–37

Complete the table below.

Write **NO MORE THAN TWO WORDS** for each answer.

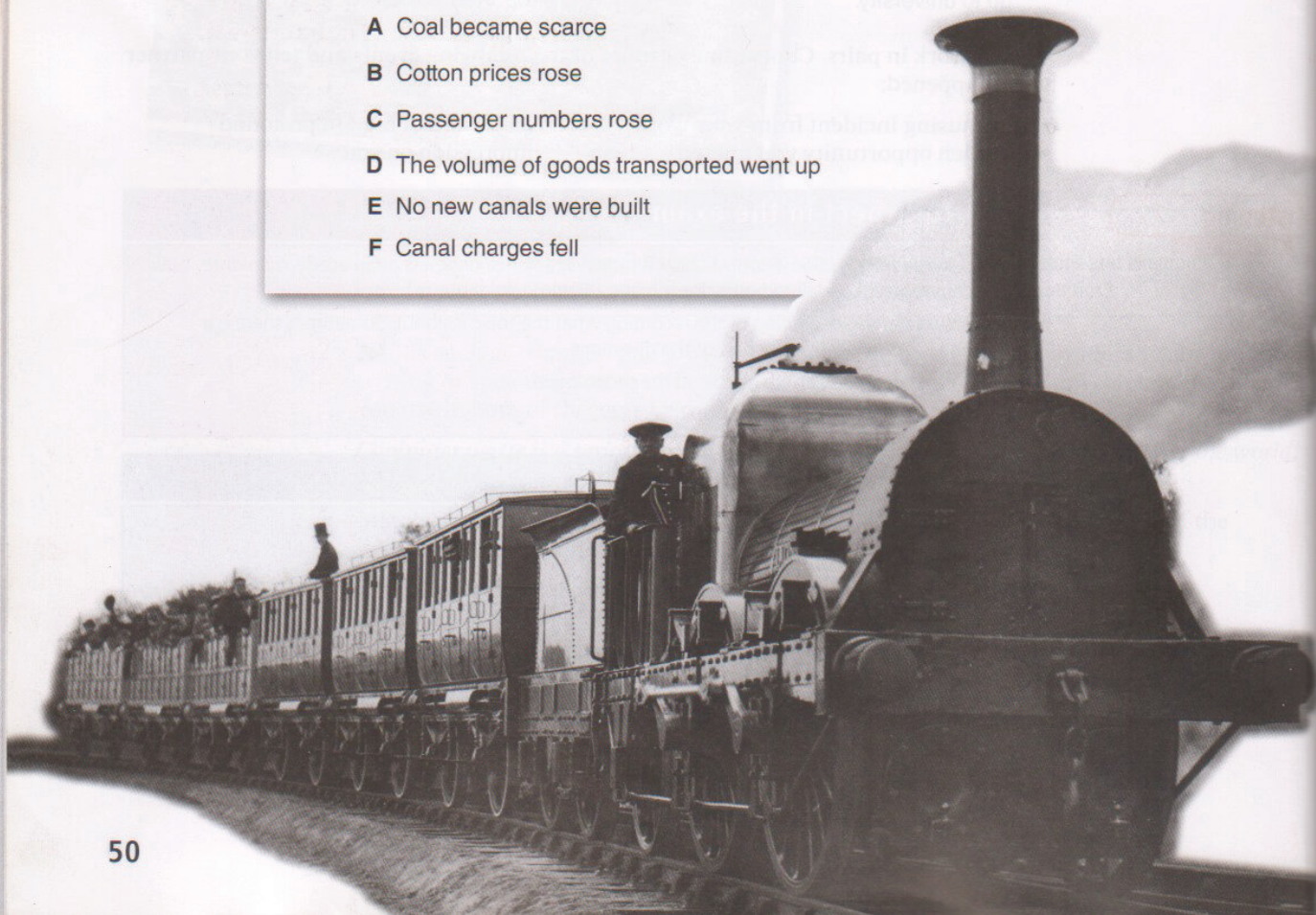
Date	Modern railway developments
1803	William Jessop's 31 is considered to be the first one ever built.
1804	The achievements of Richard Trevithick passed mainly 32
1812	The Salamanca was the first commercially successful 33
1825	The Darlington to Stockton railway was at first constructed to carry 34 Carrying 35 was considered unimportant.
1831	The Liverpool to Manchester line was the first modern railway, because it carried merchandise and 36 on a fixed timetable. 37 were felt to be hindering the growth of the cities and towns in the area.

