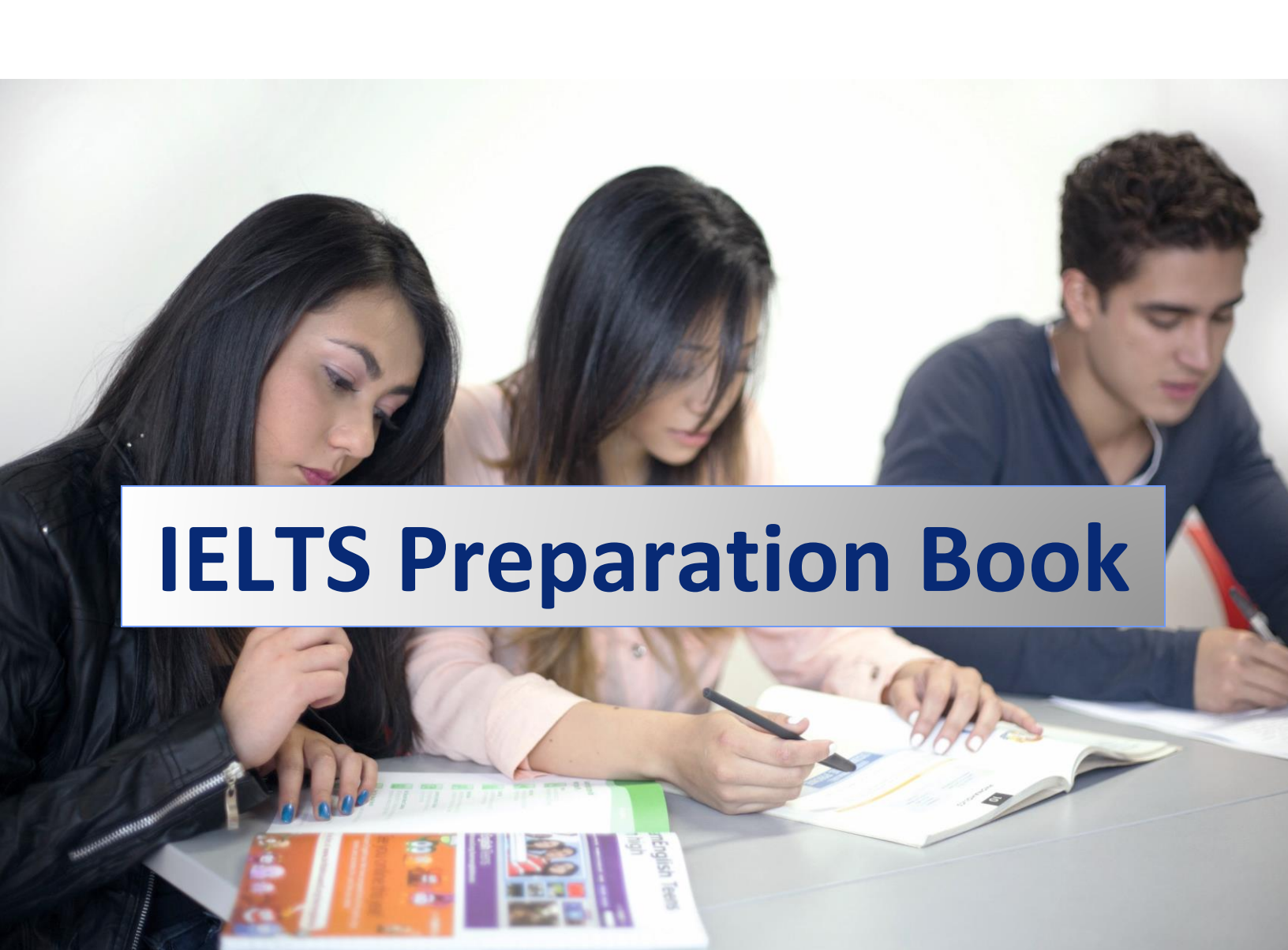


A photograph of three students (two women and one man) sitting at a table, focused on their studies. They are looking down at books and papers. The woman on the left is wearing a black jacket, the woman in the middle is wearing a pink shirt, and the man on the right is wearing a dark blue sweater. They are all holding pens and appear to be writing or reading intently.

IELTS Preparation Book

Writing Module

IELTS Test Venue (NZ300) & Registration Centre

Level 1, 357 Great North Road
Henderson, Auckland
New Zealand
Tel: 6499742943
<https://www.futureedenglish.co.nz/>



About Course Lesson Packs :

This lesson pack has been created as part of the FC ELC Intensive IELTS Preparation Course irrespective of whether you are a General or Academic candidate. It includes the basic strategies that you will be using throughout the Course.

It is very important that you read through this Welcome Pack and complete the activities before you come to your first class. This way you will benefit more from the Course as you will be able to better understand each lesson taught in class.

Each week you will receive a set of course notes which will include the lessons to be covered that specific week. The lessons are separated according to the IELTS test modules – Listening, Reading, Speaking and Writing. Furthermore, throughout the lessons the following icons are used to help you find your way around the pack.



When you see this icon, pay attention to grammar, vocabulary, organization or structure related information for IELTS tasks. This is what you should learn or review to do well on the test



This icon indicates an important piece of information about how to approach the test or a TEST TIP that is useful to remember.



This icon introduces a section that describes the format or provides information about an IELTS test module or the test in general.



This icon identifies in-class paper based activities and exercises. These activities help develop your skills for the IELTS test but are not necessarily indicative of the test format.



This icon indicates in-class group/pair work - usually speaking activities.



This icon indicates in-class activities that simulate IELTS test conditions. That means that they are usually timed and will model the test to give you an indication of what happens on the day of the test.



Indicates answers to a test segment or exercise. Make sure you do not look at those pages before you attempt a task.



Indicates a transcript page for a listening test.

It is also important for you to bring this Welcome Pack to your classes as your teacher may refer back to some of the techniques discussed here.



About the IELTS Writing Test

The writing module of the IELTS Test is 60 minutes long and includes two tasks:

Task 1 – General:

In Task 1, candidates are asked to respond to a situation, by writing a letter for example, requesting information or explaining a situation. The letter should have at least 150 words and it should be completed in 20 minutes.

Task 1 – Academic:

In Task 1, candidates are asked to describe some visual information (a graph, a table, a chart, a diagram), and to present the description in their own words. They need to write 150 words in about 20 minutes.

Task 2 – General / Academic:

In this task you must write an essay of at least 250 words, in about 40 minutes. You are given a prompt to which you must respond. To get a good score, you must write in paragraphs, connect and express ideas well, and make your position clear.

Types of questions for Task 2:

In Task 2 candidates are presented with a point of view or argument or problem. They may be asked to describe changes or effects, explain reasons, argue a case, agree/disagree with a position.

Criteria used by Examiners (Task 1 & Task 2):

1. Task Response TR
2. Coherence and Cohesion CC
3. Lexical Response LR
4. Grammatical Range and Accuracy GRA

The Examiner awards you a score from 1 to 9 in each criterion. Your final score for the task is the average of these scores. Thus, if you get TR-6, CC-7, LR-8, GRA-6, your Task 2 score will be $27 = 6.5$.

Your Task 2 score carries more weight than Task 1.

You may be penalised in your Task responses are under length, off topic, memorised, or illegible.

Correction Code

In this course, your teacher will use the following correction code to give you feedback in your writing activities. This will help you identify what grammatical points you need to focus on and improve.

sp	wrong spelling		
wf	wrong form		
T	wrong tense		
ww	wrong word		
wo	wrong word order		
p	wrong punctuation		
N	number (singular/ plural)		
art	article		
/	omit		
	add something		
¶	new paragraph		
//	new sentence		
i.s.	incomplete sentence		
	join up		
[]	reconsider/ reposition this part		
m?	meaning unclear		
ref?	reference not clear		
?[	relation between ideas not clear		
ill	illegible		
app.	appropriateness (inappropriate style or register)		
exp	expression not good		
irr	irrelevant information		
s-v	look at subject-verb “agreement”		
General abbreviations			
v	verb	adj	adjective
n	noun	adv	adverb
cn	countable noun	prep	preposition
uncn	uncountable noun	pron	pronoun

The IELTS band descriptors on the next four pages give you an indication of the 4 criteria used for evaluation and how performance is assessed for both Task 1 and Task 2. Understanding these descriptors should give you a good idea about how your test will be marked.

IELTS Task 1 Writing band descriptors (public version)

Band	Task Achievement	Coherence and Cohesion	Lexical Resource	Grammatical Range and Accuracy
9	- fully satisfies all the requirements of the task - clearly presents a fully developed response	- uses cohesion in such a way that it attracts no attention - skillfully manages paragraphing	uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips'	uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'
8	- covers all requirements of the task sufficiently - presents, highlights and illustrates key features / bullet points clearly and appropriately	- sequences information and ideas logically - manages all aspects of cohesion well - uses paragraphing sufficiently and appropriately	- uses a wide range of vocabulary fluently and flexibly to convey precise meanings - skillfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation - produces rare errors in spelling and/or word formation	- uses a wide range of structures - the majority of sentences are error-free - makes only very occasional errors or inappropriacies
7	- covers the requirements of the task (Academic) presents a clear overview of main trends, differences or stages (General Training) presents a clear purpose, with the tone consistent and appropriate - clearly presents and highlights key features / bullet points but could be more fully extended	- logically organises information and ideas; there is clear progression throughout - uses a range of cohesive devices appropriately although there may be some under-/over-use	- uses a sufficient range of vocabulary to allow some flexibility and precision - uses less common lexical items with some awareness of style and collocation - may produce occasional errors in word choice, spelling and/or word formation	- uses a variety of complex structures - produces frequent error-free sentences - has good control of grammar and punctuation but may make a few errors
6	- addresses the requirements of the task (Academic) presents an overview with information appropriately selected (General Training) presents a purpose that is generally clear; there may be inconsistencies in tone - presents and adequately highlights key features / bullet points but details may be irrelevant, inappropriate or inaccurate	- arranges information and ideas coherently and there is a clear overall progression - uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical - may not always use referencing clearly or appropriately	- uses an adequate range of vocabulary for the task - attempts to use less common vocabulary but with some inaccuracy - makes some errors in spelling and/or word formation, but they do not impede communication	- uses a mix of simple and complex sentence forms - makes some errors in grammar and punctuation but they rarely reduce communication

5	- generally addresses the task; the format may be inappropriate in places (Academic) recounts detail mechanically with no clear overview; there may be no data to support the description (General Training) may present a purpose for the letter that is unclear at times; the tone may be variable and sometimes inappropriate - presents, but inadequately covers, key features / bullet points; there may be a tendency to focus on details	- presents information with some organisation but there may be a lack of overall progression - makes inadequate, inaccurate or over-use of cohesive devices - may be repetitive because of lack of referencing and substitution	- uses a limited range of vocabulary, but this is minimally adequate for the task - may make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader	- uses only a limited range of structures - attempts complex sentences but these tend to be less accurate than simple sentences - may make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader
4	- attempts to address the task but does not cover all key features / bullet points; the format may be inappropriate (General Training) fails to clearly explain the purpose of the letter; the tone may be inappropriate - may confuse key features / bullet points with detail; parts may be unclear, irrelevant, repetitive or inaccurate	- presents information and ideas but these are not arranged coherently and there is no clear progression in the response - uses some basic cohesive devices but these may be inaccurate or repetitive	- uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task - has limited control of word formation and/or spelling; - errors may cause strain for the reader	- uses only a very limited range of structures with only rare use of subordinate clauses - some structures are accurate but errors predominate, and punctuation is often faulty
3	- fails to address the task, which may have been completely misunderstood - presents limited ideas which may be largely irrelevant/repetitive	- does not organise ideas logically - may use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas	- uses only a very limited range of words and expressions with very limited control of word formation and/or spelling - errors may severely distort the message	attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning
2	answer is barely related to the task	has very little control of organisational features	uses an extremely limited range of vocabulary; essentially no control of word formation and/or spelling	cannot use sentence forms except in memorised phrases
1	answer is completely unrelated to the task	fails to communicate any message	can only use a few isolated words	cannot use sentence forms at all
0	- does not attend - does not attempt the task in any way - writes a totally memorised response			

IELTS Task 2 Writing band descriptors (public version)

Band	Task Response	Coherence and Cohesion	Lexical Resource	Grammatical Range and Accuracy
9	- fully addresses all parts of the task - presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas	- uses cohesion in such a way that it attracts no attention - skilfully manages paragraphing	uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips'	uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'
8	- sufficiently addresses all parts of the task - presents a well-developed response to the question with relevant, extended and supported ideas	- sequences information and ideas logically - manages all aspects of cohesion well - uses paragraphing sufficiently and appropriately	- uses a wide range of vocabulary fluently and flexibly to convey precise meanings - skilfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation - produces rare errors in spelling and/or word formation	- uses a wide range of structures - the majority of sentences are error-free - makes only very occasional errors or inappropriacies
7	- addresses all parts of the task - presents a clear position throughout the response - presents, extends and supports main ideas, but there may be a tendency to over-generalise and/or supporting ideas may lack focus	- logically organises information and ideas; there is clear progression throughout - uses a range of cohesive devices appropriately although there may be some under-/over-use - presents a clear central topic within each paragraph	- uses a sufficient range of vocabulary to allow some flexibility and precision - uses less common lexical items with some awareness of style and collocation - may produce occasional errors in word choice, spelling and/or word formation	- uses a variety of complex structures - produces frequent error-free sentences - has good control of grammar and punctuation but may make a few errors
6	- addresses all parts of the task although some parts may be more fully covered than others - presents a relevant position although the conclusions may become unclear or repetitive - presents relevant main ideas but some may be inadequately developed/unclear	- arranges information and ideas coherently and there is a clear overall progression - uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical - may not always use referencing clearly or appropriately - uses paragraphing, but not always logically	- uses an adequate range of vocabulary for the task - attempts to use less common vocabulary but with some inaccuracy - makes some errors in spelling and/or word formation, but they do not impede communication	- uses a mix of simple and complex sentence forms - makes some errors in grammar and punctuation but they rarely reduce communication
5	- addresses the task only partially; the format may be inappropriate in places - expresses a position but the development is not always clear and there may be no	- presents information with some organisation but there may be a lack of overall progression - makes inadequate, inaccurate or over-	- uses a limited range of vocabulary, but this is minimally adequate for the task - may make noticeable errors in	- uses only a limited range of structures - attempts complex sentences but these tend to be less accurate than simple sentences

	conclusions drawn	use of cohesive devices	spelling and/or word formation that may cause some difficulty for the reader	
4	■ presents some main ideas but these are limited and not sufficiently developed; there may be irrelevant detail ■ responds to the task only in a minimal way or the answer is tangential; the format may be inappropriate ■ presents a position but this is unclear ■ presents some main ideas but these are difficult to identify and may be repetitive, irrelevant or not well supported	■ may be repetitive because of lack of referencing and substitution ■ may not write in paragraphs, or paragraphing may be inadequate ■ presents information and ideas but these are not arranged coherently and there is no clear progression in the response ■ uses some basic cohesive devices but these may be inaccurate or repetitive ■ may not write in paragraphs or their use may be confusing	■ uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task ■ has limited control of word formation and/or spelling; errors may cause strain for the reader	■ may make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader ■ uses only a very limited range of structures with only rare use of subordinate clauses ■ some structures are accurate but errors predominate, and punctuation is often faulty
3	■ does not adequately address any part of the task ■ does not express a clear position ■ presents few ideas, which are largely undeveloped or irrelevant	■ does not organise ideas logically ■ may use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas	■ uses only a very limited range of words and expressions with very limited control of word formation and/or spelling ■ errors may severely distort the message	■ attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning
2	■ barely responds to the task ■ does not express a position ■ may attempt to present one or two ideas but there is no development	■ has very little control of organisational features	■ uses an extremely limited range of vocabulary; essentially no control of word formation and/or spelling	■ cannot use sentence forms except in memorised phrases
1	■ answer is completely unrelated to the task	■ fails to communicate any message	■ can only use a few isolated words	■ cannot use sentence forms at all
0	■ does not attend ■ does not attempt the task in any way ■ writes a totally memorised response			

Course Outline

Lesson A.1 – Writing	(1st Class)	p. 01
• Task 1 (Academic / General) • Describing a graph – Language of Graphs and Charts • Writing letters: Types of letters, language, tone • Writing practice		
• Task 2 (Academic / General) • Essay structure • Planning an answer • Analysis of sample answers • Writing practice		
Lesson B.1 – Writing	(2nd Class)	p. 36
• Task 1 (Academic) • Describing a process (Academic) • Analysing of a process (Academic) • Writing practice (Academic / General)		
• Task 2 (Academic / General) • Linking ideas • Understanding “To what extent” questions • Analysis of sample answers • Writing practice		
Lesson C.1 – Writing	(3rd Class)	p. 52
• Task 1 (Academic / General) • Analysing letters: formal, semi-formal, informal (General) • Analysing bar graphs (Academic) • Writing practice		
• Task 2 (Academic / General) • Conjunctions • Analysing questions and planning an answer • Analysis of sample answers • Writing practice		
Lesson D.1 – Writing	(4th Class)	p. 67
• Task 1 (Academic / General) • Analysing sample answers • Writing practice		
• Task 2 (Academic / General) • Planning your answer • Analysing sample answers • Writing practice		

(1st Class)

Lesson A.1 – Writing (Task 1)

Academic Task 1

Look at the following Academic Task 1 and analyse the table and graph for a couple of minutes. Then proceed to the next page.

You should spend about 20 minutes on this task.

