

*Ultimate IELTS Series Book 1*

# **WRITING**

**for IELTS**

*Step by step  
instructions for  
writing Task 1 and  
Task 2*

*Written and developed by Impact Learning*

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## About IELTS writing

### Parts of the test

There are two parts to the IELTS writing test – Task I and Task II. Task I should take approximately 20 minutes and requires you to write at least 150 words, and Task II should take about 40 minutes and you need to write at least 250 words. Note, however, that time management within the IELTS test is your responsibility – you have a total of one hour to write at least 400 words in total, so you can decide how much time to spend on each Task.



### Task 1

For Task I, you are required to write 150 words or more as a report on a graphic – this could be a chart, graph, table, diagram or process.

### Task 2

For Task 2, you will be writing a formal essay of at least 250 words.

### What is the IELTS writing test assessing?

The IELTS writing test is assessing your ability to write clearly and coherently, using a range of grammar and vocabulary and addressing the task you are given. Your writing is marked by a trained examiner who will evaluate your work based on a set of criteria given by the IELTS organisation.

In Task I, the examiner is marking you on the following:

1. Task Achievement
2. Coherence and Cohesion
3. Lexical Resource

#### 4. Grammatical Range and Accuracy

In Task II, the examiner is marking you on the following:

1. Task Response
2. Coherence and Cohesion
3. Lexical Resource
4. Grammatical Range and Accuracy

### IELTS Task 1 describing trends

In IELTS Task 1, a trend is the general direction or movement that can be seen in the graph. It is essential to use a range of vocabulary when describing trends in order to get a good result, so here are some of the important language you can use.

Practice by deciding whether these phrases below mean an upward, downward or even trend.(answers are at the end of the questions)

Describing trends

#### 1. A FALL

- a. This is used to describe an upward trend
- b. This is used to describe a downward trend
- c. This is used to describe an even trend (neither up or down)

#### 2. TO INCREASE

- a. This is used to describe an upward trend
- b. This is used to describe a downward trend
- c. This is used to describe an even trend (neither up or down)

3. TO REMAIN STEADY

- a. This is used to describe an upward trend
- b. This is used to describe a downward trend
- c. This is used to describe an even trend (neither up or down)

4. TO DECLINE

- a. This is used to describe an upward trend
- b. This is used to describe a downward trend
- c. This is used to describe an even trend (neither up or down)

5. A RISE

- a. This is used to describe an upward trend
- b. This is used to describe a downward trend
- c. This is used to describe an even trend (neither up or down)

6. TO DECREASE

- a. This is used to describe an upward trend
- b. This is used to describe a downward trend
- c. This is used to describe an even trend (neither up or down)

7. TO CLIMB

- a. This is used to describe an upward trend
- b. This is used to describe a downward trend
- c. This is used to describe an even trend (neither up or down)

8. TO DETERIORATE

- a. This is used to describe an upward trend
- b. This is used to describe a downward trend

- c. This is used to describe an even trend (neither up or down)

9. A PLATEAU

- a. This is used to describe an upward trend
- b. This is used to describe a downward trend
- c. This is used to describe an even trend (neither up or down)

10. TO LEVEL OFF

- a. This is used to describe an upward trend
- b. This is used to describe a downward trend
- c. This is used to describe an even trend (neither up or down)

11. TO PLUMMET

- a. This is used to describe an upward trend
- b. This is used to describe a downward trend
- c. This is used to describe an even trend (neither up or down)

12. TO PLUNGE

- a. This is used to describe an upward trend
- b. This is used to describe a downward trend
- c. This is used to describe an even trend (neither up or down)

13. TO IMPROVE

- a. This is used to describe an upward trend
- b. This is used to describe a downward trend
- c. This is used to describe an even trend (neither up or down)

14. TO RECOVER

- a. This is used to describe an upward trend
- b. This is used to describe a downward trend
- c. This is used to describe an even trend (neither up or down)

ANSWERS:

Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14
B	A	C	B	A	B	A	B	C	C	B	B	A	A

### Expanding your sentences

As well as using the vocabulary above to describe the direction of the trend, you should also use adjectives and adverbs to describe amount or degree of change.

For example:

Sales increased from 2007 to 2009. **GOOD**

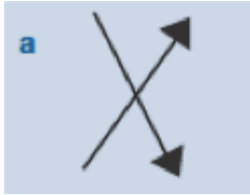
Sales increased moderately from 2007 to 2009. **BETTER**

Put the words below in the correct column. Some can go in more than one column.