Questions 38–40

Choose **THREE** letters, A–F.

Which **THREE** of the following consequences of the opening of the new Liverpool to Manchester railway are mentioned?

- A Coal became scarce
- B Cotton prices rose
- C Passenger numbers rose
- D The volume of goods transported went up
- E No new canals were built
- F Canal charges fell




Language focus 1: Countable and uncountable nouns

- 1 At the beginning of the listening practice on page 50 you heard the phrases below. Underline the nouns and decide which are countable and which are uncountable?

... the development of early forms of transport ...
 ... new opportunities for innovation and progress ...
 ... in the evolution ...

- 2 Match each uncountable noun 1–10 with a countable noun a–j that is associated with it. What other countable nouns can you add in each category?

1 furniture	a shirts
2 clothing	b chairs
3 luggage	c oranges
4 cash	d flats
5 fruit	e goods
6 accommodation	f coins
7 media	g burglaries
8 merchandise	h magazines
9 crime	i bottles
10 litter	j suitcases

 Read more about countable and uncountable nouns in the Grammar reference on page 221.

- 3 For sentences 1–8, replace the words in *italics* with a word or phrase from the box below. Make any necessary changes to the verb.

suggestions machines information behaviour
 musical instruments robberies and thefts language
 litter

- Cans* and *bottles* are an eyesore on any city street.
- Some machinery* is expensive to maintain.
- The actions* of football hooligans cost the public large amounts of money.
- Details* about the damage appeared in the newspaper.
- Crime* is surprisingly on the decrease.
- Music* is played by many people as a means of relaxation.

- 7 *Advice* from the right person about which career path to follow is vital.

- 8 *The words and phrases* all children pick up follow fairly similar patterns.

- 4 Expand the notes below into sentences. Put the nouns into the singular or plural and use the correct form of the verb.

- many business now demand lot work employee
- people expect good weather when go holiday
- theatre audience decline generally but audience for new musical extremely small last night
- increased use public transport bus train good environment
- with increase price paper book newspaper become expensive
- coffee tea commodity which see fall in value recently
- entertainment like horror and violent film should ban
- electronic goods refrigerators cause considerable harm planet

- 5 For sentences 1–8 below, underline the correct word in *italics*.

- There is now no need for people to throw away *equipment/equipments* like *computer/computers*.
- The *weather/weathers* deteriorated rapidly with severe *storm/storms* forecast.
- Information/Informations* like bank *detail/details* should not be revealed for security reasons.
- Business/Businesses* done on the Internet can save *business/businesses* large amounts of money.
- People frequently travel with a huge amount of *luggage/luggages*, when only a small number of *case/cases* is allowed on board.
- Furniture/Furnitures* is made by skilled craftsmen working in *wood/woods* from different *tree/trees*.
- Waste/Wastes* such as *litter/litters* ought to be recycled, not thrown away.
- People sometimes need to do other *job/jobs* besides their permanent *work/works* to earn more *money/moneys*.


Speaking

IELTS Part 1

- 1 In IELTS Speaking Part 1 you may be asked to talk about the natural resources in your country such as oil and metal, or food products such as tea and coffee. Look at the examiner's questions below. Underline the countable nouns and circle the uncountable nouns.

- Describe the main types of food resources that are produced in your country.
- What goods are manufactured in your home country?
- What types of food are produced in your country?
- What produce is exported/imported?
- What is the staple food in your country?
- What commodities are produced in your country?
- Is the merchandise sold in the shops in your country the same as in other countries you have visited?
- What crops are grown in your country?



- 2  Work in pairs. Choose three or four of the questions in exercise 1. Take turns asking and answering the questions. Pay particular attention to the nouns and verbs.

Reading

IELTS Reading Passage

What are the three most shocking environmental catastrophes that you have heard or read about in the media recently? Do you think financial penalties are a way to stop such incidents? Why/Why not?

READING PASSAGE

You should spend about 20 minutes on **Questions 1–13**, which are based on the reading passage below.

Why plastic is the scourge of sea life



A 'plastic soup' of waste floating in the Pacific Ocean is growing at an alarming rate, and now covers an area twice the size of the continental United States, scientists have said.

The vast expanse of debris – in effect the world's largest rubbish dump – is held in place by swirling underwater currents. This drifting 'soup' stretches from about 500 nautical miles off the Californian coast, across the northern Pacific, past Hawaii and almost as far as Japan.