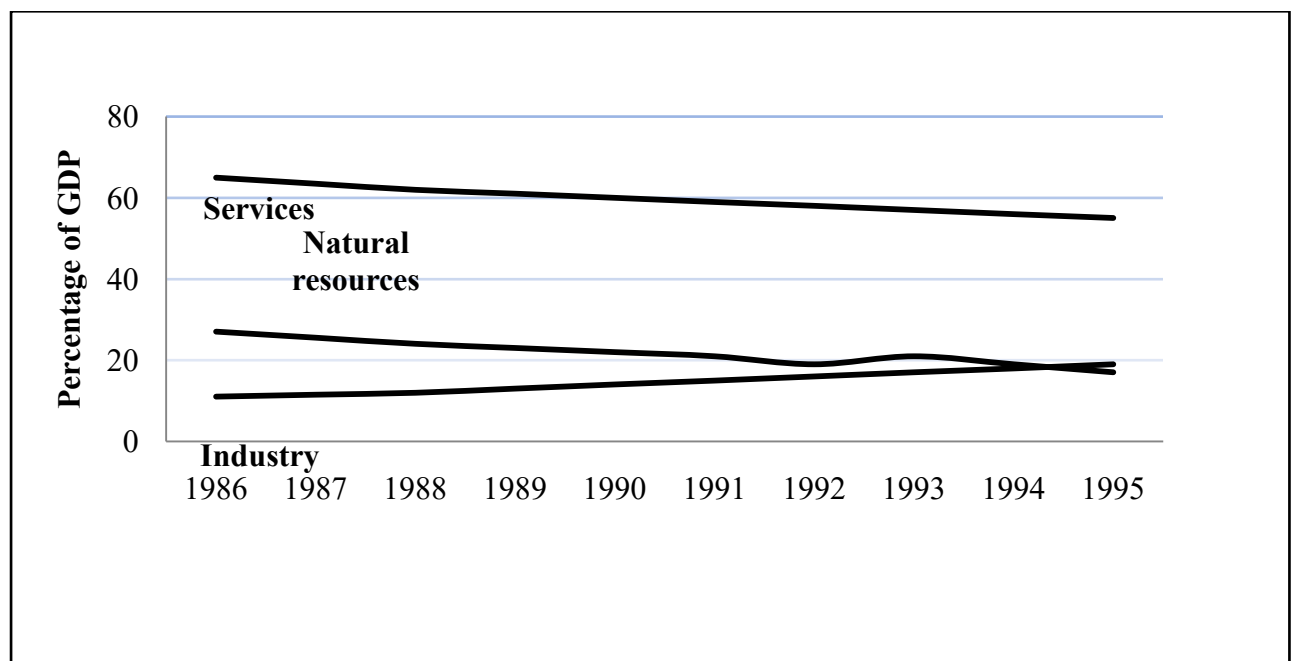
The following table and graph give information about the Gross Domestic Product (GDP) and employment sectors of a developing country.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

You should write at least 150 words

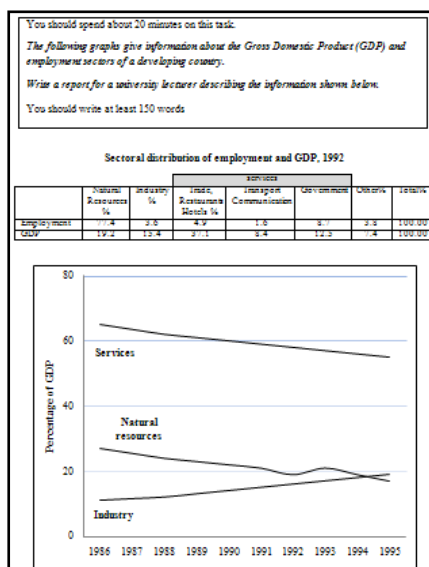
Sectoral distribution of employment and GDP, 1992

	Natural Resource s %	Industr y %	Services			Other %	Total %
			Trade, Restaurant s Hotels %	Transport Communicatio n	Governmen t		
Employment	77.4	3.6	4.9	1.6	8.7	3.8	100.00
GDP	19.2	15.4	37.1	8.4	12.5	7.4	100.00





Academic Writing Task 1 Analysis



Topic words:

employment sectors (natural resources, industry,..)
gross domestic product (GDP)

Dimensions:

1 table/1 line graph:

- percentages %
- time

Striking features / General trends:

Table: the percentage of people employed in a sector did not match the % of GDP that the sector produced in 1992

Graph: importance of sectors changes over time
services decline, industry goes up, and natural resources go down.

Note: The table relates to a single year only (1992), while the graph relates to a number of years (1986 to 1995).

Task words:

describing

The answer must:

Consider the information in the table/graph. Describe which employment areas employ the most people and how each area contributes to GDP. Describe how these factors change over time.

It's a good idea to:

Begin with the table, explain its important features and then describe the graph. In the table, occupations bracketed together under "services" may be described together. Conclude your answer by showing how the information in the table relates to the information in the graph.



Checklist - What to do Before you Start Writing



1. The Wh-Questions

- **SUBJECT (S):** Who or What is being described?
 - Read the Task Introduction and identify the main subject (person or thing) of the table/graph:
 - Look at the table/graph to check if other subjects are being described.
- **NUMBERS :** What kind of number(s) is/are being described?

○ Numbers	○ measurements	○ years
○ Percentages	○ money	○ age groups
- **PLACE :** Where?



2. Choose your tenses

- **Present Tense:** used when no time is given
- **Past Tense:** when a finished time is given
e.g. 1998 or 1997-2000 or January (of this year)
- **Present Perfect:** when the table(s) and graph(s) show past and present, and an indication of change is needed.
 - e.g. *Numbers have increased since 1998.*



3. The Main Trends - Decide how to organise your Task 1 writing

- Find the most striking feature(s) of the graph or table.
- DESCRIBE it/them, and MAKE COMPARISONS.



4. Start Writing the Introduction and Body

- Write the Introduction. PARAPHRASE the Task 1 Introduction. DO NOT COPY.
- Write your Body paragraphs. Make sure you:
 - write clearly / legibly.
 - make clear paragraphs (i.e. indent properly).
 - include all significant data.



5. The Conclusion

- Must summarize the main idea/main trends.
 - You must have a good understanding of the table(s) or graph(s) before you start writing.
 - You need to use some of the data (e.g. percentages, numbers, fractions etc.) to illustrate your points BUT do not repeat all the data given.

Sample Answer Academic Writing Practice Task 1¹

The table shows the percentage of people employed in different sectors of the economy in 1992, and the percentage of GDP which they produced. The main economic sectors are natural resources, industry and services. The graph shows changes between 1986 and 1995.

The table reveals that although 77.4% of the population worked in natural resources in 1992, they produced only 19.2% of GDP. However, the 3.6% of the population who worked in industry produced 15.4% of GDP, and the 15.2% who worked in the service sector produced 58% of GDP.

As can be seen from the graph, from 1986 to 1995, services, as a percentage of GDP, fell steadily. In 1986 natural resources provided more than 25% of GDP but this declined to less than 20% in 1992, recovered in 1993, but fell below 20% in 1995. In contrast, industry earned less than 10% of GDP in 1986, but rose to almost 20% in 1995.

Overall, the table and graph reveal that GDP was earned primarily by the service sector, and was declining. Natural resources as a source of employment was also declining, while industry, a low employment sector, was increasing its percentage of GDP. (195 total)

¹ Adapted from: Cameron, P. & Todd, V. (1996) Prepare for IELTS - Academic Modules (Insearch & UTS)


Exercise 1: Language for referring to tables and graphs

Look at the expressions used to refer to the table and graph. Do you understand the grammatical structure used in this sample?

The table shows the percentage of people employed in different sectors of the economy in 1992, and the percentage of GDP which they produced. The main economic sectors are natural resources, industry and services. The graph shows changes between 1986 and 1995.

The table reveals that although 77.4% of the population worked in natural resources in 1992, they produced only 19.2% of GDP. However, the 3.6% of the population who worked in industry produced 15.4% of GDP, and the 15.2% who worked in the service sector produced 58% of GDP.

As can be seen from the graph, from 1986 to 1995 services as a percentage of GDP fell steadily. In 1986 natural resources provided more than 25% of GDP, but this declined to less than 20% in 1992, recovered in 1993 but fell below 20% in 1995. In contrast, industry earned less than 10% of GDP in 1986, but rose to almost 20% in 1995.

Overall, the table and graph reveal that GDP was earned primarily by the service sector and was declining. Natural resources as a source of employment was also declining, while industry, a low employment sector, was increasing its percentage of GDP.

Ways to refer to the table and graph

1. The table/graph shows

NOUNS

2. The table shows
NOUN CLAUSE

3. As can be seen from the graph,
independent clause

4. Conclusion:

- Summarizes main ideas/trends
- Shows a relationship between the table and graph



Exercise 2: Verbs and Tenses

Look at the sample again and the analysis in the right margin and answer the following questions:

- 1 Use a pencil to identify all the verbs in this text.
- 2 How many different tenses are in this text? What is the name of each tense?
- 3 Look carefully at how the writer uses each tense. For each tense, consider:
 - what is the subject of the verb for that tense?
 - where in the text/paragraph does the writer use the tense?
 - why does the writer use this tense?

The table shows the percentage of people employed in different sectors of the economy in 1992, and the percentage of GDP which they produced. The main economic sectors are natural resources, industry and services. The graph shows changes between 1986 and 1995.

The table reveals that although 77.4% of the population worked in natural resources in 1992, they produced only 19.2% of GDP. However, the 3.6% of the population who worked in industry produced 15.4% of GDP, and the 15.2% who worked in the service sector produced 58% of GDP.

As can be seen from the graph, from 1986 to 1995 services as a percentage of GDP fell steadily. In 1986 natural resources provided more than 25% of GDP, but this declined to less than 20% in 1992, recovered in 1993 but fell below 20% in 1995. In contrast, industry earned less than 10% of GDP in 1986, but rose to almost 20% in 1995.

Overall, the table and graph reveal that GDP was earned primarily by the service sector and was declining. Natural resources as a source of employment was also declining, while industry, a low employment sector, was increasing its percentage of GDP.

Verbs

Simple present

Simple past



Exercise 3: Cohesion analysis

Look at the sample again and the analysis in the right margin. Do you understand the use of each linking word?

The table <u>shows</u> <u>the</u> percentage of people employed in different sectors of <u>the</u> economy in 1992, and <u>the</u> percentage of GDP <u>which</u> <u>they</u> produced. <u>The</u> main economic sectors are natural resources, industry and services. <u>The</u> graph shows changes between 1986 and 1995. <u>The</u> table <u>reveals</u> that <u>although</u> 77.4% of <u>the</u> population worked in natural resources in 1992, <u>they</u> produced only 19.2% of GDP. <u>However</u>, <u>the</u> 3.6% of <u>the</u> population <u>who</u> worked in industry produced 15.4% of GDP, <u>and</u> <u>the</u> 15.2% [^] <u>who</u> worked in <u>the</u> service sector produced 58% of GDP. As can be seen from <u>the</u> graph, from 1986 to 1995 services as a percentage of GDP fell steadily. In 1986 natural resources provided more than 25% of GDP, <u>but</u> <u>this</u> declined to less than 20% [^] in 1992, recovered in 1993 <u>but</u> fell below 20% [^] in 1995. <u>In contrast</u>, industry earned less than 10% of GDP in 1986, <u>but</u> rose to almost 20% in [^] 1995. Overall, <u>the</u> table and graph reveal that GDP was earned primarily by <u>the</u> service sector and was declining. Natural resources as a source of employment was also declining, while industry, <u>a</u> low employment sector, was increasing <u>its</u> percentage of GDP	Cohesive ties 1. Connectives 2. Repetition <u>Synonymy</u> 3. Reference <u>pronouns/articles</u> 4. Ellipsis [^]
--	--



Exercise 4: Other linguistic features

Look at the sample one last time and the analysis in the right margin. Do you understand how relative clauses make the writing more complex? What are the expressions used to indicate time periods?

The table shows the percentage of people employed in different sectors of the economy in 1992, and the percentage of GDP which they produced. The main economic sectors are natural resources, industry and services. The graph shows changes between 1986 and 1995.

The table reveals that although 77.4% of the population worked in natural resources in 1992, they produced only 19.2% of GDP. However, the 3.6% of the population who worked in industry produced 15.4% of GDP, and the 15.2% who worked in the service sector produced 58% of GDP.

As can be seen from the graph, from 1986 to 1995 services as a percentage of GDP fell steadily. In 1986 natural resources provided more than 25% of GDP, but this declined to less than 20% in 1992, recovered in 1993 but fell below 20% in 1995. In contrast, industry earned less than 10% of GDP in 1986, but rose to almost 20% in 1995.

Overall, the table and graph reveal that GDP was earned primarily by the service sector and was declining. Natural resources as a source of employment was also declining, while industry, a low employment sector, was increasing its percentage of GDP

Sentence types

Declaratives

Relative clauses

Prepositional Phrases

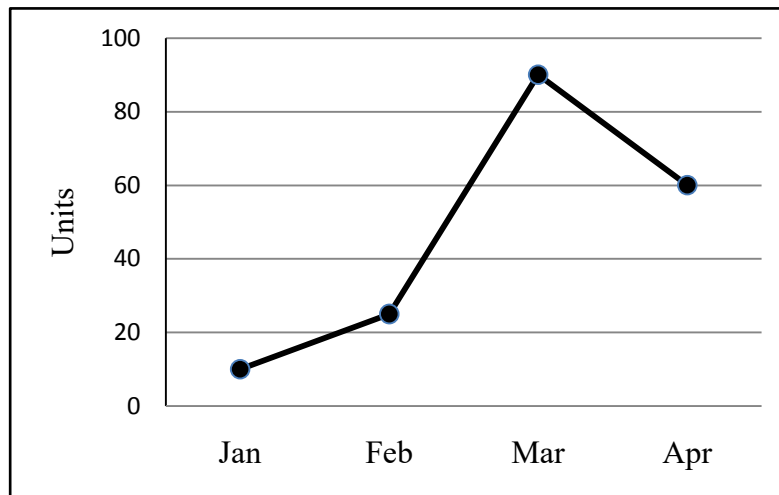
Time



Language of Graphs and Charts²

Now we will look at the language used to describe graphs. Look at the graph in Figure 1.

Figure 1 Sales of computers 1995



Here are some notes to describe the graph.

- 1995 - past tense
- Jan - Feb increased slightly
- Feb - Mar increased dramatically
- Mar - Apr decreased moderately
- We can write these notes in complete sentences.

Time period	Subject of the sentence	Verb to describe change	Adverb to describe how much change
From January to February	sales	increased	slightly
From February to March	sales	rose	dramatically
From March to April	sales	fell	moderately

² Adapted from: Sahanaya, W., Lindeck, J., Stewart, R. (1998) IELTS Preparation & Practice Reading & Writing Academic (OUP)

Study the following table

Verbs to describe ↑	
rise increase grow	
Verbs to describe ↓	
fall decrease decline	

Look at Figure 1 again. In describing the graph, we constructed our sentences the following way,

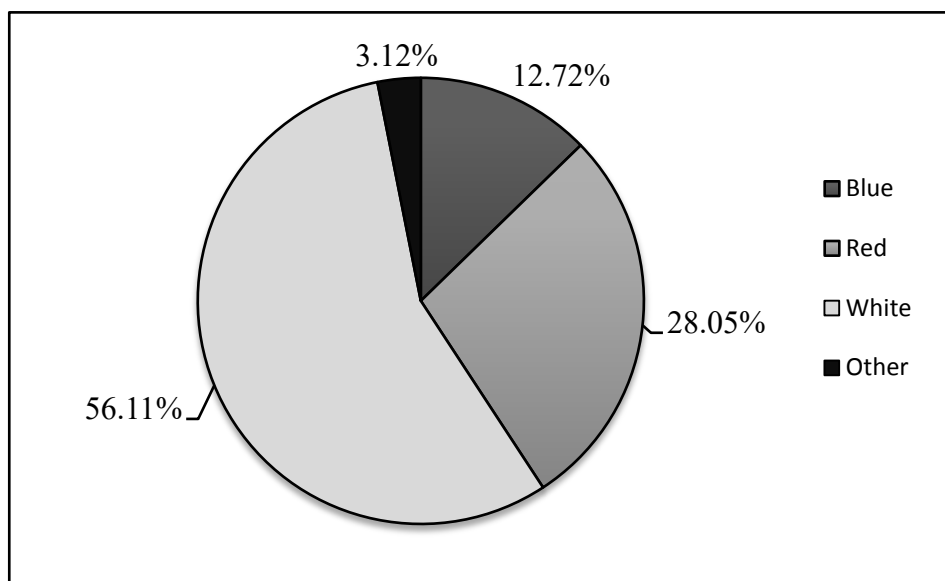
Subject + verb to describe change + adverb to describe the amount of change
Sales *increased* *slightly.*

We could also express the same thing this way:

Time period	'there' to introduce the subject	adjective to describe the amount of change	noun to describe change	
From January to February,	there was a	slight	increase	in sales.
From February to March,		dramatic	rise	
From March to April,		moderate	fall	

Look at this pie chart

Figure 2 Car colours



When describing charts, the language of comparison is used.

- Describing just one part of the chart

The	most popular	car colour	is white.
	second most common	colour	is red.

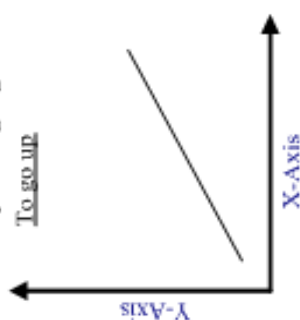
- Comparing two parts of the pie chart

Red	is	substantially	more common	blue.
		considerably		than
		a lot	less popular	
		far		
		much		
		somewhat		
		significantly		
		slightly		
		fractionally		

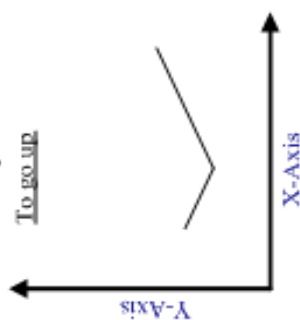
- Or

White	is	about twice	as	common	as	red.
		three times		popular		

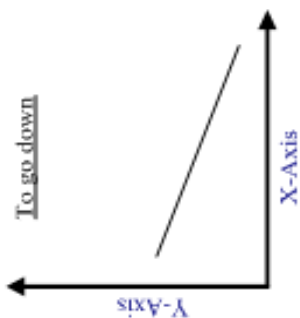
Summary of language to describe trends and quantities



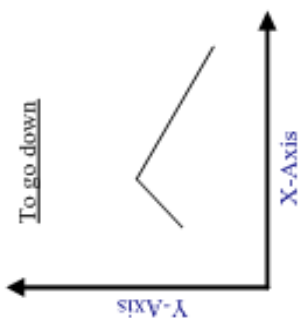
NOUNS/VERBS
 An increase to increase
 A rise to rise
 A growth to grow
 An upward trend to go up



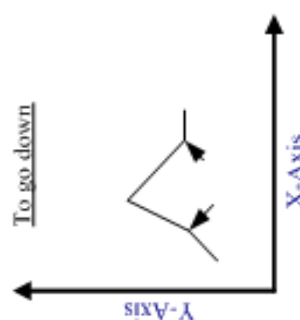
An upturn



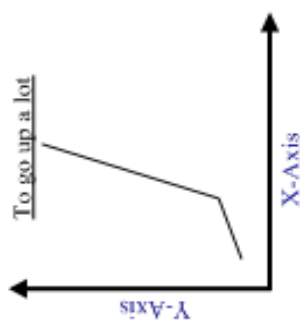
NOUNS/VERBS
 A decrease to decrease
 A fall to fall (off)
 A drop to drop
 A decline to decline
 A downward trend to go down
 to slip



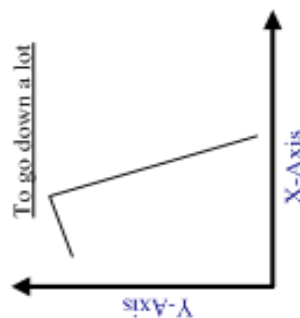
A downturn



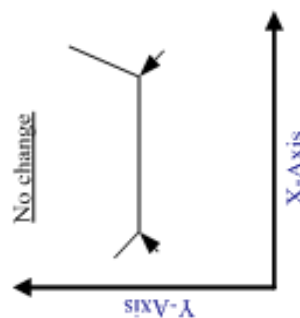
To fall back to a previous level



NOUNS/VERBS
 A surge to surge
 An upsurge to take off
 to shoot up
 to soar
 to rocket
 to jump
 to leap