- A marginal, gradual, slight
- B marked, significant, moderate
- C dramatic, sharp, abrupt, rapid
- D dramatically, sharply, abruptly, rapidly
- E marginally, gradually, slightly
- F markedly, significantly, moderately

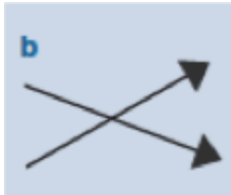


1 Adjectives:



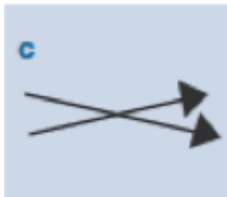
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2 Adjectives:



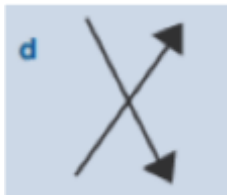
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3 Adjectives:



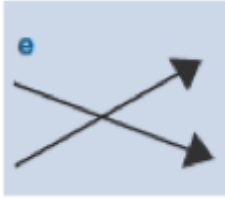
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4 Adverbs:



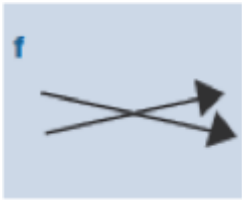
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5 Adverbs:



?

6 Adverbs:



Answers:

1. C
2. B
3. A
4. D
5. F
6. E

### Create complete, expanded sentences

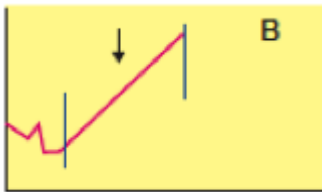
Now put it together by matching the phrases / sentences with the matching image. You will need to drag the phrases / sentences down to the correct area matching the image.

1. (X) remained constant
2. There was a slight decrease in (X) | There was a slight fall in (X) | (X) fell slightly in... | (X) fell steadily in...

3. There was a steady recovery in (X) | (X) recovered steadily | There was a moderate increase in (X)
4. (X) reached a peak | (X) peaked
5. (X) recovered dramatically | There was an abrupt rise in (X) | (X) soared
6. (X) fluctuated | There were fluctuations in (X) | (X) was erratic
7. There was a downward trend in (X) | Overall, (X) decreased | There was an irregular fall in (X)
8. (X) reached a plateau | (X) levelled off
9. There was a steady decline in (X) | (X) declined steadily | There was a moderate decline in (X)
10. There was a slight increase in (X) | There was a slight rise in (X) | (X) rose slightly in...
11. (X) fell dramatically | There was a dramatic fall in (X) | (X) was erratic (X) plunged
12. There was an upward trend in (X) | Overall, (X) increased | (X) rose irregularly



?



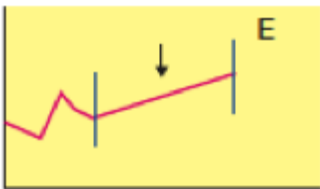
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?



?



Answers:

1. H
2. C
3. E
4. A
5. B
6. D
7. F
8. G
9. I
10. J
11. L
12. K

Remember that in the Academic IELTS test, one of the areas you are being assessed on is your ability to accurately describe the information given in the illustration, and in the majority of cases this will involve describing trends.

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## Analysing IELTS Task 1 graphs

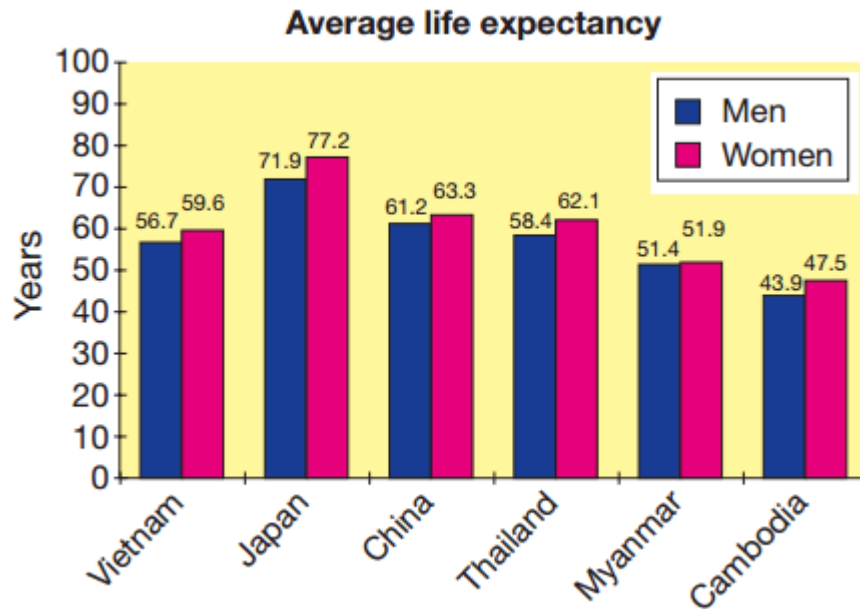
Before you can begin Task 1, you have to look carefully at what is being represented. Remember that not every graph is talking about percentages!