Charles Moore, an American oceanographer who discovered the 'Great Pacific Garbage Patch', or 'trash vortex', believes that about 100 million tons of flotsam are circulating in the region. Marcus Eriksen, a research director of the US-based

Algalita Marine Research Foundation, which Mr Moore founded, said yesterday: 'The original idea that people had was that it was an island of plastic garbage that you could almost walk on. It is not quite like that. It is almost like a plastic soup. It is endless for an area that is maybe twice the size as continental United States.'

The 'soup' is actually two linked areas, either side of the islands of Hawaii, known as the Western and Eastern Pacific Garbage Patches. About one-fifth of the debris – which includes everything from footballs and kayaks to Lego blocks and carrier bags – is thrown off ships or oil platforms. The rest comes from land.

Mr Moore, a former sailor, came across the sea of waste by chance in 1997, while taking a short cut home from a Los Angeles to Hawaii yacht race. He had steered his craft into the 'North Pacific gyre' – a vortex where the ocean circulates slowly because of little wind and extreme high pressure systems. Usually sailors avoid it. He was astonished to find himself surrounded by rubbish, day after day, thousands of miles from land. 'Every time I came on deck, there was trash floating by,' he said in an interview. 'How could we have fouled such a huge area? How could this go on for a week?'

Mr Moore, the heir to a family fortune from the oil industry, subsequently sold his business interests and became an environmental activist. He warned yesterday that unless consumers cut back on their use of disposable plastics, the plastic stew would double in size over the next decade.

Professor David Karl, an oceanographer at the University of Hawaii, said more research was needed to establish the size and nature of the plastic soup, but that there was 'no reason to doubt' Algalita's findings.

'After all, the plastic trash is going somewhere and it is about time we got a full accounting of the distribution of plastic in the marine ecosystem and especially its fate and impact on marine ecosystems.'

Professor Karl is co-ordinating an expedition with Algalita in search of the garbage patch later this year and believes the expanse of debris actually represents a new habitat. Historically, rubbish that ends up in oceanic gyres has biodegraded. But modern plastics are so durable that objects half-a-century old have been found in the north Pacific dump. 'Every little piece of plastic manufactured in the past 50 years that made it into the ocean is still out there somewhere,' said Tony Andrady, a chemist with the US-based Research Triangle Institute.

Mr Moore said that because the sea of rubbish is translucent and lies just below the water's surface, it is not detectable in satellite photographs. 'You only see it from the bows of ships,' he said.

According to the UN Environment Programme, plastic debris causes the deaths of more than a million seabirds every year, as well as more than 100,000 marine mammals. Syringes, cigarette lighters and toothbrushes have been found inside the stomachs of dead seabirds, which mistake them for food.

Plastic is believed to constitute 90 per cent of all rubbish floating in the oceans. The UN Environment Programme estimated in 2006 that every square mile of ocean contains 46,000 pieces of floating plastic.

Dr Eriksen said the slowly rotating mass of rubbish-laden water poses a risk to human health too. Hundreds of millions of tiny plastic pellets, or nurdles – the raw materials for the plastic industry – are lost or spilled every year, working their way into the sea. These pollutants act as chemical sponges attracting man-made chemicals such as hydrocarbons and the pesticide DDT. They then enter the food chain. 'What goes into the ocean goes into these animals and onto your dinner plate. It's that simple,' said Dr Eriksen.

How to go about it

For questions 1–9:

- Decide whether the summary relates to one part or the whole of the passage. This summary relates to the whole passage and does not have a title, so look at the title of the passage and then skim the passage.
- Skim the summary without looking at the wordlist.
- Decide what type of word is needed for each space and think of your own word. The answers can be all nouns, or a mixture of nouns, verbs, adjectives and adverbs.
- Skim the wordlist and try to answer where you can, using grammar and collocation to help you.
- Check your answers with the passage. Sometimes the answers in the summary are in a different order from the passage.

For questions 10–13:

- Yes/No/Not Given questions check the views or claims of the writer. Underline the words in the questions that will help you scan for the information in the passage.

Questions 1–9

Complete the summary using the list of words, A–Q, below.