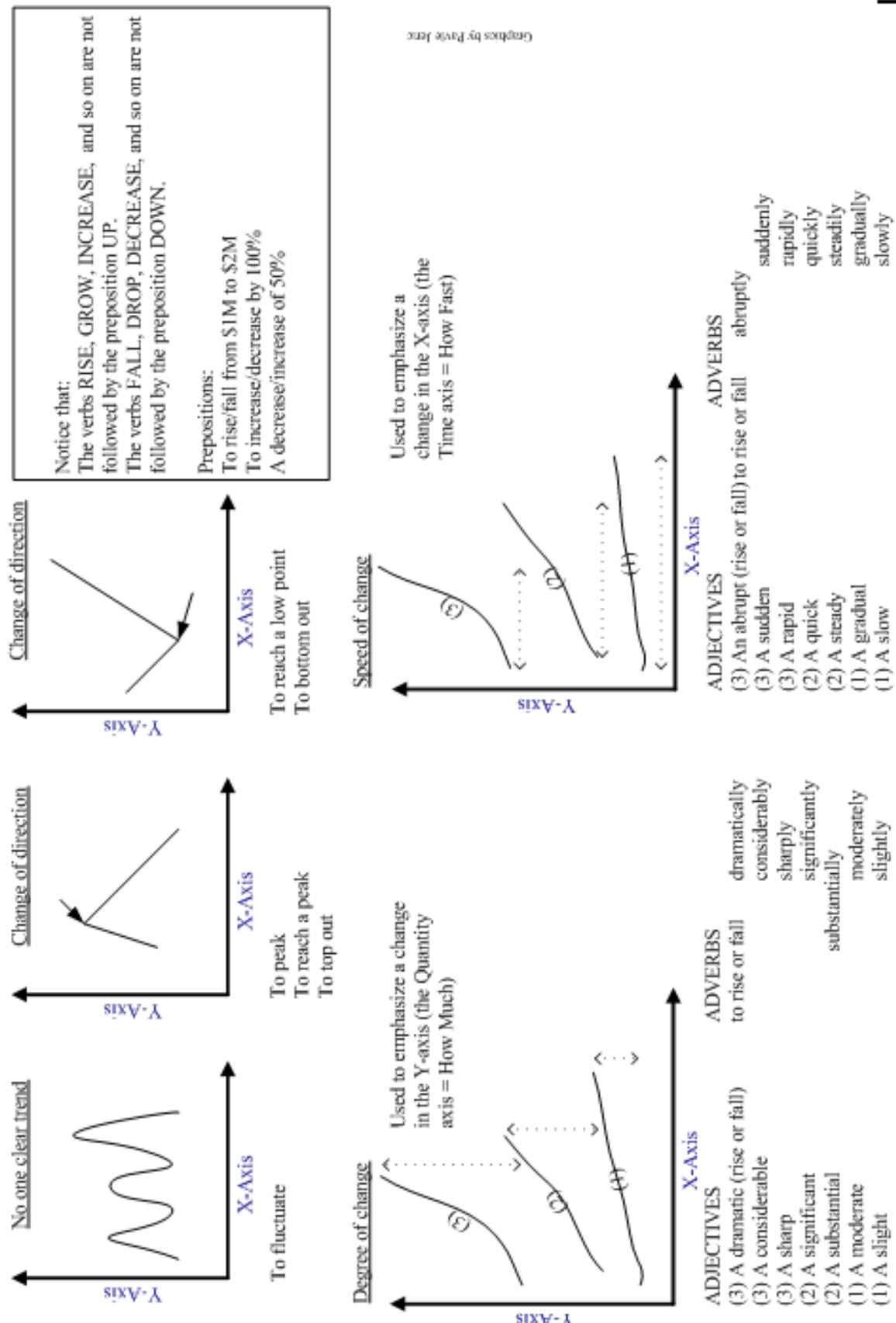


NOUNS/VERBS
 A plunge to plummet
 A slump to plunge
 A crash to slump
 A tumble to crash
 to sink
 to tumble



To remain stable
 To level off
 To stay at the same level
 To remain constant
 To stagnate (negative meaning indicating stagnation is an undesired state)
 To stabilize (positive meaning used often after a period of fluctuation)

Graphics by Parle Jerec



General Task 1

Look at the following General Task 1 question³ and sample analysis that follows.

You should spend about 20 minutes on this task.

An Australian colleague is going to your country for a conference. He/she will spend several days in your hometown, and has written a letter to you asking for advice about things to see and do there. Write a letter to your colleague. In your letter:

- ***thank your colleague for contacting you***
- ***suggest some things to see and do***
- ***offer to provide more information if he/she wants it.***

Write at least 150 words.

You do NOT need to write your own address.

Begin your letter as follows:

Dear... ,

Sample Answer – this letter gives information

Introductory paragraph—thank the addressee if he or she has sent you a letter

Give information

More information

Closing paragraph—say you hope you have been helpful. Offer to provide more information

Dear Dr. Milson,

Thank you for your letter. I was very pleased to hear you will be visiting Jakarta and hope the following information will help you to enjoy your stay.

First of all, Jakarta is a big and busy city, the centre of government and business. There are many international quality hotels and restaurants as well as shopping centres, markets and entertainment places.

However, I think you would like to see some places that are unique to my country. I know you are interested in art and history so firstly I suggest you visit Monas, which is the Independence monument. Secondly, not far from Monas you can find the National Museum which has a large collection of art, textiles and other cultural items.

Other interesting places are a 'wayang' museum, which features our unique shadow-puppet dramas, and Pasar Ikan (the fish market) where you can see traditional fishing boats.

I hope these suggestions have been helpful. As you only have a short time in Jakarta, you probably will not be able to do much more sightseeing. But if I can help in any other way, please let me know.

Yours sincerely,
Ari

³ Adapted from: Pejovic, V., Nicklin, M. & Read, P. (1997) *IELTS Preparation & Practice, Reading & Writing, General Training Module*, OUP



Language of Letters

The 'body' of the letter

The body is the middle part of the letter which contains most of the important information. There are several standard patterns for organising the body of your letter in an English style. Look at the following examples.

Type of letter	Plan
If your letter is <i>making a request</i>	• introductory paragraph • explain the situation • details of your request • closing paragraph.
If your letter is <i>giving an apology</i>	• introductory paragraph • explain why you must apologise • alternative plan (if appropriate) • closing paragraph
If your letter is <i>making a complaint</i>	• introductory paragraph • explanation of problems • say what you think the addressee should do • closing paragraph
If your letter is <i>giving information</i>	• introductory paragraph • information • offer more information (if appropriate) • closing paragraph
If your letter is <i>making suggestions</i>	• introductory paragraph • make first suggestion • provide an alternative to this suggestion or make a second suggestion • closing paragraph

Note that the above plans are examples only. Sometimes, the test question(s) will give you more than one purpose for writing the letter. If this happens you will have to choose from two or more of the above plans.

The introductory paragraph

In the introductory paragraph, there are several things you can do.

Sample Sentences

	Formal	Less formal
Greet the addressee (if he/she is your friend)		• Dear Jack, Hi. How are you? • Dear Annie, Hello. I hope everything is fine.
Tell the addressee who you are (if he/she does not know you)	• Dear Sir, I was a guest at your hotel from 23 to 25 May. • Dear Mr. Parker, I am a student at your college, enrolled in the cookery course.	
Thank the addressee (if he/she has sent you a letter or done something else for you)	• Dear Mr. Lopez, Thank you for your invitation to the reunion party on 15 January. • Dear Mr. Hendrix, Thank you for your letter asking me about studying in Australia.	• Dear Peter, Thanks for the invitation. • Dear Alan, Thanks for your letter. It was nice to hear from you.
Explain your reason for writing	• I am writing to advise you of the loss of my credit card. • I'd like to inquire about course details. • I am writing to complain about the poor service at your restaurant.	• I must tell you about a new movie I saw last week. • Can you help me? • I am very sorry I forgot to send you a birthday card.

For the beginning and the ending of your letter, there are a limited number of options:

	Beginning	Ending
If you don't know the name of the addressee	• Dear Sir, • Dear Madam, • Dear Sir/Madam,	• Yours faithfully,
If you know the surname of the person but he/she is not a close friend	• Dear Mr. Jenkins, • Dear Ms. Lang, • Dear Dr. Spock,	• Yours sincerely,
If the person is a friend	• Dear Sue, • Dear Michael,	• Best regards, • Best wishes, • Love,

Appropriate Language

In English, there are certain standard words and phrases that can be used when you want to make a request, suggestion, complaint, and so on. These are called functions. You should learn some of the common functions. Some examples are featured in the table below.

	Formal	Less formal
Apology	• I'm terribly sorry but... • I am afraid I... • I must apologise about (not) ___ing...	• I'm very sorry but... • I am sorry about (not) ___ing...
Complaint	• I must complain about... • I am not satisfied with... • I feel something should be done about...	
Request	• Could you please... • Could you possibly... • Would it be possible to • I would be grateful if you would • Would you mind ___ing... • I wonder if you could...	• Could you... • Can you • I'd like you to... • Would you mind ___ing...
Making suggestions	• I'd like to suggest that... • May I suggest that • Perhaps we could • Could you please	• How about... • What about... • Why don't we... • Let's...

The closing paragraph

The content of the closing paragraph depends on what you have written in the rest of your letter, but some possibilities are listed in the following table.

	Sample sentences	
	Formal	Less formal
If your letter is <i>making a request</i> mention what the addressee will do	• Thank you for your attention to this matter. • I look forward to your prompt response.	• Thanks for your help. • Please write soon.
If your letter is <i>giving an apology</i> make a final apology	• Once again, I am sorry for any inconvenience caused. • Please accept my apologies once more.	• I hope I didn't cause you too much trouble. • Sorry again!
If your letter is <i>making a complaint</i> mention what the addressee will do	• I expect to hear from you very soon. • Please give this matter your immediate attention.	
If your letter is <i>giving information</i> • say you hope you have been helpful • offer more information	• I hope this information will help you. • Please feel free to contact me for more information.	• I hope all this helps. • If I can tell you anything else, please call me.
If your letter is <i>making suggestions</i> • say you hope you have been helpful • offer more help	• I trust these suggestions have been useful. • Please let me know if I can help any further.	• I hope these suggestions help. • If there is anything else I can do, please call.



Exercise 5: Writing a letter – situation analysis

Below are eleven common situations that people encounter when they are writing a formal letter. Choose the sentence or phrase (A, B or C) that would be most appropriate in the situation.

1. You are writing a letter to the Principal (head teacher) of a school or college, but you don't know their name. How do you begin your letter?
 - A. Dear Principal
 - B. Dear Sir/Madam
 - C. Dear Sir
2. You have received a letter from the manager of a company which buys computer components from your company, and you are now replying. What do you say?
 - A. Thank you for your letter.
 - B. Thanks a lot for your letter.
 - C. It was great to hear from you.
3. You recently stayed in a hotel and were very unhappy with the service you received. You are now writing to the manager. What do you say?
 - A. I had a horrible time at your hotel recently.
 - B. I would like to say that I am unhappy about your hotel.
 - C. I would like to complain about the service I received at your hotel recently.
4. You have sent a letter of application to a college, together with your curriculum vitae which the college requested. What do you say in the letter to explain that your curriculum vitae is attached?
 - A. You asked for my curriculum vitae, so here it is.
 - B. As you can see, I've enclosed my curriculum vitae.
 - C. As you requested, I enclose my curriculum vitae.
5. You have applied for a job, but you would like the company to send you more information. What do you say?
 - A. I would be grateful if you would send me more information.
 - B. I want you to send me more information.
 - C. Send me some more information, if you don't mind.
6. In a letter you have written to a company, you tell them that you expect them to reply. What do you say?
 - A. Write back to me soon, please.
 - B. Please drop me a line soon.
 - C. I look forward to hearing from you soon.

7. In a letter you have written, you want the recipient to do something and are thanking them in advance of their action. What do you say?
 - A. Thank you for your attention in this matter.
 - B. Thanks for doing something about it.
 - C. I am gratified that you will take appropriate action.
8. The company you work for has received an order from another company and you are writing to them to acknowledge the order and let them know when you can deliver. What do you say?
 - A. About the order you sent on 12 January for
 - B. I would like to remind you of the order you sent on 12 January for
 - C. I refer to your order of 12 January
9. In a letter, you explain that the recipient can contact you if they want more information. What do you say?
 - A. Give me a call if you want some more information.
 - B. If you would like any more information, please do not hesitate to contact me.
 - C. If you would like any more information, why not get in touch?
10. You began a letter with the recipient's name (e.g. Dear Mr. Perrin). How do you end the letter?
 - A. Yours faithfully
 - B. Yours sincerely
 - C. Best wishes
11. You did not begin the letter with the recipient's name. How do you end the letter?
 - A. Yours faithfully
 - B. Yours sincerely
 - C. Best wishes



Exercise 6: Writing a letter – comprehension

Look at these sentences and decide if they are TRUE or FALSE.

1. Formal letters are always longer than informal letters.
2. In a formal letter it is acceptable to use colloquial English, slang and idioms.
3. In a formal letter it is acceptable to use contractions (e.g. *I've* instead of *I have*)
4. In a formal letter you should include your name and address at the top of the page.
5. In a formal letter, you should always write the date in full (e.g. 1 April 2000 and not 1/4/00).
6. In a formal letter, you should always put your full name (e.g. James Harcourt and not J. Harcourt) after your signature at the bottom of the letter.
7. Formal letters do not need to be broken into paragraphs. It is acceptable to write them as one continuous paragraph.

Writing Task 1 - Academic

Do this under test conditions – no dictionary, no computer, 20 uninterrupted minutes. Write by hand on the sample IELTS Writing Answer Sheet included in these course notes.

You should spend about 20 minutes on this task.⁴

The charts below show the post-school qualifications held by Australians in the age groups 25 to 34 and 55 to 69.*

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

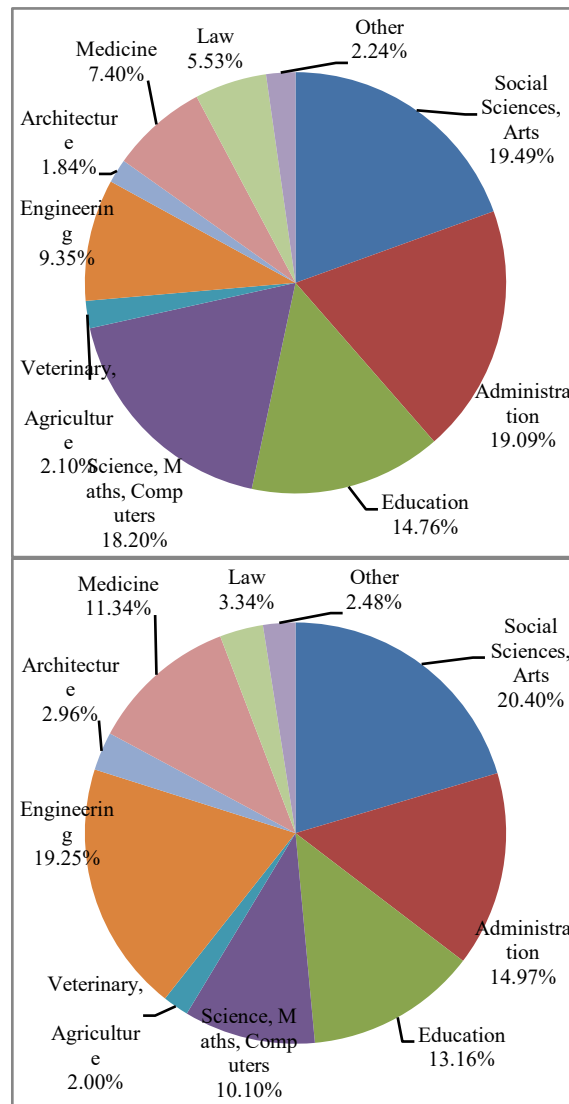
You should write at least 150 words.

Post School Qualifications

347,500 Australians aged between 25 and 34 hold a degree. Their main fields of study were (%):

104,800 55-69 year-olds hold a degree. Their main fields of study were (%):

⁴ Adapted from: Cameron, P. & Todd, V, (1996) *Prepare for IELTS -Academic Modules* (Insearch & UTS)



* Source: Labour Force Status and Educational Attainment Australia. ABS Cat. No. 6235.0,1991.

Writing Task 1 - GENERAL

Do this under test conditions – no dictionary, no computer, 20 uninterrupted minutes. Write by hand on the sample IELTS Writing Answer Sheet included in these course notes.

You should spend about 20 minutes on this task.

Last year you attended an Intensive English course at Darwin College of English. Your new employer has asked you to provide copies of your reports and assignments as quickly as possible. Write a letter to the director of the college. In your letter:

- *say who you are and what course you attended*
- *explain what you need and why*
- *tell the director what you would like them to do.*

Write at least 150 words.

You do NOT need to write your own address.

Begin your letter as follows:

Dear.....

Writing Lesson: Task 1

Analysis – Academic Task 1

Look at the following sample response⁵. Pay attention to the content, structure, grammar, and vocabulary. Remember that this sample answer is one of several satisfactory ways to answer the question. Other responses to the Writing Task would also be acceptable.

These two pie charts show the differences between two groups of Australians (25 to 34 and 55 to 69 year olds) in terms of their post-school qualifications.

The first point to note is the huge increase in the number of people with qualifications. The younger group is more than three times bigger than the older group (347,500 compared to 104,800).

Comparing the two groups, architecture and medicine have experienced a decrease in popularity with younger graduates; medicine declined by almost 4%. However, the biggest loss was to engineering, which decreased from 19.27% to 9.35% of the whole.

Some subjects were more popular with the younger age group. The biggest gains in graduate numbers were made by Science, Maths and Computers which, as a group, have increased by over 8%. Administration has gained by 4.1%.

To sum up, the graphs show a threefold increase in the number of graduates. The most noticeable change in subject percentages is the decrease in the number of engineering graduates. (168 words)

Introduction summarises the graph's information

Difference in overall numbers

Decrease in numbers in subjects (%)

Increase in numbers in subjects (%)

Overview provides most main trends

Now look on the next page for a more thorough analysis

⁵ Adapted from: PREPARE FOR IELTS: Academic Modules Unit 4 The Writing test p.115

Academic Writing Task Analysis: Writing Task 1

You should spend about 20 minutes on this task.

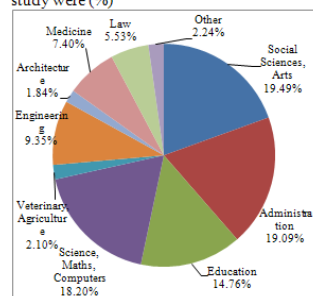
The graphs below show the post-school qualifications held by Australians in the age groups 25 to 34* and 55 to 69.

Write a report for a university lecturer describing the information shown below.

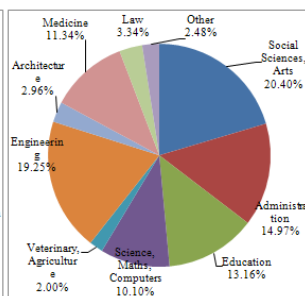
You should write at least 150 words.

Post School Qualifications

347,500 Australians aged between 25 and 34 hold a degree. Their main fields of study were (%)



104,800 55-69 year-olds hold a degree. Their main fields of study were (%)



* Source: Labour Force Status and Educational Attainment Australia. ABS Cat. No. 6235.0, 1991.