It is very common for points to be lost for simply not understanding the information given in the graph, table or chart, so make sure you are sure what it being measured.

Look at the 4 sentences below and the graph that follows. Only **one** sentence is correct. Which one? What is wrong with the other sentences?

1. In China, slightly more than 61% of men live longer than women

2. According to the graph, all women live longer than men.
3. There are more men in Thailand than in Myanmar.
4. The graph shows that in these six countries, women generally live longer than men.



Answer:

The only accurate sentence is Number 4 – women generally live longer than men.

In sentence 1, the average life expectancy of men is 61 years of age – there are no percentages in the graph

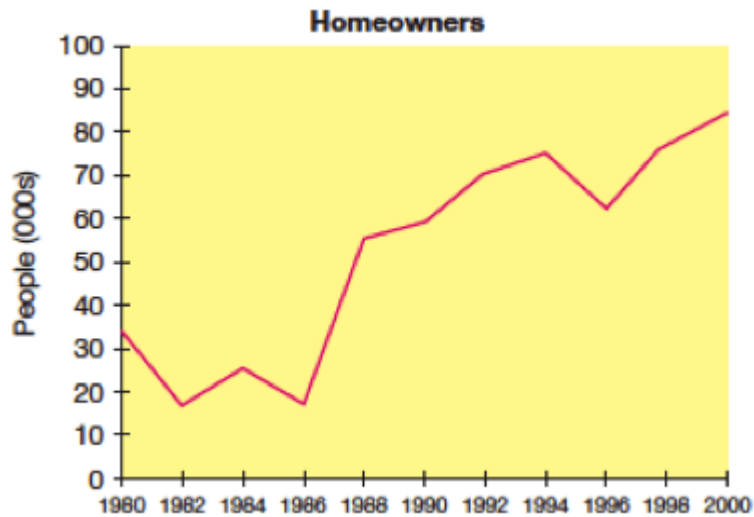
In sentence 2, the statement says that ALL women live longer than men, but this is not necessarily true – it is only the *average* life expectancy, not *every* woman.

Sentence 3 refers to more men in Thailand compared to Myanmar , but no information is given in the graph about the number of people in any of the countries.

**Now practice!**

**Step 1: Look at the graph and make sure you understand what is being presented**

Look at the graph below and answer the three questions below



- A Is the graph about people or houses?
- B What do the numbers along the horizontal axis represent? [Click here to see the correct answer.](#)
- C What do the numbers along the vertical axis represent? [Click here to see the correct answer.](#)

Answers:

- A The graph refers to people
- B Years over a 20 year period
- C Number of people (homeowners) in 1000s

---

## IELTS writing Task 1 table gap fill

Complete the Task 1 report below by using words from the drop down boxes.



THREE	ONE THIRD	FAIRLY SIMILAR	TWICE AS MANY	8 DIFFERENT	COMPARED WITH
35%	MOST POPULAR	SHOWS	YOUNGER (AGE)	65%	AGE
EVIDENT	PARTICIPATION RATE	DIFFERENCES	AS POPULAR		

Selected leisure activities Participation rates in the four weeks before the interview (by age)			
Leisure activities	% of age group		
	16-19	25-29	60-69
Watching TV / DVDs	99	99	99
Visiting / entertaining friends / relations	98	98	95
Listening to music	98	93	65
Reading books	63	64	66
DIY	25	50	38
Gardening	15	35	61
Dressmaking/Needlework/Knitting	9	14	27

You should spend about 20 minutes on this task.

The table below shows information on participation in various leisure activities in the U.K.

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

Write at least 150 words.

The table ..... the percentages of people taking part in ..... categories of leisure pursuits, in ..... selected..... brackets.