Research has shown that the increase in the amount of **1** in the Pacific Ocean is disturbing. According to one estimate, there are millions of tons of rubbish floating in the region. The plastic rubbish covers an area approximately **2** that of the USA. Some of the garbage comes from ships and oil rigs, but the vast **3** is not from the sea. The 'North Pacific gyre', which sailors tend to keep away from, was already **4** in the late nineties with predictions of the size of the plastic soup **5** twofold in the following ten years. An expedition is being arranged to find the sea junk which Professor Karl thinks is a new living **6** While in the past rubbish in the sea broke up, today's plastic is so **7** that some pieces half a century old have been found. And the problems all this plastic junk causes? Thousands of sea **8** are killed every year and the plastic is now a threat to human food **9**

A polluted	B junk	C short-lived
D majority	E increasing	F cleaner
G twice	H thrice	I consumption
J link	K creatures	L produce
M minority	N long-lasting	O decreasing
P environment	Q world	

Questions 10–13

Do the following statements agree with the claims of the writer in the reading passage?

Write:





- YES** if the statement agrees with the claims of the writer
NO if the statement contradicts the claims of the writer
NOT GIVEN if it is impossible to say what the writer thinks about this

- 10** The plastic soup is the biggest collection of waste on the planet.
11 The soup is made of three areas connected together.
12 The amount of plastic waste in the sea will remain roughly stable.
13 Most of the rubbish in the sea appears to be made up of plastic.

Reacting to the text

Were you surprised by the scale of the ocean pollution described in the passage? Do you think anything can be done to deal with the situation, or are we fighting a losing battle?

Language focus 2: Making suggestions

- 1  Work in pairs. The reading passage on page 52 describes a major environmental problem. Decide which one of the following suggestions is the best solution to the problem.
- The United Nations Environment Programme could be given powers to fine nations who cause pollution.
 - The most important step is to prevent the situation from becoming worse by introducing heavy punishments for pollution, including imprisonment.
 - Countries on the Pacific Rim should seize the opportunity to start a clean up programme.
 - Ships ought to be sent to the area to remove the waste from the water.
- 2 Underline the words used to make a suggestion in each sentence 1–4 in exercise 1. Then decide whether each measure is a strong or tentative (weak) suggestion.
-  Read more about making suggestions in the Grammar reference on page 221.
- 3  Work in pairs. Look at the following statements 1–7 about grave concerns that the world faces today. Discuss what you think might be the best solution for each.
- There is famine in many parts of the world.
 - Poverty has still not been eradicated.
 - Floods are occurring more frequently.
 - Many of the world's waterways have little life in them.
 - Many species of animals are becoming extinct.
 - Many cities are becoming overcrowded.
 - Water is becoming scarce in various regions.
- 4 Rewrite sentences a–g below using the modal verbs in brackets.
- Example:**
The most important step is to prevent the situation from becoming worse. (should)
The situation should be prevented from becoming worse.
- The best example I can think of is for governments to try to encourage people to return to the countryside. (ought to)
 - Another possible course of action is for banks to cancel the international debts of poor countries. (could)
 - One suggestion is for governments to provide poorer countries with the skills to feed themselves. (should)
 - One possible answer is to oxygenate rivers and reintroduce fish. (could)
 - One possibility is to put protection orders on all wild animals. (can)
 - There is a slim chance that water desalination plants will work in some regions. (might)
 - I think that planting more trees is the best option. (should)
- 5 Match each suggestion in exercise 4 to a problem in exercise 3.
- 6  Work in pairs. Write one new suggestion for each problem in exercise 3. Then change partners and ask each other questions about the suggestions you have made. Use the following questions:
- What do you think is the answer to solve/tackle/ remedy/deal with/eradicate/improve ... ?*
What do you think can be done to ... ?

Vocabulary 2: Developing ideas by expanding the meaning of adjectives

- 1 When we write and speak we can use words that are similar in meaning to develop or explain our ideas. For 1–7 below, underline the correct verb in *italics*.



- Some people find buying consumer goods very satisfying. Sometimes, it is just the act of purchasing which *coaxes/pleases* them.
- Positive health education on TV can be motivating. It can *encourage/frighten* people to improve their lifestyle.
- The results were alarming. It *frightened/interested* the government so much they actually took some action.
- The news on TV is sometimes very worrying. It can *trouble/tempt* people all day long.
- Disaster movies are very appealing to many people. It is the fact that they feel comfortable and safe themselves as they watch that *excites/attracts* them.
- I found the festivities really interesting. They *bothered/fascinated* me so much that I had to read more about them.
- The scale of crime in some cities has been so shocking it has *stunned/pleased* even the police.