Topic words:

Post - School Qualifications - Study done at universities and colleges after completing high school
fields of study - the topic, or area, of study

Dimensions:

Two pie graphs:

- 25-34 year-olds
- 55-69 year-olds
- percentages %

Striking features / General trends:

- difference in number of people with post-school qualifications (347,500 in the younger age group, 104,800 in the older group)
- greater % of young people hold qualifications in Science, Maths, Computers, Administration, Law
- smaller % of young people hold qualifications in Medicine, Engineering, Architecture
- similar % of young people hold qualifications in Education, Social Sciences & Arts, Veterinary, Agriculture

Task: describing

The answer must:

- consider the information in the two graphs and show the similarities and differences between them
- describe the changes: what is more, what is less and what is the same.

It's a good idea to use a variety of sentence structures in your answer. This will make your writing more complex and help to improve your score.

Analysis – General Task 1

Look at the following sample letter⁶ response . Pay attention to the content, structure, grammar, and vocabulary. Remember that this sample answer is one of several satisfactory ways to answer the question. Other letters which respond to the Writing Task would also be acceptable.

Dear Ms. Abbott,

I am writing to ask for your assistance. I attended a 3-week English course at your college from 6 November to 24 November, 1995. My full name is Syarif Mustafa and my student number was CZ 3522. The course I attended was English for Travel and Tourism at Intermediate level. My class instructors were Robin Tyson and Alice Maddax.

I am about to start work at Suntours Travel Company and they have asked me to provide information about the English course and any assignments and reports. Unfortunately, I left all my copies of these documents at my friend's house and cannot contact him at present.

Therefore, I would be very grateful if you could send me copies of the course outline, the three written assignments and the end of course report as soon as possible. I would be happy to refund any postal charges.

Thank you so much for your help in this matter. I look forward to receiving the copy course outlines.

Yours sincerely,
Syarif Mustafa
(167 words)

Introductory paragraph— explain your reason for writing. Tell the addressee who you are

Explain the situation

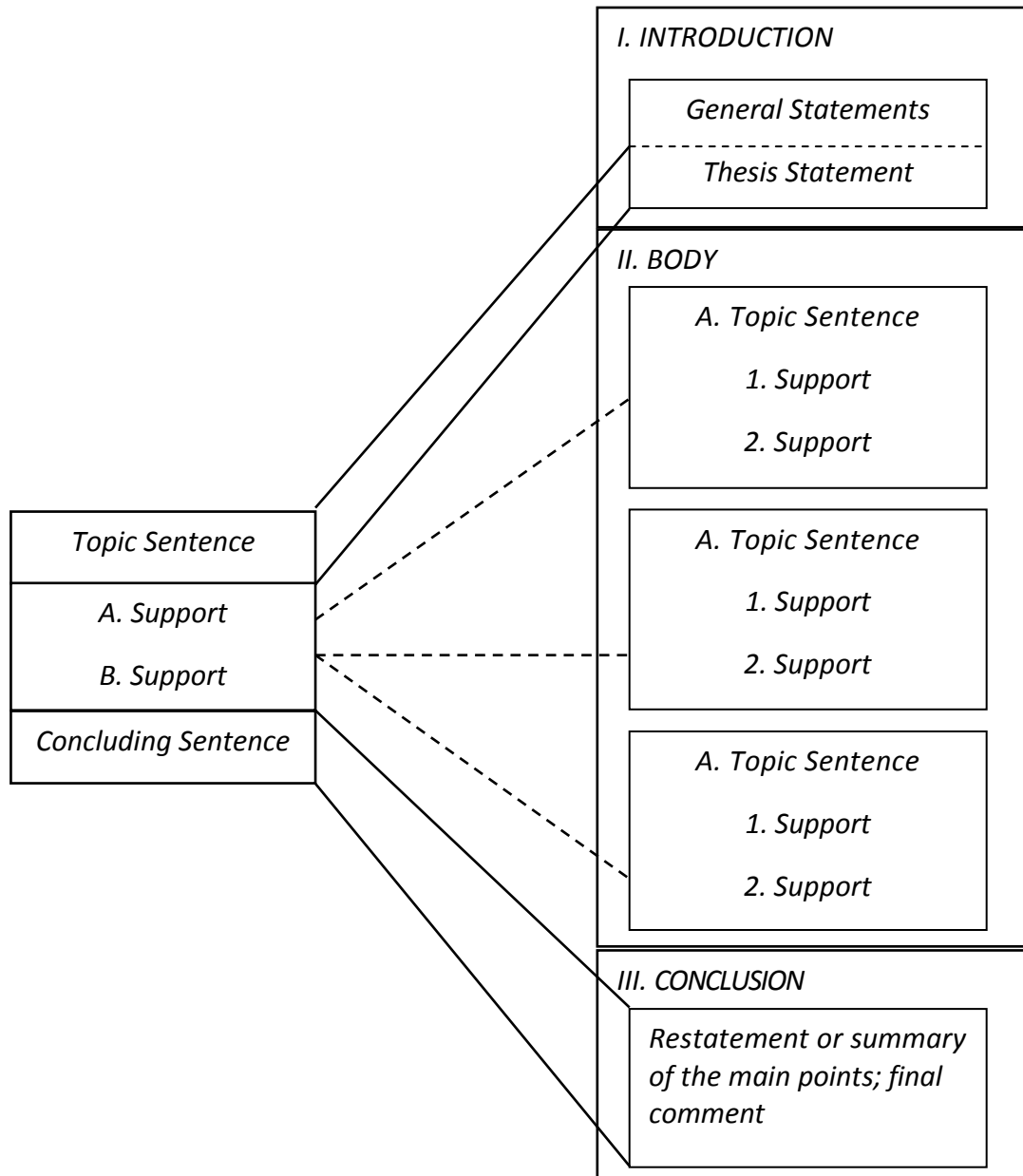
Give details of your request

Closing paragraph— mention what the addressee will do

⁶ Adapted from Pejovic, V., Nicklin, M. & Read, P. (1997) IELTS Preparation & Practice, Reading & Writing, General Training Module, OUP

Writing (Task 2)

★ Essay Structure



Note: The body is the longest part of the essay and can contain as many paragraphs as necessary to support the controlling ideas of your thesis statement.



Planning your answer – General and Academic modules

Look at the following sample IELTS essay question and then analyse the plan below.

You are advised to spend a maximum of 40 minutes on this task. Write about the following topic:

We have been living in the nuclear age now for over half a century. Since the first atomic bombs were developed, nuclear technology has provided governments with the ability to totally destroy the planet. Even so the technology has been put to positive use as an energy source and in certain areas of medicine.

To what extent is nuclear technology a danger to life on Earth? What are the benefits and risks associated with its use?

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

Write at least 250 words.

Brainstorm ideas and decide on a structure

You need to think of all the advantages (benefits) and disadvantages (risks) of nuclear technology and be able to write to what extent nuclear technology is a danger to life on Earth. You need to organize these ideas into main ideas, supporting ideas and examples as in this sample plan:

Introduction:

General Statement: the general perception of nuclear technology

Thesis statement: extremely dangerous/ two benefits (power/medicine), also have risks

Body paragraph 1 - Main idea: energy - advantage but also disadvantage

Supporting idea 1: provides cheap power (advantage)

Supporting idea 2: problematic - leakages, explosions, meltdown (disadvantage) e.g., Chernobyl, Fukushima

Body paragraph 2 - Main idea: medicine - advantage but also disadvantage

Supporting idea 1: treats cancer (advantage)

Supporting idea 2: dangerous as can cause radiation poisoning, painful (disadvantage)

Body paragraph 3 - Main idea: military - weapons for war - disadvantage/negative

Supporting idea: military use - weapons of mass destruction, war, destruction

Conclusion: Summary of positive uses (power/medicine), however, all use has danger, especially wars. Survival of life on earth with nuclear technology difficult.

**Sample answer analysis**

1. Read the following sample essay and answer the questions below.

These days, many people are afraid of nuclear technology because of the dangers associated with its use. In my opinion, although it is true that its use in nuclear weapons poses the greatest threat to life, the use of nuclear technology for peaceful purposes also carries some serious risks.

Nuclear power stations provide an important source of cheap power for many industrialised nations and some developing countries. However, there is always the danger of radiation leaking from these plants. Even though safety precautions are taken, there have been numerous disasters such as the meltdowns of nuclear plants in Chernobyl and Fukushima.

Nuclear technology is even used to help cure some diseases such as cancer. Radiation can be applied to the body to burn away cancerous cells. This is a dangerous procedure, and the application of radiation is almost always painful and may not always be successful.

The most worrying aspect of nuclear technology, though, is its use for military purposes. Enough atomic bombs have already been built to completely destroy the planet, and the real danger is that one day some country will start a war with these weapons. Too many countries now have the technology required to make such bombs, and there is currently much debate about how to control the situation.

In conclusion, although nuclear technology certainly has positive uses, it can be dangerous even in its non-military applications. It would be better if it had never been used to create nuclear weapons. If life on Earth is to continue, all the nuclear nations of the world should agree to disarm as soon as possible.

Word count: 269

1. Divide the essay into introduction, body and conclusion.
2. Underline the topic sentences in the body.
3. Put brackets () around the thesis statement in the introduction, and around the summary statement in the conclusion.
4. Circle the signposts used to link ideas.
5. Double underline the examples and evidence the writer uses to support ideas.



Planning your answer – General and Academic modules

Look at the following sample IELTS essay question and then analyse the plan below.

You are advised to spend a maximum of 40 minutes on this task. Write about the following topic:

In Western countries, people spend a lot of money on their pets. They buy special food for their cats or dogs, buy them toys and often pay high fees for medical treatment. Some people think this is a waste of money, and argue that pets are dirty and dangerous.

What are the advantages and disadvantages of having a pet? Do people spend too much money on pets?

Give reasons for your answer and include any relevant examples from your own knowledge or experience. Write at least 250 words.

Brainstorm ideas

Try to think of all the advantages and disadvantages of having a pet. Choose three of your main ideas and organise them into paragraph topics with supporting ideas such as in this sample plan:

Introduction:

General statement: the popularity of having a pet

Thesis statement: there are **more** advantages (*this directly answers the questions*)

Outline: companions/security/costly (*these are the three topics of your body paragraphs. The first two topics are advantages, the third topic is a disadvantage.*)

Body paragraph 1 - Main idea: advantage of having a companion

Supporting idea 1: good companions for single people

Supporting idea 2: good companions for the elderly

Body paragraph 2 - Main idea: advantage of security

Supporting idea 1: dog's bark alerts owners to intruders

Supporting idea 2: dogs alert owners to fire

Body paragraph 3– Main idea: disadvantage of cost

Supporting idea 1: food and equipment

Supporting idea 2: vet and medicine

Conclusion: More advantages outweigh disadvantages; summarise the three main points.

Now look at the sample answer for this question to see how it is structured.



Sample answer analysis

Read the following sample essay and answer the questions below.

To answer this question relevantly you have to say whether there are more advantages or disadvantages to having a pet, and then describe some of them. One of the main points to keep in mind is not to write everything you know about pets, as that would be off-topic. The focus is on advantages and disadvantages.

Short introduction

The relationship between humans and domestic pets goes back thousands of years. For many people, pets represent companionship and security. Others decline to have pets on the grounds of cost, hygiene, or religious practices, but I believe there are many benefits to being a pet owner. (47 words)

The first advantage

One important benefit is that pets make good companions. This is especially the case for some people who are single and live alone. Having a pet to go home to is often very comforting. In addition, many older people like to have a pet and it has been said that they can even prolong the owner's life. For example, my grandmother has a dog which gives her hours of enjoyment. (74 words)

The second advantage

Another advantage to owning a pet is for security. Many dogs are bought as pets, with the additional role of guarding the house. In fact, some bigger dogs are quite intimidating and could deter would-be intruders. Furthermore, dogs have been known to alert their owners to dangers such as fire. (52 words)

A disadvantage

However, a disadvantage to having a pet is the possible cost involved. Buying good quality pet food can be expensive and so can the beds and cages they need for comfort and safety. Moreover, visits to the vet or buying medicines to keep them healthy can be extremely expensive. For instance, an operation on my dog's broken leg was very costly. (61 words)

Short conclusion

In conclusion, pets can be good company for single and elderly people and can also provide an element of security. With adequate care, the issue of hygiene should not be a problem. Although some pets are costly and this could deter people from owning them, I feel they are worth the expense. (52 words)

Total word count: 286

- 1 Divide the essay into introduction, body and conclusion.
- 2 Underline the topic sentences in the body,
- 3 Put brackets () around the thesis statement in the introduction, and around the summary statement in the conclusion.
- 4 Circle the signposts used to link ideas.
- 5 Double underline the examples and evidence the writer uses to support ideas.



Exercise 1: General/Academic Task 2 – Question Analysis

Look at the sample question below from a General Sample test. Check your understanding of the task by answering the questions below.

GENERAL WRITING TASK 2

You are advised to spend a maximum of 40 minutes on this task.

Write about the following topic:

In Western countries, people spend a lot of money on their pets. They buy special food for their cats or dogs, buy them toys and often pay high fees for medical treatment. Some people think this is a waste of money, and argue that pets are dirty and dangerous.

What are the advantages and disadvantages of having a pet? Do people spend too much money on pets?

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

You should write at least 250 words.

1. What is the background information?
2. What is the specific question?
3. Can you write a plan for this question?



Exercise 2: General/Academic Task 2 – Question Analysis

Look at the sample question below from an IELTS test and answer the questions that follow.

You are advised to spend a maximum of 40 minutes on this task.

Write about the following topic:

Over the past fifty years, international sports events such as the Olympic Games and World Cup competitions have played an increasingly important role in our society. However, many people think such events are an enormous waste of money, time and effort.

Do you agree?

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

You should write at least 250 words.

1. What is the background information?
2. What is the specific question?
3. Can you write a plan for this question?



Exercise 3: General/Academic Task 2 – Question Analysis

Look at the 2 sample questions from an IELTS test and answer the questions that follow.

You are advised to spend a maximum of 40 minutes on this task.

Write about the following topic:

Life has become much more stressful compared to how it was for our parents' generation. As a result, stress related illnesses are on the increase around the world.

Why is stress such a problem in the modern world? What do you think can be done to overcome the problems caused by stress?

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

You should write at least 250 words.

1. What is the background information?
2. What is the specific question?
3. Can you write a plan for this question?



Exercise 4: General/Academic Task 2 – Question Analysis

You are advised to spend a maximum of 40 minutes on this task.

Write about the following topic:

Traditional medicine practices such as acupuncture and herbal remedies are very popular in some countries. Those who practice traditional medicine claim it is better than modern medicine for maintaining and improving health.

Do you agree or disagree with this viewpoint?

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

You should write at least 250 words.

1. What is the background information?
2. What is the specific question?
3. Can you write a plan for this question?

(2nd Class)

Lesson B.1 – Writing (Task 1)



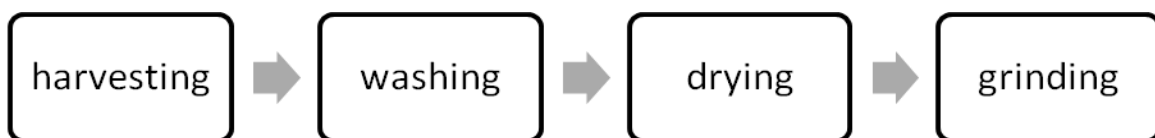
Describing a process – Academic Task 1⁷

In Task 1 of the Academic Writing Module you may be given a diagram or other graphic data and asked to describe a process or explain how something works. You should spend 20 minutes on this task and you should write at least 150 words. You must describe the process, that is, describe the number of steps in that particular sequence. To describe a process, you can tell your reader what is done in the process by using the passive voice, such as '*Copies are made*'. To clearly show the sequence, use words like *first*, *then*, *after*, *once* and *before*.

For example, the process described in the next sentence can be expressed as a flow-chart.

The harvested grain is first washed and then dried before being ground.

Grain processing

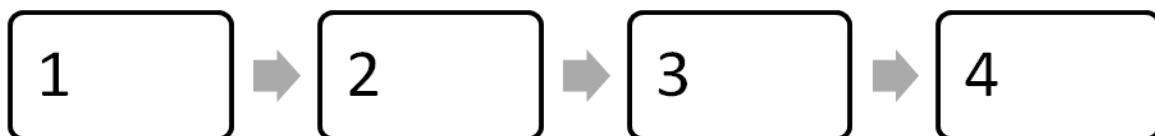


Exercise 1: Describing a process

Complete the diagram according to the information in the sentence.

After all the ballots are collected, they are keyed into the computer, and then checked by a supervisor before being filed.

Ballot processing



Tips

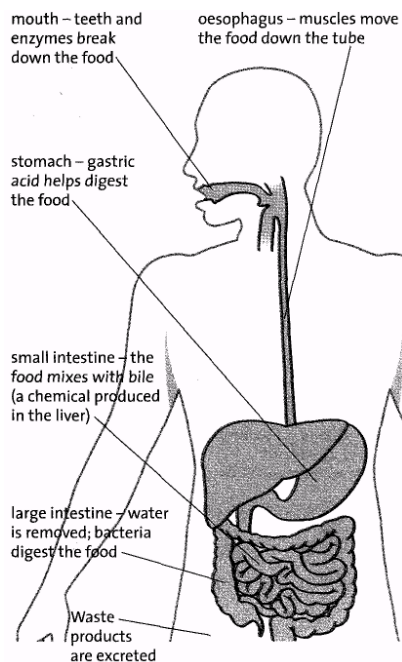
- use passive voice where possible
- use sequencing words
- make sentences complex by joining 2 steps using after or before

⁷ adapted from: O'Sullivan, K. & Lindeck, J. (2000) Focusing on IELTS, Reading & Writing Skills, NCELTR



Exercise 2: Organising the steps in a process

1. Look at the diagram below and decide which of the following summary sentences is best
 - a. The diagram shows the human digestive process.
 - b. The diagram shows how food is taken to the stomach.
 - c. Human digestion takes a long time.



Useful language – Sequencing

First of all afterwards finally
 Mostly secondly/thirdly
 To begin with lastly
 Next/then after (this)

2. The following is a description of the process of food digestion. When you write about a process it is important to make sure you give the information in the right order. Put the sentences a-g in order and then use the best sequencing word in each space.

- a. The resulting mass is _____ swallowed and is passed through the throat into the oesophagus. The oesophagus is a long tube which connects the throat with the stomach. It uses muscle action to send the food mass to the stomach.
- b. _____ passing through the small intestine, the food enters the large intestine, where water is removed and there are bacteria to help in the digestion process.
- c. _____, food in the mouth is broken down by the process of chewing with the back teeth and then by the action of enzymes.
- d. _____, waste material is excreted.
- e. Here it is mixed with a chemical called bile, which is produced in the liver.
- f. _____, the food mass mixes in the stomach with gastric acid, which breaks down the food further and helps digestion.
- g. From the stomach, the partly digested food goes into the small intestine.

3. Underline the verbs in sentences a-g in exercise 2. Which verbs are passive and which are active? Which tense is used? Why?

4. You will get marks for organisation. Try to avoid paragraphs which have only one sentence, except possibly for the introductory paragraph. Your answer needs an introductory paragraph followed by two to three more paragraphs, each consisting of several sentences.

How would you paragraph the task on the human digestive system?