..... the figures, the single..... leisure activity in the UK is watching television and video, which has a 99% ..... cross all given sections of the population. Visiting friends and relations is almost ..... with 95% or more of all age ranges socializing on a regular basis.

Next, listening to music is most popular with the two ..... groups, at 98% and 93%, while the figure is approximately ..... lower for older people, at ..... In contrast, gardening is more popular with 60-69 year-olds. Almost ..... older people enjoy gardening ..... 25-29 year-olds, at ..... and even lower for the youngest age range. Finally, it is ..... that DIY appeals most to people in their twenties.

Overall, it can be seen that the figures for the most popular activities are ..... across the age groups. However, there are considerable ..... when looking at the minority interests.

Answers are in the complete Task 1 below.

The table **SHOWS** the percentages of people taking part in **8 DIFFERENT** categories of leisure pursuits, in **THREE** selected **AGE** brackets.

**ACCORDING TO** the figures, the single **MOST POPULAR** leisure activity in the UK is watching television and video, which has a 99% **PARTICIPATION RATE** across all given sections of the population. Visiting friends and relations is almost **AS POPULAR** with 95% or more of all age ranges socializing on a regular basis.

Next, listening to music is most popular with the two **YOUNGER (AGE)** groups, at 98% and 93%, while the figure is approximately **ONE THIRD** lower for older people, at **65%**. In contrast, gardening is more popular with 60-69 year-olds. Almost **TWICE AS MANY** older people enjoy gardening **COMPARED WITH** 25-29 year-olds, at **35%** and even lower for the youngest age range. Finally, it is **EVIDENT** that DIY appeals most to people in their twenties.

Overall, it can be seen that the figures for the most popular activities are **FAIRLY SIMILAR** across the age groups. However, there are considerable **DIFFERENCES** when looking at the minority interests.

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## Percentages in Task 1

When describing data in Task 1 (Academic Module), you will need to show the examiner that you can use a range of different expressions rather than just repeatedly copying percentages. Having other ways to express percentages in Task 1 will give you a much better report.

For example, writing this in your Task 1 report would not get a good result (NOTE: there is no graph for this – it is only an example).

*In 2012, UK sales rose by 10% to 32% of the total, but by the following year this trend had reversed, with sales falling by 12% to reach a low of only 20% of all sales.*

However, you could express the same information like this:

*In 2012, UK sales rose by 10% to almost one third of the total, but by the following year this trend had reversed, with sales falling by over one tenth to reach a low of only one fifth of all sales.*

IMPORTANT NOTE: what we are looking at here is using a RANGE of constructions. You should use SOME exact data in your description.

Use the table below to help avoid repeating the same constructions:

5%	One twentieth
8-9%	Just under a tenth / slightly below one tenth
10%	One tenth / a tenth
20%	One fifth / a fifth
25%	One quarter / a quarter
30-32%	Just under one third / slightly below a third
33%	One third/a third
34-35%	Just over one third / slightly more than a third
40%	Two fifths
48-49%	Nearly half / almost a half / slightly below one half
50%	One half / a half / half
51-53%	Just over one half/ slightly more than a half
60%	Three fifths
64-65%	Almost two thirds / Just under two thirds

66%	Two thirds
73-74%	Nearly three quarters / almost three quarters
75%	Three quarters
80%	Four fifths
98-99%	Nearly all

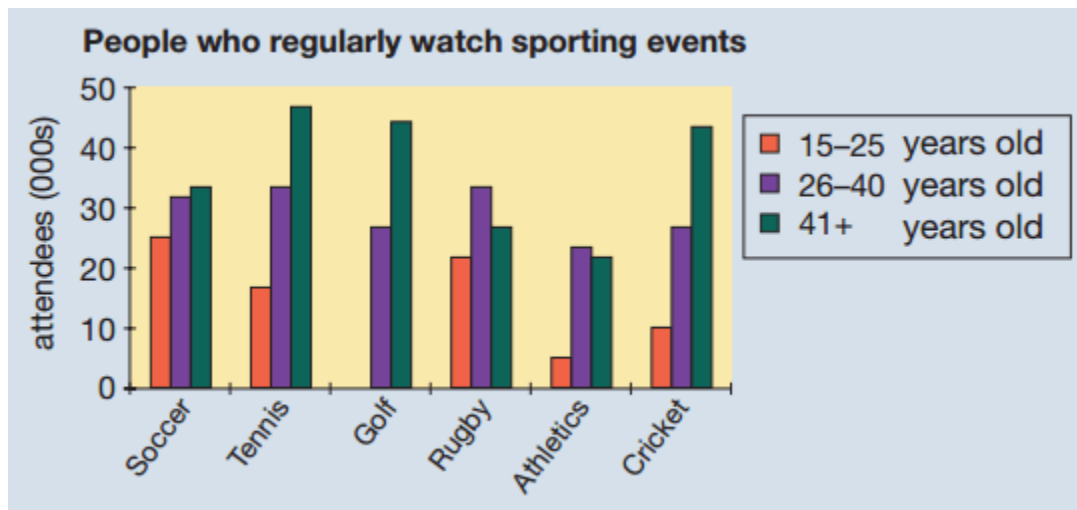
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## Preparing a plan for Task 1

