

Task 2 Using *it/they/this/these*

- 1 Read the text below written by a student as part of a Task 2 essay. Replace the words in *italics* with *it, they, this, or these*.

Archaeologists, for example, help us to learn about the past. *Archaeologists* look for evidence in artefacts like pots and jewellery. *Pots and jewellery* reveal a lot of information about our ancestors. *Revealing information about the past* is very useful, but *the information* is still quite limited.

- 2 Match 1–4 with a–d to explain how to use *it, they, this, and these*.

- 1 *It* and *this* refer to
 - 2 *They* and *these* refer to
 - 3 *This* and *these* are often used to refer to
 - 4 *This* can also refer to
- a nouns at the end of the previous sentence.
 - b plural nouns.
 - c situations and processes.
 - d singular nouns.

- 3 Underline the exact text which *it, they, this, and these* refer to in sentences a–h. The first one has been done for you.

- a History teaches children not just facts, but a range of skills. For example, *they* can learn how to analyse material, do basic sorting and research.
- b Old buildings help create a more relaxing environment in cities than concrete office blocks. *This* makes them more pleasant to work and live in.
- c Studying history may trigger an interest in other subject areas. *This*, in turn, may lead to other hobbies.
- d Built-up areas can be made more attractive by adding monuments and statues. *These* can then enrich people's lives considerably.
- e Governments should provide more money to preserve historical sites. By doing *this*, our heritage would be saved for future generations.
- f Tradition does not hold us back as some people believe. In fact, *it* helps us to build the future.
- g Schools and colleges need to emphasize history and related subjects as *these* will help give them a wider view of the world.
- h The Internet and computers can be used to preserve the past. For example, *they* can be used by children to do basic research and store images.

- 4 Complete sentences a–g with *it, they, this, or these*.

- a If the past is to be preserved, must be done by using modern technology.
- b The art and language of a country represent its history, so it is important that are both preserved.
- c The primary role of advertising is to encourage the public to replace the old with the new. is called progress by some people.
- d History broadens the minds of most people who study, but also has the potential to narrow the minds of some.
- e History should be given more emphasis in school, as will help children to understand better the world they live in.
- f If history is emphasized more in schools, will lead to a better understanding of the world.
- g The past informs us of the present and the future, but few people are sufficiently aware of

Planning essays

- 5 Read the historical facts in a–f below. Rank the events 1–6 according to how important you think they were in human history (1 = most important; 6 = least important). What other events would you add to the list?
- a In 1792, France abolished the monarchy and instituted the first republic.
 - b In 1953, Francis Watson and James Crick described the structure and importance of DNA.
 - c In October 1492, Christopher Columbus set foot in the Americas.
 - d In 1885, Karl Benz built and patented the first automobile.
 - e In 1983, a computer system connecting universities was created, which later became the Internet.
 - f In the ninth century, gunpowder was first invented and used by the Chinese.

- 6 Read the Task 2 essay question below. Decide which of points a–g are relevant to this answer.

It is sometimes said that history never repeats itself, yet there is much in it which is relevant to our modern world. Suggest some ways in which the study of history might help us today.

- a There is often uncertainty about what really happened with regard to well-known historical events.
- b Studying other historical periods gives insights into different ways of life.
- c We can learn about the recent past by asking older relatives.
- d History involves investigation and interpretation, so its study develops thinking skills.
- e Learning about conflicts in the past can teach us how to avoid them in future.
- f History is a more difficult area of study than most people imagine.
- g The past can often provide explanations for the situations we face today.

- 7 Read the idea below. Choose some of the **trigger words** to develop this point. The first one has been done for you. Refer to Unit 1 page 12 for more examples of similar phrases.

Studying other historical periods gives insights into different ways of life.

For example, *students can investigate the way in which people lived in ancient times* such as

As a result,

Therefore,

Furthermore,

- 8 Look back at the other relevant sentences you chose in 6 above. Develop those ideas in the same way using trigger words. Then write out your ideas in a paragraph.

Developing ideas

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9 Read the Task 2 question below. Make a note of any ways you can think of to make history more interesting.

Some children find learning history at school very exciting, but many others think it is very boring. In what ways can history be brought to life for all school children?

10 The list a–i below contains ideas that a student came up with for the essay question in 9. There are three solutions, each with an example and an effect. Complete the table by matching each idea with the appropriate function.

	Paragraph 1	Paragraph 2	Paragraph 3
Solutions	a		
Examples			
Effects			

- a using the Internet and computers
- b visiting historical sites
- c historical places seem more real
- d make a poster about local history
- e go to a local archaeological site
- f it increases motivation to do research
- g these skills can be applied in other subjects
- h doing written projects
- i search for information about historical figures online

11 Decide which function in 10 these linking phrases relate to.

- a Another method is to
- b This will lead to
- c For example,
- d Last but not least, children could
- e For instance,
- f such as
- g As a result,
- h The best way is to
- i Then

Technique

To help you build a bank of ideas, recycle relevant information from other essays.

12 Use your answers to 10 and 11 to write the ideas out as three paragraphs.