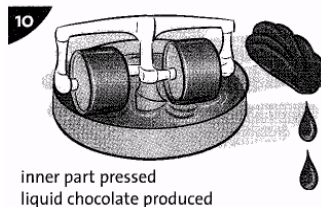
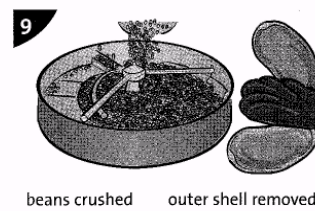
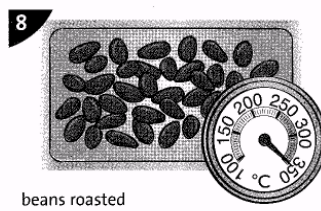
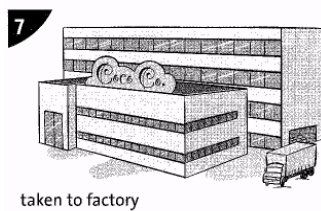
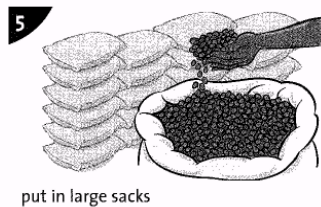
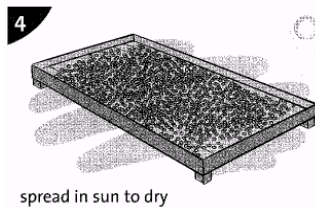
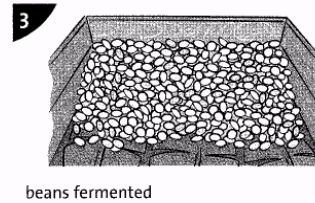
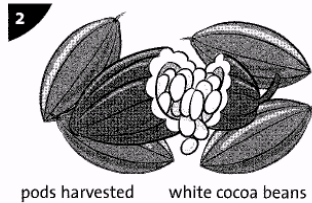
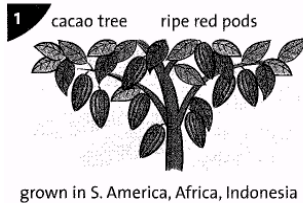
Exercise 3: Writing a process

Look at the pictures below. With a partner, talk about the process.

You should spend about 20 minutes on this task.

The illustrations below show how chocolate is produced. Summarize the information by selecting and reporting the main features.

Write at least 150 words



Planning your answer

1. Think about what your opening sentence will be.
2. Select what you think are the main points of the process and do not add anything irrelevant — for example the fact that you personally love chocolate!
3. Join some of the sentences together using sequencing words and relative pronouns (*which, that, where, when*). You will lose marks if you use too many or not enough sequencing words, or if you use them incorrectly.
4. Is there unnecessary repetition? Avoid this by using pronouns - *it, they*, etc.
5. Organise the sentences into paragraphs - two or three, possibly four.
6. Check your spelling (especially of the words which you are given) and grammar.
7. Check that you have written enough.

Sample response (Exercise 2): Writing a Process about Chocolate

The cacao tree is grown in several continents. Each tree produces many ripe red seed pods, and the husks of the large oval pods are split open to extract the white seeds known as cocoa beans. Thus begins the production of chocolate.

The white beans are spread out to ferment on open trays which are placed in the open air to be sun-dried. The dried brown beans are collected and stored in sealed sacks ready for transportation by road to factories, for processing into chocolate.

Next, at the factory, the beans are roasted in very hot ovens at temperatures of about 350 degrees centigrade. They turn a dark brown colour. After roasting, the beans are crushed in a revolving circular mill, so that the outer shell can be removed. Finally, the inner part of the beans is pressed in a vat by another milling machine with large rotating rollers.

Overall, the process which produces chocolate has ten stages, starting with the collection of the cacao pods, moving to their processing and finishing with the smooth liquid paste which we know as chocolate. (182 words)

Analysis

Task Achievement: the essay has a general opening sentence and an overview. The number of words is appropriate, not too long and not too short. The paragraph structure is logical, and parts of the process are suitably grouped. All parts of the process are mentioned and unnecessary detail avoided.

Coherence and cohesion: the stages are mentioned in order, and sequencing words are used to mark progress in time. Pronouns are used (they) and the writer knows how to use a participle, dried, as an adjective (the dried brown beans). Various ways to connect parts of sentences are used, e.g. transportation...for processing into...crushed.....so that....

Lexical Resource: the writer uses all the vocabulary supplied by the prompt but also adds extra words such as trays, sealed, ovens, revolving circular mill, vat. Can you find other examples of words added by the writer? Can you find the paraphrase used for lorries, trucks?

Grammar: the writer used the passive structure well, (parts of BE+the past participle of the verb e.g. are spread out, is pressed, can be removed). This form is very frequent in a process description. Can you find more examples?

Task 1 – General Training

You were hurt in a minor accident inside a supermarket, and you wish to complain to the supermarket.

Write a letter to the manager of the supermarket. In your letter:

- *say who you are*
- *give details about the accident*
- *suggest how the supermarket could prevent similar accidents*

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

Write at least 150 words.

Dear Sir / Madam,

my name is Liam Xu, i'm the student that got hurt in the accident in front of your row of bean-tins in your supermarket. Let me give you some details about the accident first. I was just going around the corner from the vegetables to beans when a pregnant woman crashed into me with her shopping cart. It was impossible to see each other before the accident because this special corner is very dark and the lights didn't even work, probably because the eight bulbs were old and didn't serve anymore. Anyway, the floor was very slippery and wet because the rain was dripping through the non-waterproof ceiling, so I slipped, fell and knocked myself out on the bean-tins. I lost consciousness. Your insurance payed for the accident but let me just give you some advice to prevent further accidents in your supermarket: make sure your ceiling is fixed and the floor is dry. You could also arrange your rows in a way that makes it possible for your customers to take care of each other. Always get the lights checked at leas once a week, and change damaged lightbulbs immediately. This would help maing our supermatket a safer place.

Sincerely yours,

Lium Xu

(200 words)

Here are some comments that an examiner wrote about the answer of this candidate:

- This is a well-developed response to the task prompt. The letter has a clear purpose, it is written in an appropriate style and it gives all the information required by the bullet points. The situation is described in a relevant way and the letter communicates effectively and fluently.
- The information in the letter is organized, but there are no paragraphs so the reader has to work harder to follow the changes from one topic to the next and in some cases the links between sentences could be improved.
- A good range of vocabulary is used accurately, including idiomatic expressions. But some words are not well chosen so there are also awkward expressions that do not sound natural, and there are several examples of these.
- The writing includes a good range of grammatical structures which are usually used accurately. There are a few errors in grammar and spelling, and the first sentence lacks capital letters, which is a rather basic mistake.

Revised version:

Dear Sir / Madam,

My name is Liam Xu and I am writing to complain about a minor accident that I had a couple of weeks ago in your supermarket.

On the morning of March 23, 2005, I went to your supermarket to purchase my weekly groceries as I normally do on the weekends. As I was walking down the canned food aisle, a woman hit me with her shopping cart, which caused me to fall down and hit my head against one of the shelves nearby.

I cannot really blame the lady who hit me because the aisle was actually quite dark when this happened. It was evident that several light bulbs were not in working order, which made visibility quite difficult in the aisle.

In order to avoid similar accidents in the future, I suggest you be sure to check that the light bulbs in all aisles are working properly and to replace them promptly when these burn out.

I look forward to seeing this issue resolved soon.

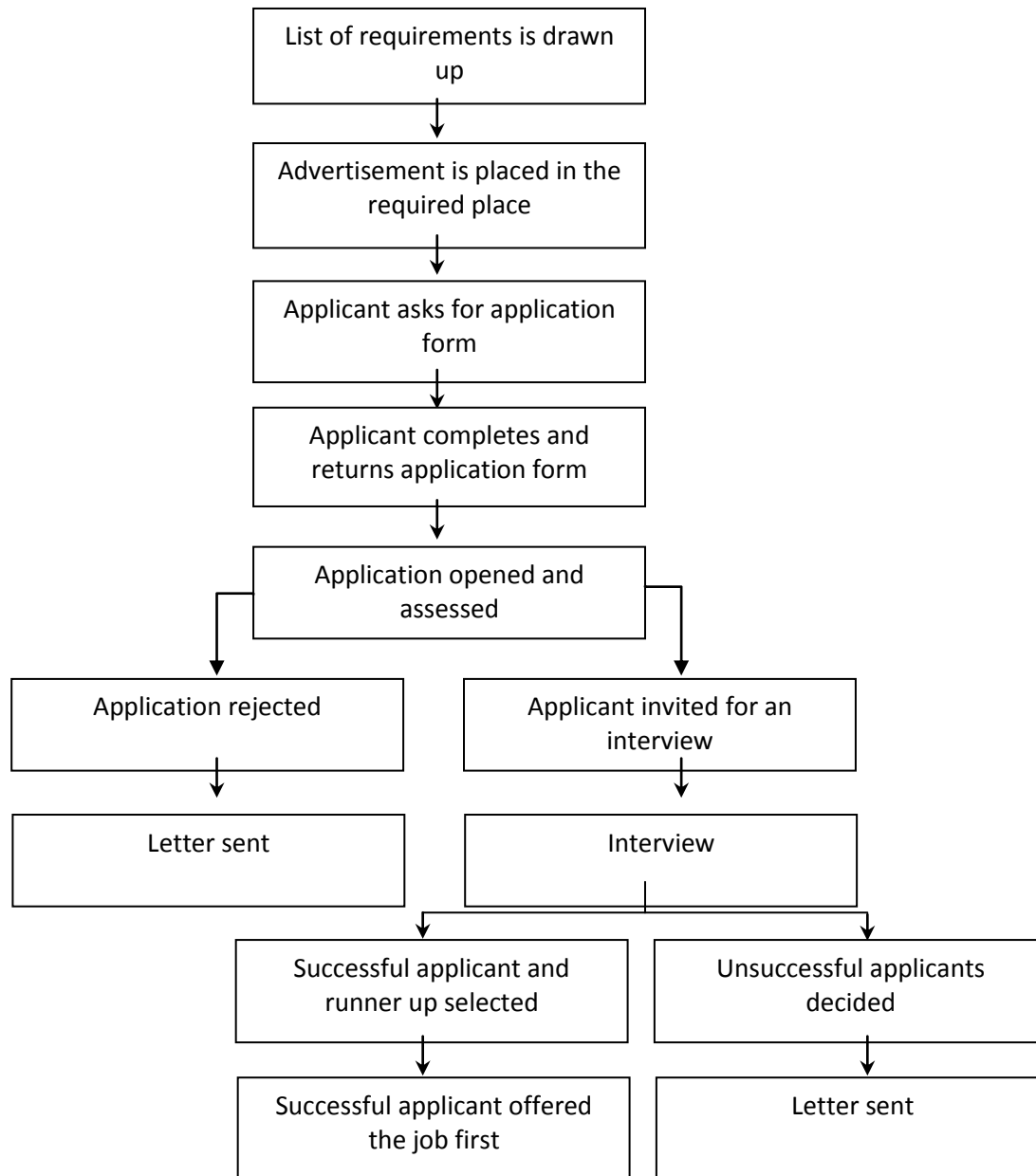
Yours faithfully,

Liam Xu

(168 words)

**Exercise 4: Describing a process – Academic practice**

You should spend about 20 minutes on this task. The diagram below shows a company's recruitment process. You should write at least 150 words.





Exercise 5: Writing a letter – General practice⁸

You should spend about 20 minutes on this task.

You have just returned home after living with a friend in an English speaking country for six months. You now realize that you left a small bag of personal possessions in your room. Write to the family. In your letter:

- ***describe the things you left behind***
- ***ask them to send some or all of them to you***
- ***offer to cover the costs.***

Write at least 150 words.

You do NOT need to write your own address.

Begin your letter as follows:

Dear ,

⁸ Jakeman, V. & McDowell, C. (2001) Practice Tests Plus, Longman

Sample Answer (Academic)

The diagram illustrates a company's application and recruitment process.

Firstly, the people responsible for filling the vacancy draw up a list of job requirements and these requirements are included in an advertisement which is placed in the necessary forum.

The applicant expresses interest in the job by asking for an application form. The application form is completed and returned by the applicant before a decision is made about whether or not to invite the applicant for an interview. If the candidate is rejected at this stage, a letter is sent thanking him/her for the application. The other applicants are invited to attend an interview.

The selected applicants are interviewed and the interviewer decides on a successful applicant and a runner up. The successful candidate is offered the job. If the successful candidate refuses the job, then it is offered to the runner up. Unsuccessful candidates are sent a letter thanking them for attending the interview.

Overall, there are three main recruitment stages. Once the requirements are known, an invitation to apply for a position is released, followed by an assessment of candidates and the final decision to appoint one.

(189 words)

Sample Answer (General)

Dear Mr and Mrs. Hooper,

I hope you are all well. The flight home was long but it was fantastic to be welcomed back by my family, who were waiting at the airport. Thank you so much for having me — I enjoyed my time with you very much.

I have a favour to ask. When I got home, I realised that I had left a small black handbag in my bedroom, under the bed. Although I don't really need the bag, some of the things inside are of sentimental value and I would be very grateful if you could send them to me. There is a red address book, a small wallet with some photos and a silver necklace. Please let me know the cost of the postage so that I can send you the money to cover the postal charge.

I look forward to hearing from you soon. Thank you once again for your help.

Love to all the family,

Maria

(162 words)

Writing (Task 2)



Linking ideas

Connectives or linking words are essential in formal and semi formal English writing to link clauses, sentences, paragraphs and ideas together to form a cohesive unit of written work. Connective words and phrases that are appropriately used count towards a higher Writing Test Band Score. (Connectives marked with an asterisk (*) do not usually occur in the middle of sentences). Inclusion in a particular group does not mean that the connectives are always interchangeable.

TABLE OF SOME OF THE MOST COMMONLY USED CONNECTIVE WORDS AND PHRASES

First of all, ...* / In the first place, ... *	Group 1. Sequencing/Listing
To begin with, ...*	Use to catalogue (make a list of items or sequence (place in order) what you say.
First(ly), ... → Second(ly), ... → Third(ly), ...*	
First, ...* → Next, ... → Then, ... → After that, ... → Finally, ...	
Also, ...	Group 2. Reinforcing
Besides, ...	Use to add to and strengthen what you have said
Furthermore, ...	
In addition, ...	
Moreover, ...	
In the same way, ...	Group 3. Equating
Likewise, ...	Use to indicate similarity with what has been said
Similarly, ...	
In conclusion, ...*	Group 4. Summarising
In summary, ...*	Use to introduce a generalisation of or conclusion to what you have said
To conclude, ...*	
To sum up, ...*	
For example, ...	Group 5. Referring
For instance, ...	(e.g.) Use to indicate you will give (or have given) one or more examples of what you have said.
In particular, ... particularly, ...	---
... such as ...	(i.e.) Use to indicate an explanation of what you have said

..., that is, ... / ..., that is to say, ...	
..., namely, ...	
As a result, ...	Group 6. Showing results
Consequently, ...	Use to express the consequence of what you have said
Hence, ...	
So ...	
Therefore, ...	
Thus, ...	

(Continued)

In other words, ... In that case, ... The, ... --- (Or) else, ... Otherwise, ...	Group 7. Inferring Use to deduce from what you have said. (Either what might or might not have happened, is happening, or will happen.)
Alternatively, ... On the other hand, ... Then again, ...	Group 8. Giving Alternatives Use to refer to an alternative to what you have said
In other words, ... That is to say, ... To put it simply, ...	Group 9. restating Use to express what you have said in another way (usually more simply)
Conversely, ... In comparison, ... In contrast to this, ... Instead However On the contrary,, whereas, while ... / ... , whilst ...	Group 10. Contrasting Use to compare or contrast with what you have said.
After all, ... All the same, ... Although... , (Even) Though... Even if ... In spite of ... , despite this/that ... Nevertheless, ... Nonetheless, ... Still, ... Yet, ...	Group 11. Conceding Use to indicate other ways of considering what you have said.



Understanding ‘to what extent’ questions

This type of question expects you to agree or disagree. ‘To what extent do you agree’ is another way of asking –Do you agree, and if so, how much? Do you disagree, and if so, how much? It is not an advantage/disadvantage essay.

To answer this question, you are expected to give some form of commitment to the question (think about it as a percentage).

For example:

100%	I totally agree
	I absolutely agree
80%	I strongly agree
65%	I agree to a certain extent because it depends on
50%	I partially agree
	I partly agree
35%	I disagree in most situations, however,
0%	I totally disagree

Here are some examples of ‘to what extent’ questions. Think about how you would structure these essays. Write what your commitment would be and some key words that you would use to answer the questions.

1. Disruptive school students often have a negative influence on the other students in the class. These noisy and disobedient students should be grouped together and taught away from the other class members.

To what extent do you agree or disagree?

2. Learning a foreign language often offers an insight into how people from other cultures think and see the world. Therefore, the teaching of a foreign language should be compulsory at all primary schools.

To what extent do you agree or disagree with this statement?

Writing Task 2

Do this under test conditions – no dictionary, no computer, 40 uninterrupted minutes.
Write by hand on the sample IELTS Writing Answer Sheet included in these lesson notes.

ACADEMIC TASK

You should spend about 40 minutes on this task⁹.

Write about the following topic:

A government's role is only to provide defence capability and urban infrastructure (such as roads and water supplies). All other services (education, health, social security) should be provided by private groups or individuals in the community.

To what extent do you agree or disagree with this opinion?

You should use your own ideas, knowledge and experience and support your arguments with examples and relevant evidence.

You should write at least 250 words.

GENERAL TASK

You should spend no more than 40 minutes on this task¹⁰

Write about the following topic:

Experts often say the way to be healthy is to have a good diet, get lots of exercise, and avoid stress.

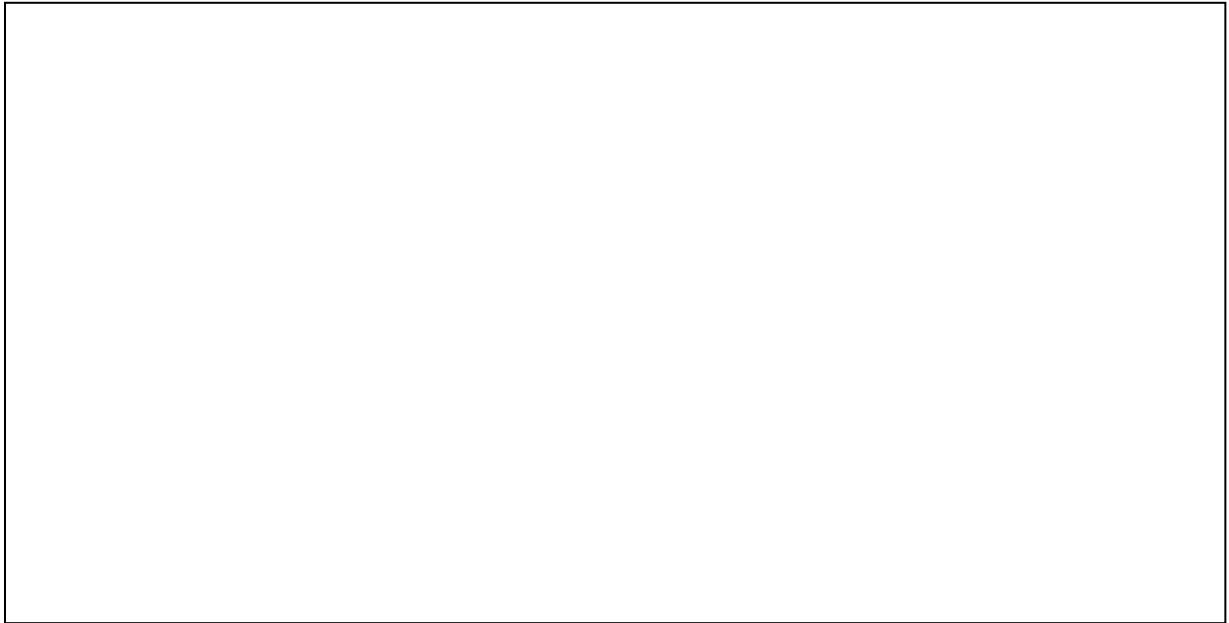
Do you believe the government should pass laws to make people follow a healthy lifestyle?