As with any formal writing, it is important to prepare a plan before you start writing the final draft. This is especially true in the IELTS test when there is not enough time to rewrite your report if you want to make significant changes.

However, with only 20 minutes to complete Task 1, you need to be able to prepare a plan quickly. Take a look at the graph below. What steps would you take to prepare your plan?

***The graph shows the most popular sports watched by different age groups in an European city.***



### The 5-step process for preparing a plan for Task 1

Now let's look at a 5 step process you can apply to all Task 1 reports (apart from processes, which require a different set of skills).

5. Step 1: Is there a time or date given that would affect which tense I should use?
6. Step 2: What are the topic words in the question
7. Step 3: What is the graph or table about?
8. Step 4: What is being measured on the bottom and left hand side (the axes)?
9. Step 5: Are there any general/notable trends?

Now let's apply these 5 steps to the graph shown above

**Step 1: Is there a time or date given that would affect which tense I should use?**

No date is given, so you can use either the present tense or the past tense.

**Step 2: What are the topic words in the question?**

This graph focuses on the most popular sports watched by different age groups in an average European city

**Step 3: What is the graph or table about?**

Number in 1000s of different age ranges watching different sports

**Step 4: What is being measured on the bottom and left hand side (the axes)?**

There are a number of details to note here: Per cent / three age ranges / six sports / people measured in 1000s

**Step 5: Are there any general/notable trends?**

The 15-25 age category is always lowest (less than half for cricket and athletics). Soccer, tennis and cricket are most popular with the oldest age group. Soccer is the closest for all age ranges. No young people watch golf. The 26-40 age group have the least variation in numbers between sports.

**Step 6: Considering what you noted in Steps 4 and 5, what's the best paragraph organisation?**

For this graph, you could organise your paragraphs by highest and lowest, by sport or by age group. However, looking at Step 5, the trends are mostly age related, so it would be logical to organise your paragraphs by age.

---

Given that you only have 20 minutes to prepare your plan, it's a lot easier and quicker to summarise your plan to look more like this:

<b>Tense?</b>	Present OR past tense
<b>Topic words?</b>	most popular sports / watch / different age groups / average European city

<b>About?</b>	Attendees of age ranges watching different sports
<b>Measured?</b>	Attendees in thousands / three age ranges / six sports / people
<b>Trends?</b>	<ul style="list-style-type: none"> <li>• 15-25 category always lowest (less than half for cricket and athletics)</li> <li>• Soccer, tennis and cricket most popular with older age group</li> <li>• Soccer is the closest for all age ranges</li> <li>• No young people watch golf</li> <li>• 26-40 age group have the least variation in numbers between sports</li> </ul>
<b>Organisation?</b>	By age

**Using the Task 1 plan you've prepared**

Now work through the steps you created in the plan to build your essay. Use **Step 1** throughout the essay. **Combine Steps 2, 3 and 4** to write your introduction. Use **Steps 5 and 6** to organise paragraphs.

**Now read the complete report built using the 5 point plan:**

*The bar chart illustrates six popular sports in a typical city in Europe, presented as the type of sport, the number of spectators in attendance, and across different age categories.*

*A notable trend is that people aged between 15 and 25 ranked the lowest regardless of sport. In this age category, golf was not watched at all, and the number of athletics and cricket spectators were less than half of both other age groups.*

*The middle age group had the least variation between spectator numbers, with soccer being the highest at approximately 32,000 spectators and athletics the lowest at 24,000. This age range accounted for the highest number of viewers for both rugby and athletics.*



*Those people aged 41 or over accounted for the highest number of spectators of most sports, particularly golf and cricket with over one third more people watching than the second highest age range.*

*Of all the sports, cricket and golf showed the widest disparity between the age groups, with soccer being the sport that drew the most even numbers of spectators.*

(178 words)

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## Prepositions in Task 1 graphs

In the majority of Task 1 questions for the Academic Module, you will need to describe data using the correct prepositions. However, prepositions in Task 1 graphs can be quite tricky!