- 2 Rewrite 1–7 in exercise 1 by transforming the verb in *italics* into the adjective and the adjective into the verb.

Example:

Some people find buying consumer goods very pleasing. Sometimes, it is just the act of purchasing which satisfies them.

Writing:
IELTS Task 2

- 1 In Task 2 the instructions ask you to support your ideas by giving reasons and examples, so it is important to know how to link your ideas to form paragraphs. Read the following paragraph on homelessness and decide whether the words that will go in each gap will introduce an example, result, contrast, reason, purpose or concession.

Many major cities like New York, London or Paris face problems relating to homelessness, mainly 1 _____ there is a shortage of housing and high rents for property. 2 _____ there are many empty properties in these cities, which could be used to alleviate the situation. Governments should 3 _____ encourage property owners to rent out the properties to those without homes. 4 _____, incentives can be given to owners by giving tax relief or subsidies 5 _____ help release empty properties on to the market. Measures like this would 6 _____ help to alleviate the situation. 7 _____ this is not a complete answer to the problem, it ought to be considered.

- 2 Complete each gap in the paragraph in exercise 1 with a linking word from the box below.

for example therefore yet in order to because although then

- 3 Put the linking words and phrases in the box below into the correct column in the table.

however nevertheless though nonetheless although
still but yet even so while even if despite the fact that
much as in spite of the fact that

Adverb	Conjunction	Both

- 4 For sentences 1–5 below, underline the correct word in *italics*. There may be more than one possible answer.

- 1 People tend to be pessimistic about their present circumstances. *But/However/Although* I think the human race is eternally optimistic; otherwise, how would we survive?
- 2 Man-made problems such as the plastic soup in the Pacific Ocean are disastrous, *but/however/although* perhaps this time we can learn from our mistakes.
- 3 *While/Although/However*, green technology is certainly beneficial, there are issues that we need to be careful about.
- 4 *Even so/Even if/Though* the human race faces problems, there are always opportunities to use them for further development.
- 5 Many people believe that the changes we see in the world are a result of natural causes. *Even so/Nonetheless/Whereas* there is compelling evidence to the contrary.

How to go about it

- Write any ideas that you can think of that relate to the essay topic. Write the ideas at random around the page or vertically down the left hand side.
- Select two or three main ideas and link other ideas from the list to the main ideas. Alternatively, take one idea and think of other nouns and adjectives that relate to it.

- 5 Work in pairs. Look at the Task 2 question below and make a list of 5–7 ideas for your answer.

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

It is generally agreed that the amount of rubbish created by humans today is a worldwide problem. What do you think are the main causes of this situation? What measures can be used to tackle the problem?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.



- 6 As a class, identify the linking words and phrases you would use to develop and connect your ideas.
- 7 Look at the following ideas relating to the question. Decide whether each column **A** and **B** relates to causes or examples. Then match each item 1–6 in **A** with an item **a–f** in **B**.

A

- 1 lack of education and ignorance
- 2 natural causes
- 3 overpopulation
- 4 unchecked development
- 5 increased consumption
- 6 energy demands

B

- a merchandise, for example, cars/clothes/computers
- b eating/heating/travelling
- c throwing away waste like plastic bottles/paper
- d large cities like Mexico City/London
- e infrastructure for roads/airports
- f disasters such as flooding/avalanches

- 8 Write your own answer to the question in exercise 5. When you have finished, check your answer using the checklist on page 209.

Speaking

IELTS Part 2

- 1 Prepare notes for the following Part 2 task card.

Describe a recent incident where you damaged the environment.


You should say:

when it happened

where it happened

how you felt about it

and explain what you learnt from this incident.

- 2  Work in pairs. Take turns talking about the topic, using your notes to guide you. Speak for up to two minutes; time each other using a stopwatch.

Speaking

IELTS Part 3

- 1 Work in pairs. Look at each Part 3 question below and decide:

- what synonyms you can use for the nouns, verbs and adjectives in each sentence.
- whether you are likely to use uncountable or countable nouns to begin each answer.

How to go about it

- Develop your answers with reasons and examples.
- Try to use synonyms of words in the questions where you can.
- Use words like *but* and *although* to show contrast and concession.
- Make sure you use uncountable and countable nouns with the correct form of the verb.
- Use adjectives to qualify ideas and associated words to develop them.