You should write at least 250 words.

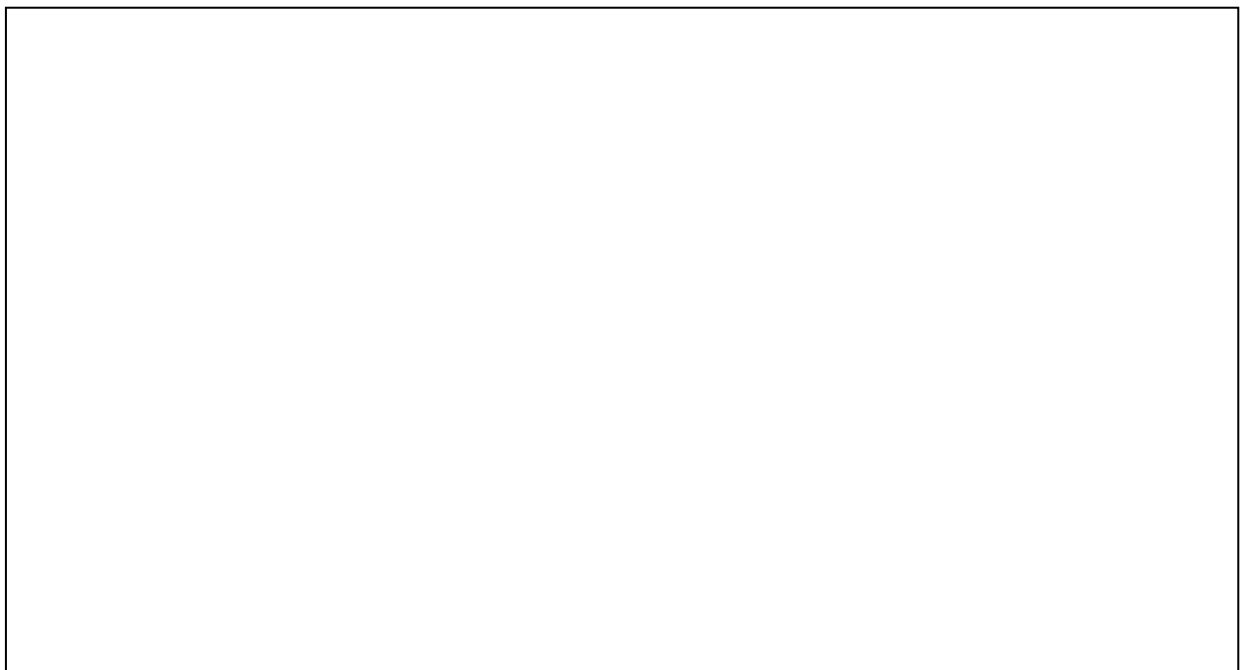
⁹ Adapted from: Cameron, P. & Todd, V. (1996) Prepare for IELTS - Academic Modules (Insearch & UTS)

¹⁰ Adapted from: Cameron, P. & Todd, V. (2001) The New Prepare for IELTS-General Training Module (Insearch & UTS)

Planned response:



Planned response:





Analysis – Academic Task 2

Look at the following sample essay. Pay attention to the content, structure, grammar, and vocabulary. Remember that this sample answer is one of several satisfactory ways to answer the question. Other essays which respond to the Writing Task would also be acceptable.

Governments can only provide a limited range of services for citizens. Certain types of service, however, must be provided by governments, whereas both governments and private groups or individuals can share the responsibility to provide other services. **(37 words)**

A government must provide those services which are essential to a country. These include defence capabilities and social security. Private enterprise and the profit motive should not form part of these essential services. **(33 words)**

On the other hand, some services could be provided by either governments or private groups or both. Education and health care are examples of such services. A government must provide at least a basic level of education and health care so all citizens can have access to them. Private enterprise, though, could also provide services in these areas for those who wish to pay for them. **(66 words)**

Urban infrastructure is another area where governments and private groups or individuals can share responsibility. Governments must build and maintain a system of roads, but toll roads can be built and road maintenance carried out by private contractors. Similarly, other infrastructure, such as water or electricity supply, can be operated by private companies. **(53 words)**

To sum up, there are some services such as defence and social security which must be provided by government. Other services, for example water supply or education, could be provided by both government and private enterprise. Consequently, it is not true to say that a government's role is only to provide some services while others should be provided by the private sector. In fact, both government and private groups can share in the provision of most services. **(77 words)** **Total 266 Words**

Introduction states the writer's attitude to the opinion in the Writing Task

1st argument: what governments must provide, with supporting statement

*2nd argument: providers of other services, with examples
More support and examples for 2nd argument*

Conclusion re-states main arguments and paraphrases opinion in the Writing Task

1. Divide the essay into introduction, body and conclusion.
2. Underline the topic sentences in the body,
3. Put brackets () around the thesis statement in the introduction, and around the summary statement in the conclusion.
4. Circle the signposts used to link ideas.
5. Double underline the examples and evidence the writer uses to support ideas.



Analysis – General Task 2

Look at the following sample essay. Pay attention to the content, structure, grammar, and vocabulary. Remember that this sample answer is one of several satisfactory ways to answer the question. Other essays which respond to the Writing Task would also be acceptable.

Over the last few years people in Australia and many other countries have become more health conscious. However, despite much publicity about the links between lifestyle, diet and health, many people still make poor choices which lead to “lifestyle diseases” including heart problems, strokes and diabetes. Governments should do all they can to change this but should be careful not to restrict personal choices too severely. **(66 words)**

Introduction refers to topic words, develops the topic and states a position

There are increasing calls for more government intervention to strongly encourage citizens to change their lifestyle. Indeed, laws have already been introduced in many countries to counter public smoking and excess alcohol consumption. In some European countries, advertisements aimed at selling highly-processed foods to children have already been restricted. In general I approve of such measures. **(56 words)**

Description of some health-related laws already in place.

Exercise is also an important contributor to public health. Again, in the Western world government campaigns aimed at increasing involvement in sport and raising activity among children and the elderly are more common. Large amounts of public money are spent on sports facilities to allow this to happen. Nevertheless, it is hard to see how governments can legislate to force citizens to exercise. **(63 words)**

Difficulties of making laws about exercise

Large food companies have a great influence on our diet by means of advertising, and it could be said that they place pressure on citizens to consume unhealthy food. Laws which restrict the fat, sugar or chemical additive content of food may be justified, although they will be difficult to formulate and will be resisted by food companies. **(59 words)**

Possible justification of laws about food content

In conclusion, the biggest contributors to poor health are undoubtedly smoking and alcohol, and legal restrictions should be introduced slowly. Food intake and exercise rates are more difficult to control through the law. Governments should use education to encourage citizens to make healthier lifestyle choices and provide support to help them achieve this. **(53 words)**

Concludes with a summary of the argument and a proposal

Total 297 words

- 1 Divide the essay into introduction, body and conclusion.
- 2 Underline the topic sentences in the body,
- 3 Put brackets () around the thesis statement in the introduction, and around the summary statement in the conclusion.
- 4 Circle the signposts used to link ideas.
- 5 Double underline the examples and evidence the writer uses to support ideas.

(3rd Class)

Lesson C.1 – Writing (Task 1)

General - Formal Letter

Look at the following General Task 1 question and sample analysis.

You should spend about 20 minutes on this task¹¹.

You wrote to the Harvey School of English last month asking for a brochure and for details of how to arrange accommodation. You have received nothing. You have telephoned but have only spoken to the caretaker. Write a letter to the school owner. In your letter:

- ***tell them who you are***
- ***explain what has happened and***
- ***describe what you would like to happen.***

You should write at least 150 words.

You do NOT need to write your own address. Begin your letter as follows:

Dear Sir/Madam,

Introductory paragraph

Dear Sir /Madam,

I am writing again to request your school brochure and to get some information about how to arrange accommodation.

Give information

My name is Ken Xu and I have applied for the 10 week Intensive Academic English course which is due to commence at the beginning of next month. In fact, I need to complete this course before I can commence my Masters of Commerce in June.

More information

Actually, I wrote to your school a few months ago requesting some information as above; however, I have received nothing so far. In addition, I phoned last week, but was only able to speak to the caretaker who could not supply me with the relevant information.

Closing paragraph

Therefore, I would be grateful if you could please send me this information as soon as possible. If it is more convenient for you, my email address is Ken.Xu@helpful.com.au

Thank you for your assistance and I look forward to hearing from you soon.

Yours faithfully,
Ken Xu
(156 words)

¹¹ Adapted from: Milton, J., Bell, H., & Neville, P. (2002) IELTS Practice Tests 1, Express Publishing

General - Semi Formal Letter

Look at the following General Task 1 question and sample analysis that follows.

You should spend about 20 minutes on this task¹².

You have a full-time job and are also doing a part-time evening course. You now find that you cannot continue the course.

Write a letter to the course tutor. In your letter

- *describe the situation*
- *explain why you cannot continue at this time and*
- *say what action you would like to take.*

You should write at least 150 words.

You do NOT need to write your own address. Begin your letter as follows:

Dear,...

Introductory paragraph

Dear Mr Anderson,

I am writing to let you know that I am unable to continue my course in Marketing on Monday evenings (6pm - 8pm) due to a personal problem.

Describe the situation

I have been attending your Marketing course for the past two semesters as part of my Business Certificate, which I am due to complete at the end of the year. In fact, my marks have been quite good with a Distinction grade average.

Explain why you cannot continue

However, I am now unable to continue the course because my son has just had a car accident and he is currently wheel-chair bound. This means that he needs my help constantly for most of the day. Therefore, I am unable to go out in the evenings.

What action would you like to take?

I was wondering if it is possible to defer the rest of this course until next year? Alternatively, could I please have a refund so that I can reapply when you next run it?

Closing paragraph

Thank you for your consideration and I look forward to hearing from you.

Yours sincerely,

Mary Green

Mary Green

Word count: 167

¹² Adapted from: Cambridge 5

General – Informal Letter

Look at the following General Task 1 question and sample analysis that follows.

You should spend about 20 minutes on this task¹³.

Last month you had a holiday overseas where you stayed with some friends. They have just sent you some photos of your holiday.

Write a letter to your friends. In your letter

- *thank them for the photos and for the holiday,*
- *explain why you didn't write earlier and,*
- *invite them to come and stay with you.*

You should write at least 150 words.

You do NOT need to write your own address. Begin your letter as follows:

Dear.....

*Introductory
paragraph*

Dear Jeff and Elizabeth,

Give information

Hi, how are you both? Have you managed to get some peace and quiet in your life now that I'm back here? Thanks for sending the great photos.

More information

I'd really like to thank you once again for your fabulous hospitality while I was in your lovely home. The photos tell the story of our wonderful time together during the period you showed me all around Italy. Consequently, I will always have vivid memories of a unique holiday experience in a magnificent country.

Closing paragraph

Actually, since I've been back, I've been very busy with my work and my part-time evening course. I would have written earlier but I just didn't have any time for myself!

Would you like to come over and stay with me for awhile? Winter will be coming soon to Italy and I know you detest the cold weather. In fact, there will be a fantastic theatre season here that I know you would really enjoy.

Anyway, take care and try to find some time to come over.

Best wishes,

Silvia

(171 words)

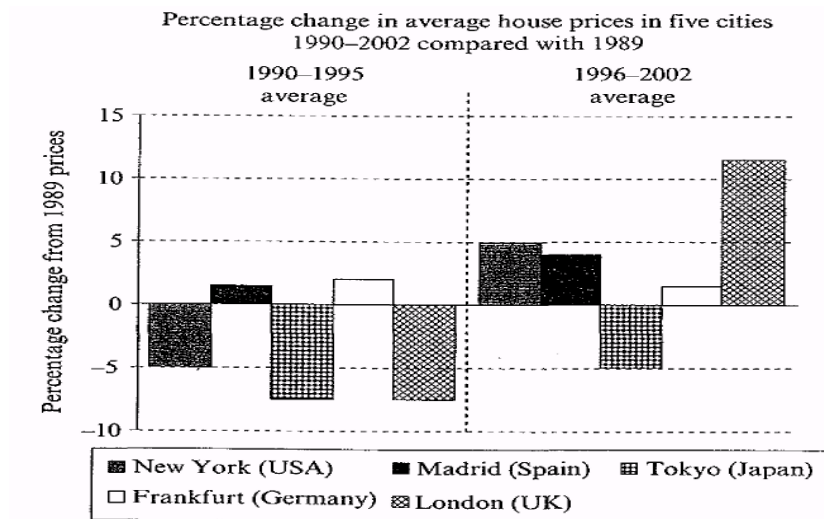
¹³ Adapted from: Cambridge 7

Academic – Bar graph

Look at the following Academic Task 1 and sample answer.

The chart below shows information about changes in average house prices in five different cities between 1990 and 2002 compared with the average house prices in 1989.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.



Sample answer

The chart shows five different cities and the changes in average house prices over two time periods: 1990 to 1995 and 1996 to 2002 compared to 1989 as a percentage. The cities are New York, Madrid, Tokyo, Frankfurt and London.

Between 1990 and 1995, the average house prices decreased in three cities; Tokyo and London equally decreased by about 7.5% followed by New York with a decrease of 5%. On the other hand, Madrid and Frankfurt increased by around two and three percent respectively.

Then, between 1996 and 2002, there was a noticeable increase of 12% in London. In addition, the second highest increase was in New York at 5%. Madrid had the third highest increase at around 4% while Frankfurt increased by 2%. The only exception was in Tokyo, where house prices decreased by 5%.

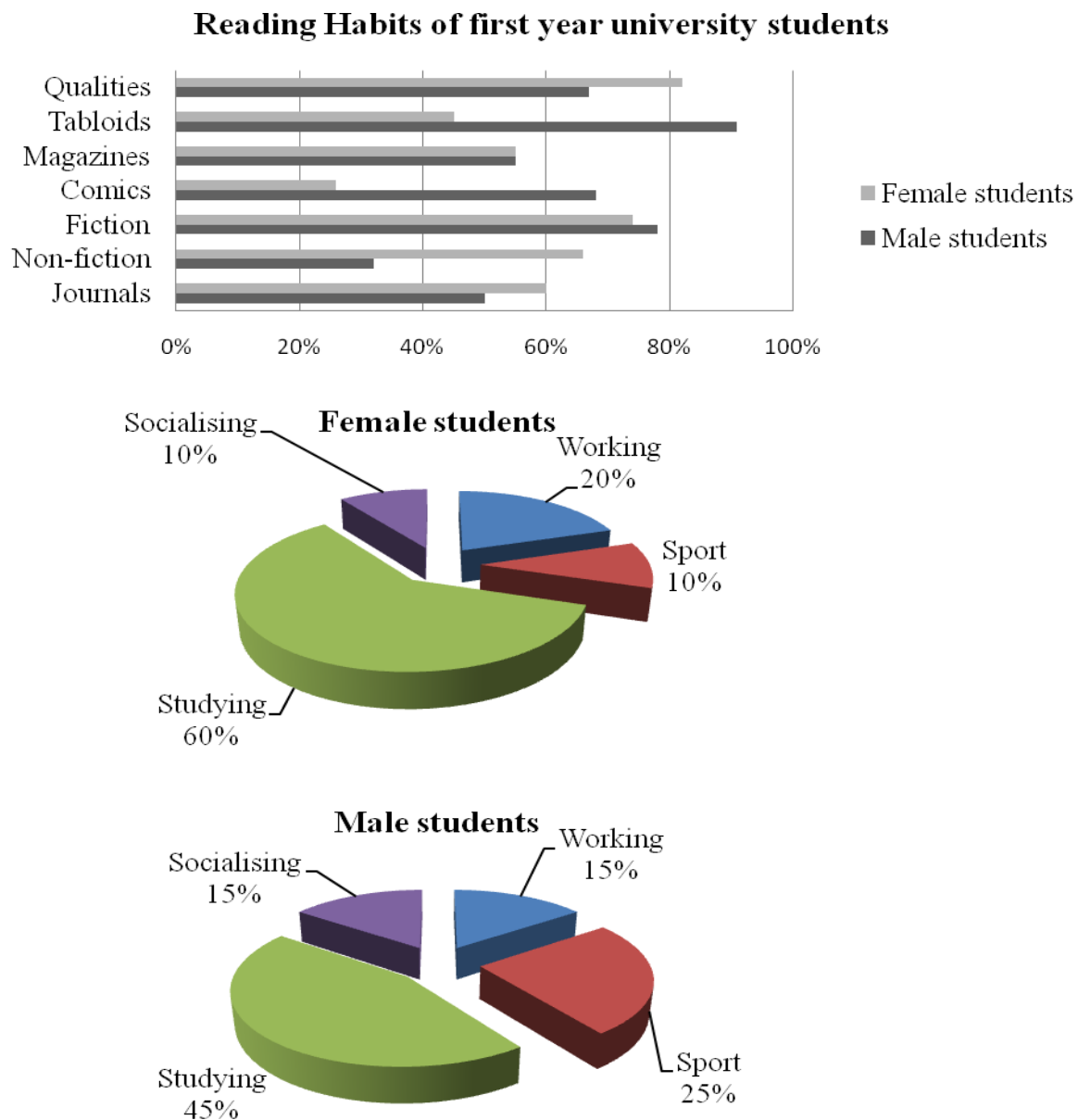
Overall, the majority of the cities experienced a reduction on average house prices between 1990 and 1995; however, the next five years saw an increase in the prices with only one exception, Tokyo (Japan). London has experienced the greatest change upwards in the prices of houses.

(182 words)

Academic – Comparing Data

The bar chart shows the results of a survey of the reading habits of first year female and male university students at a university in the UK. The pie charts show the amount of time male and female students spend on various activities.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.



This exercise gives you more practice with comparing data. Study the charts below. The bar chart shows the results of a survey of the reading habits of first year female and male university students at a university in the UK. The pie charts show the amount of time male and female students spend on various activities.

Look at the following sample response . Pay attention to the content, structure, grammar, and vocabulary. Remember that this sample answer is one of several satisfactory ways to answer the question. Other responses to the Writing Task could also be acceptable.

Sample answer

The bar chart shows reading habits of first year university students at a UK university. The pie chart depicts the time spent on various activities.