NOTE: this lesson only applies to the ACADEMIC MODULE, not the General Training Module.

In Task 1, you will need to be able to describe data using appropriate prepositions. Here are some of the most common prepositions used when describing data:



***FROM / TO / IN / AT / ON / BY / OVER / UNDER / WITHIN***

Let's look at each one for meaning *as it is most commonly used in Task 1*. For more on prepositions in general situations (not necessarily Task 1) take a look at the grammar section.

<p><i>FROM</i>: this is the beginning point of a trend. Often this is a point in time such as a year or month.</p>	<p>Sales increased <b>from</b> September.</p>
<p><i>TO</i>: this is the end point of trend. Again, this is often a point in time such as a year or month.</p>	<p>Sales increased from September <b>to</b> November.</p>
<p><i>IN</i>: this refers to a specific point in time.</p>	<p>Sales fell <b>in</b> December.</p>
<p><i>AT</i>: this often refers to a specific time (not necessarily a beginning or end). It is also used to describe a specific amount,</p>	<p>There was a peak <b>at</b> 3am. / In 2012, sales peaked <b>at</b> \$4000.</p>
<p><i>ON</i>: this refers to a specific day or date.</p>	<p>The largest number of visitors was <b>on</b> Monday.</p>
<p><i>BY</i>: in Task 1 IELTS, this is often to describe an amount of change between two different periods.</p>	<p>From 2013 to 2014, sales fell <b>by</b> 20%</p>
<p><i>OVER</i>: this is used for something happening continuously in a longer period of time rather than a specific time. There is little difference here between OVER and DURING, except that OVER refers to the entire period, whereas one might use “during the weekend” to</p>	<p><b>Over</b> the next year, sales fell to their lowest level.</p>

DURING refers more to one particular moment, not necessarily the whole period.	
<i>UNDER</i> : this is used to talk about amounts that were less than something.	Over 2011, sales remained <b>under</b> \$20,000 per month.
<i>WITHIN</i> : this is used to talk about something that has been completed before the end of a given time.	Sales rose to \$100,000 but had fallen to \$50,000 <i>within</i> two weeks. [meaning the fall took less than two weeks]

Test your skills by completing the description below using the correct preposition. THERE IS NO GRAPH FOR THIS EXERCISE!

Starting <sup>(1)from</sup> January, ABC's production costs stood <sup>(2)from</sup> \$20 000. <sup>(3)at</sup> the same time, net profits were \$25 000 higher, <sup>(4)to</sup> \$45 000. <sup>(5)From</sup> March, profits had risen <sup>(6)from</sup> just over \$120,000, the difference between cost and profits now being slightly above \$45 000. However, costs increased <sup>(7)in</sup> \$10 000 a month over the following three months whereas profits decreased gradually <sup>(8)from</sup> \$11 000 over the quarter. <sup>(9)by</sup> July, this had resulted in only a \$5000 difference between cost and profit.

However, <sup>(10)from</sup> three months this trend had reversed, with production costs falling back <sup>(11)to</sup> \$45 000 . Profits steadily increased to meet the March level <sup>(12)from</sup> October. An extreme slump <sup>(13)from</sup> the next month brought profit down to \$75 000, a figure which remained until the end of the year. This was accompanied by an accelerating rise in production costs <sup>(14)from</sup> October <sup>(15)at</sup> December, finishing the year <sup>(16)by</sup> just under \$60 000.

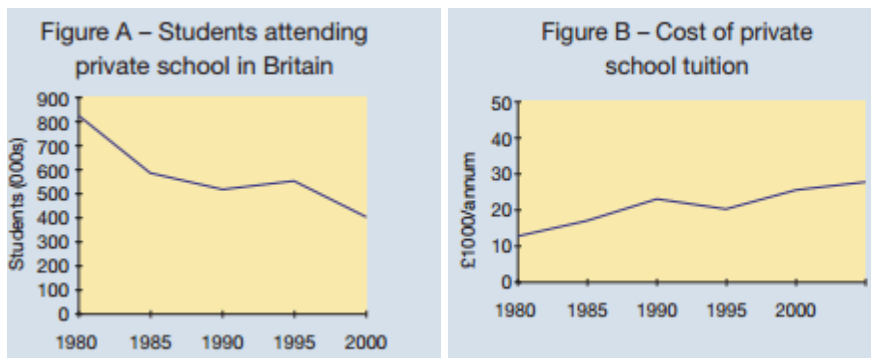
Answers:

- |       |            |          |
|-------|------------|----------|
| 1. IN | 6. TO      | 12. IN   |
| 2. AT | 7. BY      | 13. OVER |
| 3. AT | 8. TO      | 14. FROM |
| 4. AT | 9. BY      | 15. TO   |
| 5. BY | 10. WITHIN | 16. AT   |
|       | 11. TO     |          |
- 

## Correlating data in Task 1

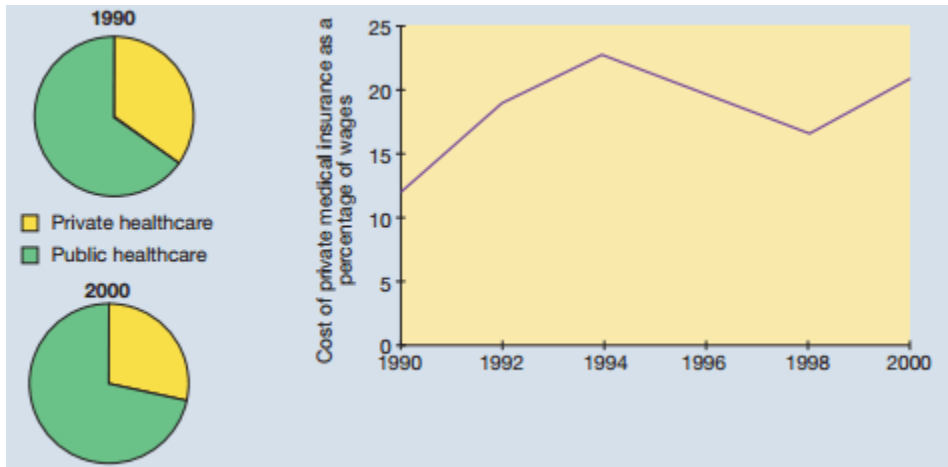
It is common in Task 1 to have more than one set of data to describe. However, it is not sufficient to simply describe each set in turn – you should show the examiner that you know how the information correlates (the connection or effect they have on each other).

Look at the two graphs below. What *correlation* do they show?



You should have identified that attendance fell as costs increased.

Here's another example of more than one graph or chart in one Task 1 question. What correlation do you see here?



This is a little less clear, but in 1990 roughly one third of people had private healthcare, but as the cost of healthcare as a proportion of wages rose, this fell to close to one quarter in 2000.

**IMPORTANT NOTE:** Although writing about correlations is important when presented with different sets of data, do not feel that you have to think of an explanation as to *why* they might be correlated. For example, in the graph above, you could refer to a correlation between percentage cost of health insurance and the number of people who had private insurance, but you are not expected to say anything like 'This could be a result of an economic recession'.

Here is some language that you can use to correlate data:

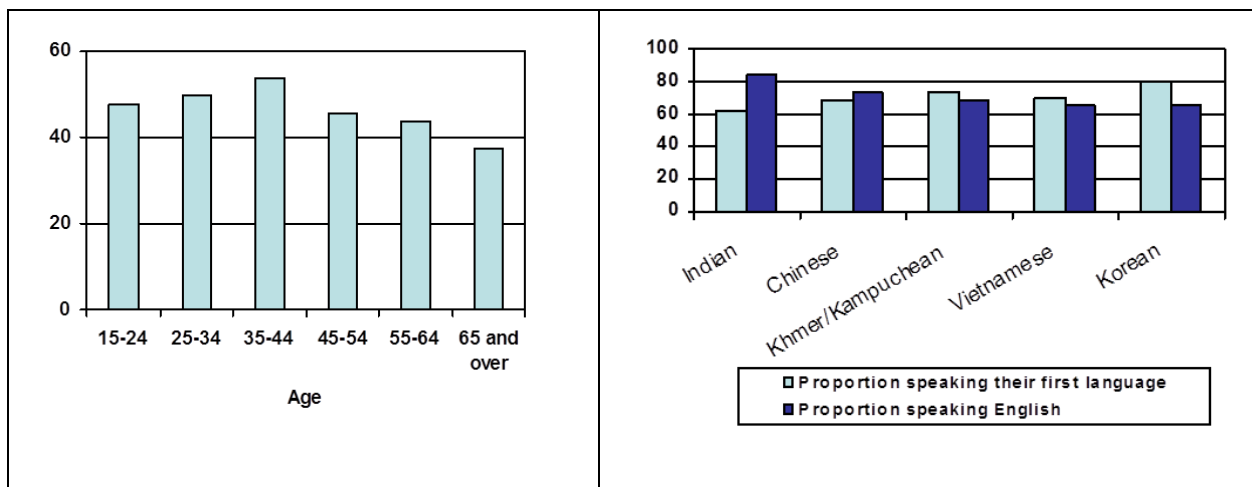
- A (X) appears to have a direct impact on (Y).
- B A rise in (X) causes an attendant increase in (Y).
- C There is an inverse relationship between (X) and (Y).
- D There is a direct relationship between (X) and (Y).