News and events

Do media like TV and newspapers influence the way people behave? Why?

How can the media encourage people to change their behaviour as regards the environment? Which do you think is the best means of achieving this?

Do you think the future will be any different? Will there be more environmental issues to concern us?

World problems


Do you think that people should be concerned about the world's environmental problems?

What do you think individuals can do to tackle world electronic waste like computers, if anything?

Do you think waste created from discarded machines is causing more problems nowadays than in the past?

Do you think mankind faces more dilemmas now than in the past?



- 2  Work in pairs. Take turns asking and answering the questions above, asking additional questions where necessary. Choose two or more of the bullet points in the 'How to go about it' box above to check as you listen to your partner. Give each other feedback after each role-play.

4 Review

Vocabulary

- Decide which noun is being explained in 1–6 below.
 - _____ A situation where you have to make difficult choices.
 - _____ A matter like a problem that you discuss.
 - _____ Something which happens that is usually important or historic; more than just an occasion or an incident.
 - _____ Something which gives you a chance to do something.
 - _____ Something which happens that is minor; it is not a big or important event.
 - _____ A feeling you have about someone or something.
- Read the following extracts from IELTS Speaking Part 2. Decide whether the nouns in *italics> are correct. Replace the nouns that are not correct.*



I would like to describe an incident that happened to me at college. Just before a major presentation on crisis management in environmental disasters I almost had a **1 crisis** myself. A minor **2 event** happened which made a lasting **3 impression** on me. I lost my bag; I was daydreaming and left it on a bench. My money, keys, mobile and laptop; everything was in it. It was a terrible **4 problem** to be in. I saw the **5 possibility** of failing my course flash in front of me. Someone in the distance, another student, saw it happen and came rushing after me. A minor **6 occasion** perhaps, but it taught me that there are **7 events** when you meet honest people. All **8 situations** are, in fact, perfect **9 opportunities** for making friends.

- Use the initial letter before each blank space to help you complete the sentences below with an appropriate adjective and verb. Be careful with the form of each verb.
 - The film was s_____. It s_____ me completely and I couldn't stop thinking about it.
 - When you find a book that is i_____ and it f_____ you, it is difficult to put down.
 - What makes the sea so a_____? I think it a_____ people because it is so soothing.
 - Sorting out problems is so s_____. It is the relief of removing difficulty from their lives which p_____ people.
 - Some images at the exhibition on the destruction of the environment are so a_____ that it left people extremely f_____.
 - I don't find government attempts to change behaviour very m_____. They frighten people rather than e_____ them.
 - The news item about the plastic soup in the Pacific Ocean was w_____. It t_____ me for days.

Countable and uncountable nouns

For 1–9 below, complete the table with a suitable uncountable noun for the examples of countable nouns that are given.

	Uncountable nouns	Countable nouns
1	<i>litter</i>	bottles and cans
2		coats and hats
3		notes
4		trunks and cases
5		bananas and pineapples
6		bedsits and rooms
7		wardrobes and beds
8		robberies and muggings
9		journals and films

Making suggestions

Suggest as many solutions as you can to the problem of water shortages in the world. Give the results of the suggestions. Use the following words: should, ought to, might, could, one possibility, one step.

Examples:

Mobile desalination plants could be built and sent in response to emergencies around the world. This would help poor nations who cannot afford to build permanent plants.

One possibility is to train the public to conserve the water supply when they are using water at home. For example, when cleaning their teeth people could turn the tap off while they brush.

Writing

- For sentences 1–4 below, underline the correct word in *italics*. There may be more than one possible answer.
 - The steps that need to be taken are unacceptable to some people. *Nevertheless, / Yet / Still* they need to be taken.
 - Despite the fact that / In spite of that / However*, there are constant public campaigns to help prevent pollution, the public continue to ignore the warnings.
 - Immigration is frequently seen as a negative issue, *yet / however / even so*, it is vital for most modern economies.
 - Much as / Although / But* I am against short-term solutions to problems, I think the government should donate food immediately.
- Look at the two examples below of IELTS Writing Task 2 questions. What are the similarities and differences between them? Think about the topic and how you would organize the answer.
 - Some people feel that water shortages will cause serious problems in the future, while others believe that such shortages are just temporary natural events. What is your opinion?
 - Water shortages are causing serious problems all over the world. What do you think are the main causes of this situation?