Tabloids are favoured most by male students (90%). This is more than double the female readership of tabloids and is followed by fiction (about 78%). Non-fiction is the least popular reading material among males (32%). Female preferences are mainly for the qualities (82%) with fiction ranking second (74%). Their readership of comics is at a low 25% (less than half the male readership).

The leading activity for both sexes is studying, but this occupies more time for females (60%) than males (45%). Sport is the next most popular activity for males (25%), but females favour working (20%). Socialising was a little more popular among males (15%) than females (10%).

Overall, readership of qualities and fiction rank highly for both males and females. However, males also like reading tabloids and comics whereas females prefer non-fiction. Studying is the major activity for both sexes, but sport also ranks highly for males and working is popular among females. (180 words)



Exercise 1: Task 1 (General)

Do this under test conditions – no dictionary, no computer, 20 uninterrupted minutes. Write by hand on the sample IELTS Writing Answer Sheet provided.

You should spend about 20 minutes on this task.

You have had a bank account for a few years. Recently you received a letter from the bank stating that your account is \$240 overdrawn and that you will be charged \$70 which will be taken directly from your account. You know that this information is incorrect.

Write a letter to the bank manager. In your letter:

- *describe what has happened*
- *explain that you think this is wrong*
- *say what you would like them to do about it.*

You should write at least 150 words.



Exercise 2: Task 1 (Academic)

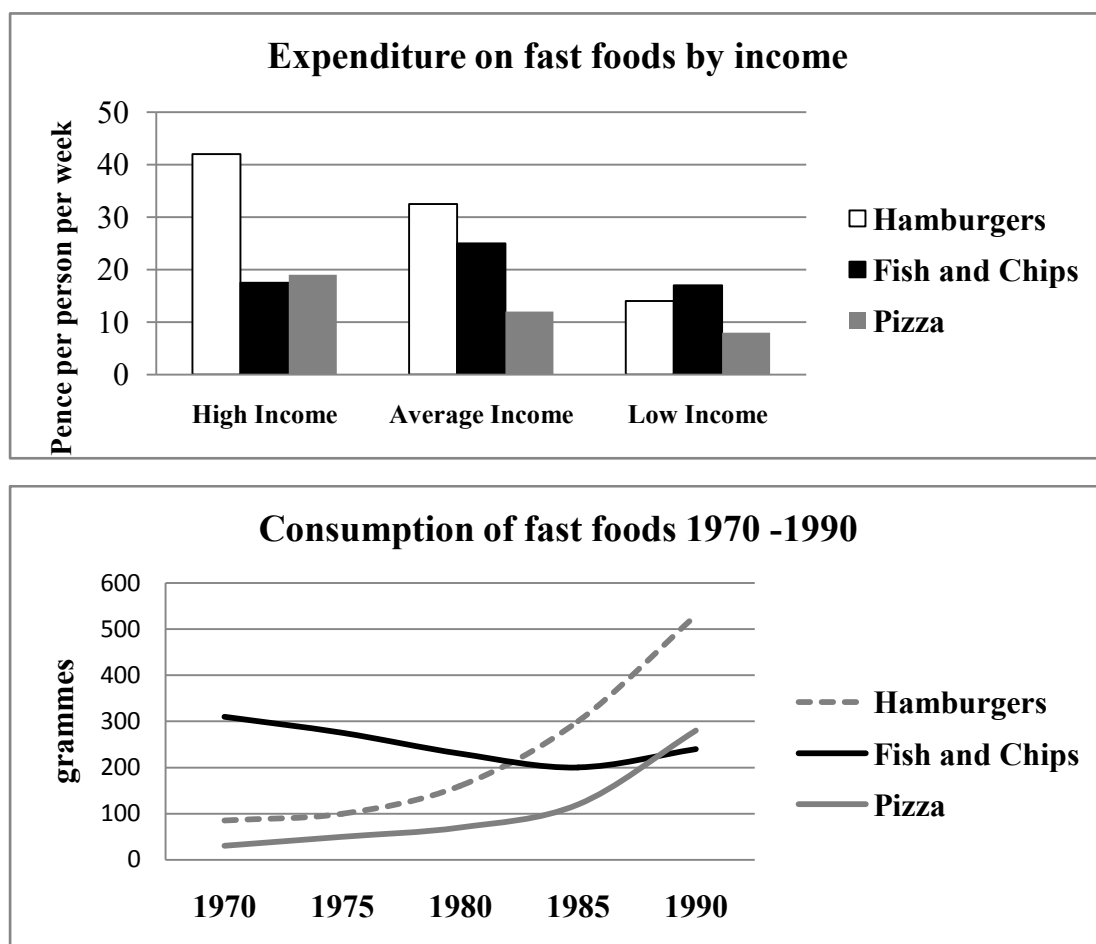
Do this under test conditions – no dictionary, no computer, 20 uninterrupted minutes. Write by hand on the sample IELTS Writing Answer Sheet provided.

You should spend about 20 minutes on this task.¹⁴

The chart below shows the amount of money spent per week on fast foods in Britain. The graph shows the trends in consumption of fast foods.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

You should write at least 150 words.



¹⁴ Jakeman, V. & McDowell, C. (1996) *Cambridge Practice Tests for IELTS 1* CUP

Sample answer (General)

Dear Sir,

I am writing in reply to a letter I received from you this week. In your letter you state that I am \$240 overdrawn and that you will be charging me \$70 because of this.

I must point out that the reason I am overdrawn is because of a mistake made by your bank. If you look through your records you will see that I wrote several weeks ago explaining the situation. For the last twelve months I have been paying \$300 a month for a car I bought last summer, with the monthly re-payments taken directly from my bank account. However, two months ago I sold the car and wrote to you, instructing you to stop the payments. I received a letter from you acknowledging my request, but, nothing was done about it. Another \$300 installment has since been paid this month and this is the reason why I am overdrawn.

Please contact the garage where I bought the car, explaining the error. I would also like you to ask them to return the money.

Yours faithfully,

P Stoft (178 words)

Sample answer (Academic)

The bar chart below shows spending in Britain by different income groups on fast food. The line graph shows trends from 1970 to 1990.

High income earners consumed more fast foods than other income groups. They spent more than twice as much on hamburgers (43 pence per person per week) than on other fast foods. Average income earners also favoured hamburgers (33 pence), followed by fish and chips (24 pence). Spending on fast foods was lowest among the low income group, who preferred fish and chips (18 pence).

Consumption of hamburgers experienced the fastest growth, rising from 90 grams in 1970 to over 500 grams in 1990. They overtook fish and chips in popularity in 1982. Pizza's popularity grew from a low level in 1970 (20 grams) to 280 grams in 1990). In contrast, there was a decline in fish and chips consumption from 300 grams in 1970 to 200 grams in 1985, after which it rose to 240 grams.

Overall, high and average income earners favoured hamburgers and generally spent most on fast foods. Consumption of both hamburgers and pizza showed strong growth over the period. (187 words)

Writing (Task 2)



Conjunctions

A complex sentence can be an independent connected to a dependent clause using a conjunction.

because	That car is a better buy because it has better safety features. Because that car has better safety features, it is a better buy.
since	You should buy a digital television now since prices are much lower. Since prices are much lower, you should buy a digital television now.
as	Professor Jones didn't lecture today as he had to attend a conference. As Professor Jones had to attend a conference, he didn't lecture today.
although	The children wrote on the walls although parents told them not to. Although parents told them not to, the children wrote on the walls.
though	They tried hard to write the paper, though they found it difficult. Though they found it difficult, they tried hard to write the paper.
even if	You should see the movie even if you don't like the actors. Even if you don't like the actors, you should see the movie.
even though	George watched the program even though he had seen it before. Even though George had seen it before, he watched the program.
as if	He drank the glass of wine as if he had never tasted anything so good.
as though	Please treat my tools as though they were made of gold.
as long as	You can come home as long as you don't smoke inside the house. As long as you don't smoke inside the house, you can come home.
before	Most children learn to walk before they learn to talk. Before most children learn to talk, they learn to walk.
after	They went out to celebrate after they finished their exams. After they finished their exams, they went out to celebrate.
once	You can graduate once you have completed all the courses. Once you have completed all the courses, you can graduate.
when	They found a better place to shop when they read the ads in the newspaper. When they read the ads in the newspaper, they found a better place to shop.
if	They can learn to play if they practice daily. If they practice daily, they can learn to play.

Writing Task 2

You should spend about 40 minutes on this task and write at least 250 words.
Write about the following topic:

Every year a large number of deaths are caused by road accidents.

What do you think are the major causes of road accident deaths?

What suggestions could be made to reduce the number of deaths from road accidents?

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

Before you start writing your response, answer the following questions:

1. What is the background information?
2. What is the specific question?
3. What would the planned response look like for this question?



Analysis – Sample answer

Look at the following sample essay response. Pay attention to the content, structure, grammar, and vocabulary. Remember that this sample answer is one of several satisfactory ways to answer the question. Other letters which respond to the Writing Task would also be acceptable.

Road accidents are a serious problem today, and are responsible for the deaths of a number of people. Before offering solutions to this problem, this essay will examine the main causes of accidents. These are vehicle roadworthiness, road conditions and human error.

A great number of fatal accidents are caused by defective brakes or bald tyres. The solution to this problem is for car owners to have their cars checked regularly. This would force vehicles which are not roadworthy off the roads.

Another cause of deadly accidents is the condition of the roads. As a result of heavy rain, fog or snow, roads can become slippery and accidents occur. In addition, road surfaces which need repair further contribute to road fatalities. To reduce this problem, a greater proportion of taxpayers' money needs to be designated to improving roads and providing warnings in poor weather.

The third cause of fatal accidents is driver error. Drunken driving and excessive speed are frequently the cause of drivers misjudging distance and losing control of their vehicles. Problems of human error are the most difficult to resolve. However, advertising campaigns could educate motorists to drive safely. Furthermore, harsher penalties such as fines and suspension of licences could be applied to discourage dangerous behaviour.

In conclusion, although it is inevitable that accidents will occur, there are ways to reduce the death toll. Governments need to conduct stricter vehicle tests and penalise careless drivers. More money must be allocated to maintain and upgrade roads and educate drivers. By implementing these measures, the roads will be safer for everyone.

Word count: 261

Writing Task 2

Do this under test conditions – no dictionary, no computer, 40 uninterrupted minutes. Write by hand on the sample IELTS Writing Answer Sheet included in these course notes.

ACADEMIC TASK

You should spend about 40 minutes on this task.

Write about the following topic:

In the developed world, average life expectancy is increasing. What problems will this cause for individuals and society? Suggest some measures that could be taken to reduce the impact of ageing populations.

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

You should write at least 250 words.

Source: <http://ielts-simon.com/ielts-help-and-english-pr/2013/01/ielts-writing-task-2-problemsolution-essay.html>

GENERAL TASK

You should spend about 40 minutes on this task.

Write about the following topic:

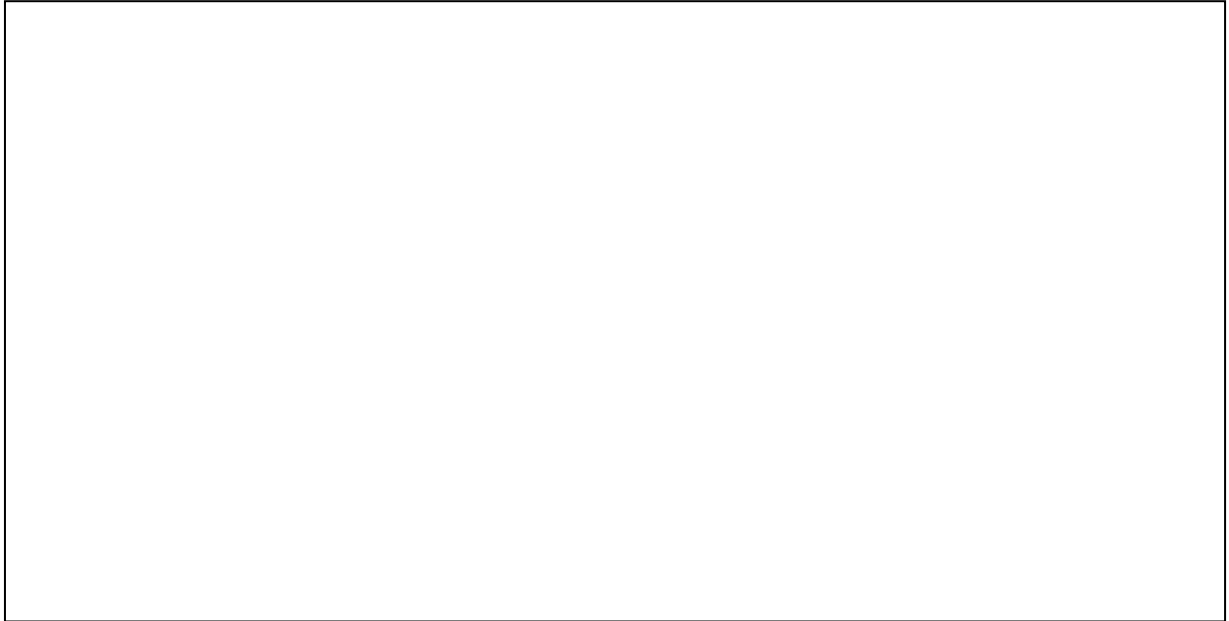
Explain some of the ways in which humans are damaging the environment. What can governments do to address these problems? What can individual people do?

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

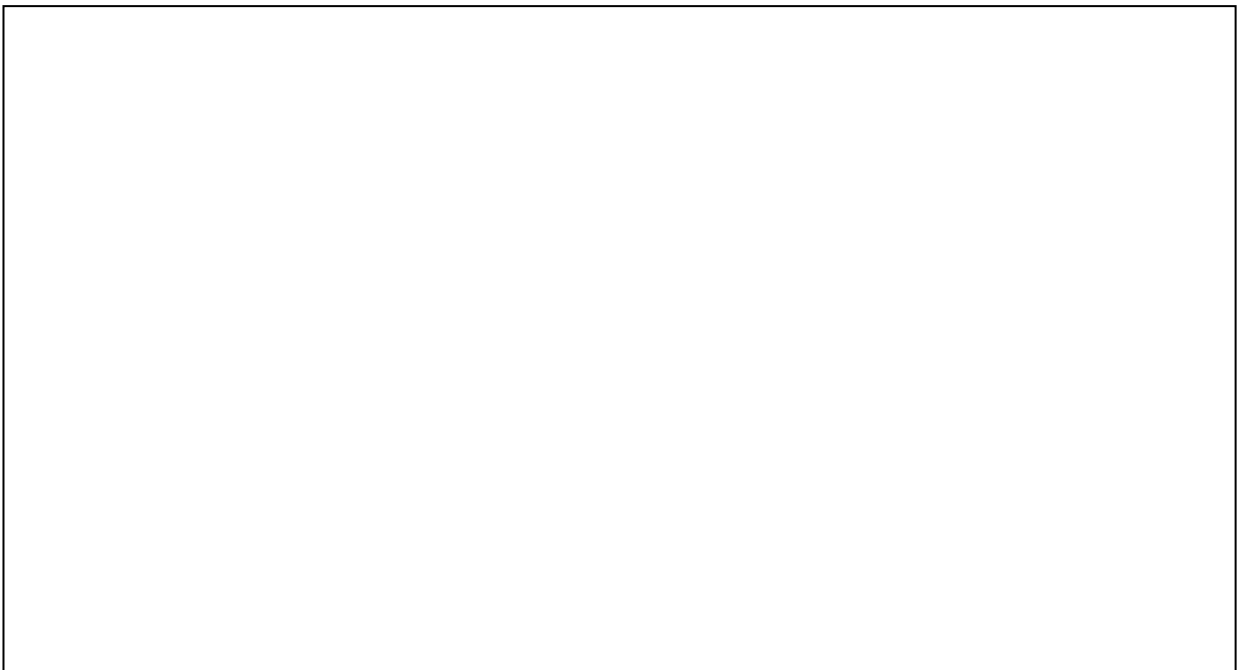
You should write at least 250 words.

Source: http://ielsttime.blogspot.com.au/2012/05/sample-answer-ielts-writing-task-2_9885.html

Planned response:



Planned response:





Analysis – Sample Answer (Academic)

Look at the following sample essay response. Pay attention to the content, structure, grammar, and vocabulary. Remember that this sample answer is one of several satisfactory ways to answer the question. Other letters which respond to the Writing Task would also be acceptable.

It is true that people in industrialised nations can expect to live longer than ever before. Although there will undoubtedly be some negative consequences of this trend, societies can take steps to mitigate these potential problems.

As people live longer and the populations of developed countries grow older, several related problems can be anticipated. The main issue is that there will obviously be more people of retirement age who will be eligible to receive a pension. The proportion of younger, working adults will be smaller, and governments will therefore receive less money in taxes in relation to the size of the population. In other words, an ageing population will mean a greater tax burden for working adults. Further pressures will include a rise in the demand for healthcare, and the fact young adults will increasingly have to look after their elderly relatives.

There are several actions that governments could take to solve the problems described above. Firstly, a simple solution would be to increase the retirement age for working adults, perhaps from 65 to 70. Nowadays, people of this age tend to be healthy enough to continue a productive working life. A second measure would be for governments to encourage immigration in order to increase the number of working adults who pay taxes. Finally, money from national budgets will need to be taken from other areas and spent on vital healthcare, accommodation and transport facilities for the rising numbers of older citizens.

In conclusion, various measures can be taken to tackle the problems that are certain to arise as the populations of countries grow older.

(265 words)



Analysis – Sample Answer (General)

Look at the following sample essay response. Pay attention to the content, structure, grammar, and vocabulary. Remember that this sample answer is one of several satisfactory ways to answer the question. Other essays which respond to the Writing Task would also be acceptable.

Humans are responsible for a variety of environmental problems, but we can also take steps to reduce the damage that we are causing to the planet. This essay will discuss environmental problems and the measures that governments and individuals can take to address these problems.

Two of the biggest threats to the environment are air pollution and waste. Gas emissions from factories and exhaust fumes from vehicles lead to global warming, which may have a devastating effect on the planet in the future. As the human population increases, we are also producing ever greater quantities of waste, which contaminates the earth and pollutes rivers and oceans.

Governments could certainly make more effort to reduce air pollution. They could introduce laws to limit emissions from factories or to force companies to use renewable energy from solar, wind or water power. They could also impose 'green taxes' on drivers and airline companies. In this way, people would be encouraged to use public transport and to take fewer flights abroad, therefore reducing emissions.

Individuals should also take responsibility for the impact they have on the environment. They can take public transport rather than driving, choose products with less packaging, and recycle as much as possible. Most supermarkets now provide reusable bags for shoppers as well as 'banks' for recycling glass, plastic and paper in their car parks. By reusing and recycling, we can help to reduce waste.

In conclusion, both national governments and individuals must play their part in looking after the environment.

(250 words)

Problem Solution Essay Questions:

Overpopulation of urban areas has led to numerous problems.

Identify one or two serious ones and suggest ways that governments and individuals can tackle these problems.

Nowadays many people have access to computers on a wide basis and a large number of children play computer games.

What are the negative impacts of playing computer games and what can be done to minimize the bad effects?

The internet has transformed the way information is shared and consumed, but it has also created problems that did not exist before.

What are the most serious problems associated with the internet and what solutions can you suggest?

In the developed world, average life expectancy is increasing.

What problems will this cause for individuals and society?

Suggest some measures that could be taken to reduce the impact of ageing populations.

Source: <http://www.ieltsbuddy.com/problem-solution-essays.html>

(4th Class)

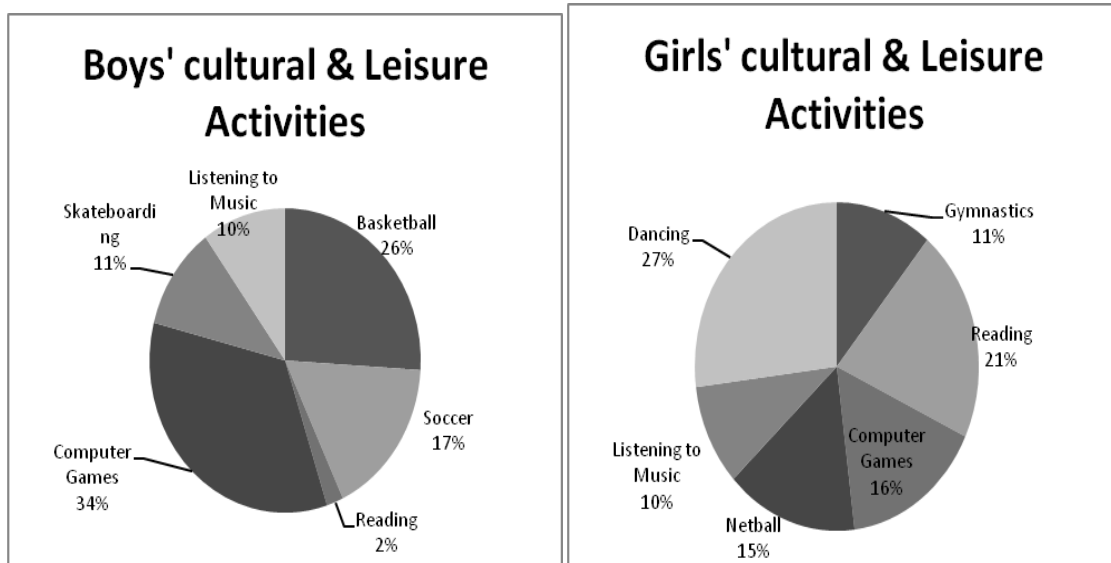
Lesson D.1 – Writing (Task 1)

ACADEMIC

You should spend about 20 minutes on this task. Write at least 150 words.

The pie charts below show the results of a survey of children's activities. The first graph shows the cultural and leisure activities that boys participate in, whereas the second graph shows the activities in which girls participate.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.



GENERAL

You should spend about 20 minutes on this task. Write at least 150 words.

You are due to start a new job next week but you will not be able to because you have some problems.

Write a letter to your new employer. In your letter

- *explain your situation,*
- *describe your problems and,*
- *tell him/her when you think you can start.*

You do NOT need to write your own address.

Begin your letter as follows:

Dear _____

Analysis – Academic Task 1

Sample answer for the two pie charts that show the results of a survey about children's activities. Pay attention to the content, structure, grammar, and vocabulary. Remember that this sample answer is one of several satisfactory ways to answer the question.

The two pie charts show the separate breakdown of how boys and girls spend their time pursuing leisure and cultural activities. There are six activities in each chart: three sporting and three non-sporting activities.

The three non-sporting activities (computer games, reading, and listening to music) are identical for both groups but the proportion of time spent on each of these activities is very different.

In striking contrast, there is no overlapping of the sports that they pursue. Boys engage in basketball (26%), soccer (17%) and skateboarding (11%), whereas girls engage in dancing (27%), netball (15%) and gymnastics (11%).

By far the most popular activity with boys is playing computer games (34%) however dancing (27%) is most popular with girls. Reading (2%) is the least popular activity with boys while listening to music (10%) is least popular with girls. Despite this, music is the only activity that both boys and girls enjoy for the same amount of time.

Overall, boys and girls divide their time between sporting (54% and 53%) and non-sporting activities (46% and 43%) in the same proportions. Nevertheless, they follow remarkably contrasting patterns of activities.

(188 words)

Analysis – General Task 1

Sample answer for the letter that explains a delay to the start date of a new job. Pay attention to the content, structure, grammar, and vocabulary. Remember that this sample answer is one of several satisfactory ways to answer the question. Other letters which respond to the Writing Task would also be acceptable.

Sample Answer – this letter gives information.

Introductory paragraph

Dear Mr Maxwell,

I am writing to request an extension of my start date for the position of Student Counsellor. We discussed my commencement date as being next Thursday but I have a problem that prevents me from starting on that date.

More information

First, I mentioned in my interview that I was in the process of handing over a major project to a colleague. Unfortunately, he has had a car accident and is expected to be unable to return to work for another two weeks.

Therefore, I am unable to complete the handover as originally planned and need to delay my starting date. As there is some delicate background information about the situation which I need to share with you, I would prefer to discuss the situation on the phone.

Closing paragraph

Finally, I believe I can start work with you as a Student Counsellor in two weeks time. As soon as I have definite details about my colleague's condition, I will contact you by phone to confirm the start date.

I apologize for any inconvenience caused and I look forward to commencing in my new position as soon as possible.

Yours sincerely,

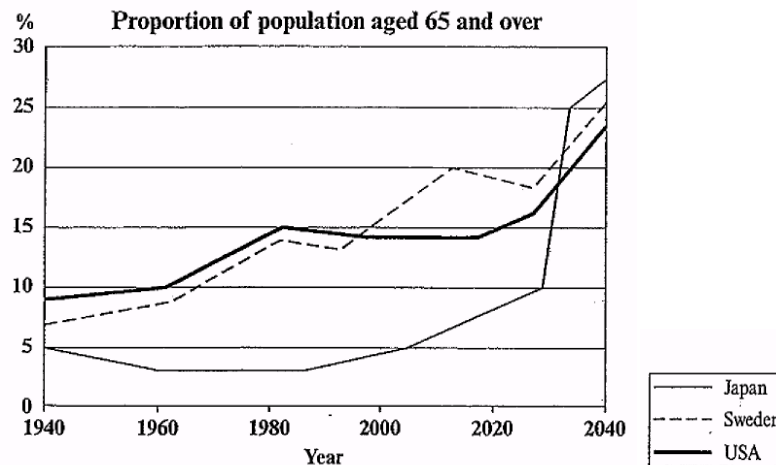
Sue Smith
(Words 185)

ACADEMIC

You should spend about 20 minutes on this task. Write at least 150 words.

The graph below shows the proportion of the population aged 65 and over between 1940 and 2040 (predicted) in three countries.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

**GENERAL**

You should spend about 20 minutes on this task. Write at least 150 words.

You were hurt in a minor accident inside a supermarket and you wish to complain to the supermarket.

Write a letter to the manager of the supermarket. In your letter

- say who you are
- give details about the accident
- suggest how the supermarket could prevent similar accidents.

You do NOT need to write your own address.

Begin your letter as follows:

Dear _____

Sample Answer – Academic Task 1

The graph shows statistics relating to people aged 65 and over in Japan, Sweden and the USA from 1940 to 2040. The overall trend is a significant increase in the percentage of the aged population in all three countries over the century.

In 1940 the USA had the highest proportion of people 65 and over (about 8%), with Sweden slightly lower at 7.5%. Japan had the lowest at 5%. In the USA and Sweden, the percentage rose steadily until about 1980, whereas in Japan there was a drop to about 3% in this period.

After a slight fall just after 1980, the percentage of those over 65 rose rapidly in Sweden and Japan and will continue to grow at varying rates. In the USA, however, the proportion will remain stable at about 18% until roughly 2030. There is predicted to be an explosion in this age group in all countries from about 2030.

Overall, by the end of the period Japan is forecast to have the highest proportion of over 65s, at about 27%, with Sweden and the USA only slightly lower, at 25% and 23% respectively.

(185 words)

Sample Answer – General Task 1

Dear Sir/Madam,

My name is Mary Smith and I am a regular customer of your supermarket as I live nearby. I am writing to complain about an accident I had on your premises yesterday.

Last night at around 9pm, I slipped over and fell in aisle four – the frozen goods section. This was due to the fact that, unseen by me, there was water on the floor. As I turned my trolley around, I lost my balance and fell onto my hip on the hard floor. It was fortunate that there was another customer close by who helped me to get up, as there were no members of staff to be seen.

May I suggest that you have a staff member regularly inspect the aisles in the supermarket for evidence of water seeping onto the floor, or for any other hazard that could cause an accident? Perhaps you could also erect a cautionary sign, advising customers to take care because there could be water on the floor which would cause another accident.

I would be interested to hear of the action you will take about this. Thank you in anticipation of your consideration of this matter.

Yours faithfully,

Mary Smith

(180 words)

Writing (Task 2)

ACADEMIC¹⁵

Write about the following topic:

Are computers an essential feature of modern education? What subjects can be better taught using computers? Are there aspects of a good education that cannot be taught using computers?

You should write at least 250 words.

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

GENERAL¹⁶

Write about the following topic:

Last year many famous pop and sports stars earned millions of dollars each. Many other entertainment and sports personalities also have very high incomes. On the other hand, most people in 'ordinary' professions such as nurses, doctors and teachers earn only a small fraction of the incomes of these 'stars'.

What do you think about 'stars' receiving very high salaries? Is it fair that people with jobs that directly help people are paid much less?

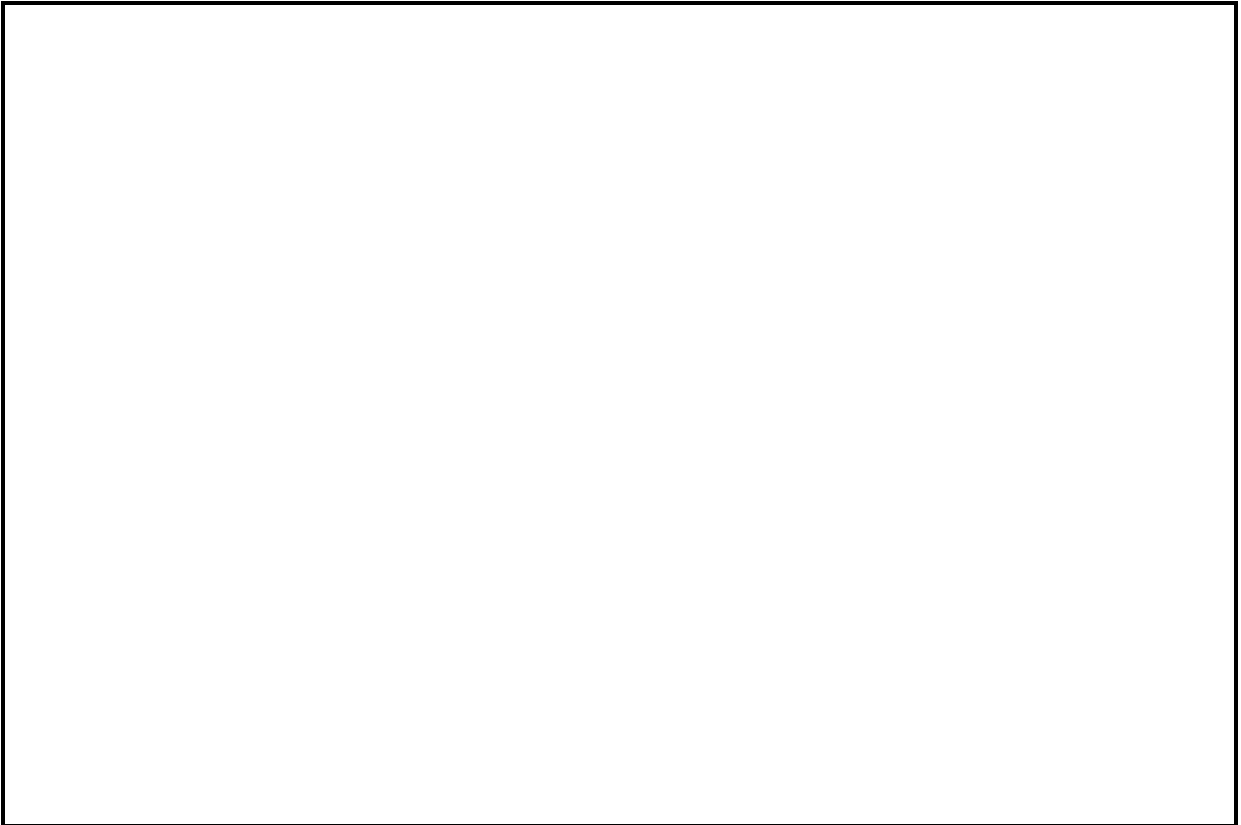
You should write at least 250 words.

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

Can you write a plan for each question?

¹⁵ Cameron, P. & Todd, V. (1996) *Prepare for IELTS - Academic Modules* (Insearch & UTS)

¹⁶ Pejovic, V., Nicklin, M. & Read, P. (1997) *IELTS Preparation & Practice, Reading & Writing General Training Module OUP*



Sample Answer – Academic Task 2¹⁷

Look at the following sample response. Other essays which respond to the Writing Task would also be acceptable.

Computers are now essential in many areas of life -modern banking, retail and information exchange among others. However, this is not true for education. At a simple level some subjects may be better taught using computers, but to explain important concepts a human teacher is still indispensable.

Introduction shows main idea

There are some subjects in which a computer can be used successfully to teach. For example, elementary mathematics, elementary language learning and areas which require a student to memorise basic facts through repetition are well suited to computer learning. The computer can be programmed to provide an endless number of simple questions, and as the student answers these questions the facts are learned and reinforced.

What computers do well

Examples

Reason

However, in the learning and practice of more complex ideas, the computer is not adequate. A computer can evaluate an answer as right or wrong, but it cannot determine why. It cannot find out why a student is making mistakes, and then re-present important concepts in a different way so the student will understand. It cannot determine at what stage in a mathematics problem the student has made an error; it can only indicate that the final answer is wrong. Tasks involving reasoning cannot be taught by computers, as there are too many variables for a computer to deal with successfully.

What computers cannot do

Example

Thus, while computers may be useful as a tool for practising simple skills, they are not an essential feature of modern education, because they cannot monitor a student's grasp of concepts, nor evaluate a student's reasoning. Until further developments in computers are made, the human teacher will remain indispensable. (Words 262)

Conclusion re-states main ideas

¹⁷ Cameron, P. & Todd, V. (1996) Prepare for IELTS - Academic Modules (Insearch & UTS)

Sample Answer – General Task 2

To answer this question in a relevant way you have to:

- explain your opinion about stars earning a lot of money
- give an opinion about people like nurses and teachers who have more useful jobs but who earn much less money, and explain your opinion.

Introductory paragraph-state your opinion

It seems that salaries often do not relate to skill, education or the value of the employee to society. In my opinion this is wrong, and I feel changes should be made to ensure that people such as pop stars do not earn such huge amounts of money.

Reasons for the opinion

If we take the example of a pop star such as Madonna, it is hard to see in what way she benefits society. In fact, her behaviour could even have a negative effect on young people and encourage them to experiment with sex and drugs, and develop a materialistic attitude. In addition, her job does not require special skills or years of training and education. Therefore, there is no justification for her receiving so much money. Although she provides entertainment for people, I do not think this can be considered essential.

Answer the second part of the question. Give reasons

On the other hand, there are many professions which not only require high levels of skill and years of education but also help other people and the community in general. Clearly doctors, nurses and teachers are much more useful, in fact, essential to society than entertainment and sports figures. Salaries should reflect the dedication, and the heavy responsibilities people face in their jobs.

Conclusion – offer a solution

In conclusion, even if we accept this idea, the problem of how we could make salaries fairer remains. Pop stars receive royalties from sales of their records or concert tickets, and it isn't possible that this money be taken away and given to more deserving people. Perhaps one solution is through much higher taxes for people who earn excessively high salaries. (words: 263)

ACADEMIC¹⁸

You should spend about 40 minutes on this task.

It is generally believed that some people are born with certain talents, for instance for sport or music, and others are not. However, it is sometimes claimed that any child can be taught to become a good sports person or musician.

Discuss both views and give your own opinion.

You should write at least 250 words.

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

GENERAL¹⁹

You should spend about 40 minutes on this task.

Write about the following topic.

Some people argue that it is more important to have an enjoyable job than to earn a lot of money. Others disagree and think that a good salary leads to a better life.

Discuss both views and give your opinion.

You should write at least 250 words.

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

¹⁸ Adapted from: Cambridge 7

¹⁹ Adapted from: IELTS Trainer, CUP

Can you write a plan for each question?

Sample Answer – Academic Task 2

It is claimed that some children have the natural talent needed to achieve a professional career in sport or music, while others must be taught these skills to become competent. I will discuss both ideas, and offer my belief that having a particular talent does not guarantee one's destiny.

First, some children have the natural ability to master sport or music. They may have inherited the necessary genes from their parents, who may be star tennis and football players. Other children may have natural ability, perhaps as musicians, which has been nurtured and encouraged.

On the other hand other children, less talented, could be taught the necessary skills to be good at sport or music. It would probably need many years of learning and dedication on the part of parent and child, and, of course, the cost could be phenomenal.

Yet some very talented children do not always desire to fully utilise their talents. For example, my son is naturally skilful as a soccer player and always won the top prize in his club. However, once he entered university, he lost interest in pursuing his dream of being a soccer superstar. Others who have had a lifetime of training in a particular field may never be able to produce more than a mechanical rendition of their skill.

In conclusion, some children are born with a special talent but this does not mean they will develop that talent. Alternatively, some children who have been taught a certain skill may or may not become accomplished at what they do. I believe that it is the personality and inner fibre of a child that determines their success in their chosen field.

Words: 278

Sample Answer – General Task 2

Everybody knows that you need money to survive, but it is often said that money does not bring happiness. Although the ideal situation may be to have an enjoyable job that also provides a good salary, that is not always possible. It is important to remember that some people might not have a choice of jobs because they did not have the chance of a good education or because they have a large family to support.

Some people spend large sums of money without thinking about it. However, they could manage with less money and have a better life taking a job they enjoy or by working fewer hours. I have observed that in families who go on expensive holidays and always have a new car, it is often the father who works such long hours that his children rarely see him. In my opinion, that is not an attractive lifestyle and it would be better if he found a less well-paid job that enabled him to spend more time at home.

On the other hand, life is easier for those who have plenty of money as they can do what they want and do not have to think constantly about whether they can afford something or not. In addition, earning a good salary makes it easier to be healthier because you can eat good food and join a gym.

To sum up, I think it is more important to have a job you enjoy if you can afford it. In my view, most people need less money than they think because they waste a lot on buying things they do not need.

Words: 273

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Candidate Name: Candidate Number:

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Module: ACADEMIC ☐ GENERAL TRAINING ☐ (Tick as appropriate)

TASK 1

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EXAMINER 2 NUMBER:

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EXAMINER'S USE ONLY

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UNDERLENGTH		NO OF WORDS		PENALTY	
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EXAMINER 2
TASK 2

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EXAMINER 1
TASK 2

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EXAMINER 2
TASK 2

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TASK 2

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EXAMINER 1
TASK 2

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