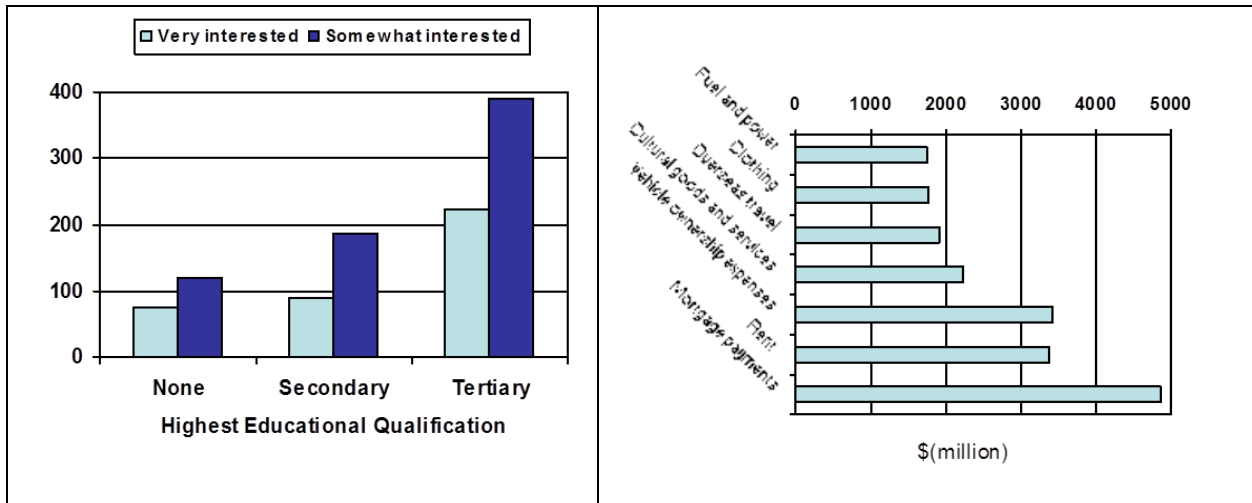
- E There is a direct correlation between (X) and (Y).
- F An increase in (X) resulted in a decrease in (Y).
- G Closely linked to (X), it can be seen that (Y)...
- H As a result of the decline in (X), (Y)...

## Reading graphs in IELTS Task 1

To get a good result in your Academic Task 1 IELTS writing test, it is essential that you clearly understand what the data you are writing about refers to. Misunderstanding the graph can cost points, so practice with this exercise.

Look at the four charts below. What do the numbers that follow represent? *NB The numbers are approximate values.*





Example:

**62** The percentage of Indian residents in New Zealand in 2001 that speak their native language.

1.	80	
2.	120	
3.	2,300	
4.	38	
5.	220	
6.	54	
7.	4,850	
8.	72	

Answers:

1. The percentage of Korean residents in New Zealand in 2001 that speak their native language
2. The number of people in thousands with no educational qualifications that are somewhat interested in buying books by New Zealand authors
3. Household spending in millions of NZ dollars on cultural goods and services in the year 1998
4. The percentage of people aged 65 and over that visited museums or art galleries in the previous 12 months
5. The number of people in thousands with tertiary educational qualifications that are very interested in buying books by New Zealand authors
6. The percentage of people aged between 35 and 44 who visited museums or art galleries in the previous 12 months
7. Household spending in millions of NZ dollars on mortgage repayments in 1998
8. The percentage of Chinese residents in New Zealand in 2001 that speak English

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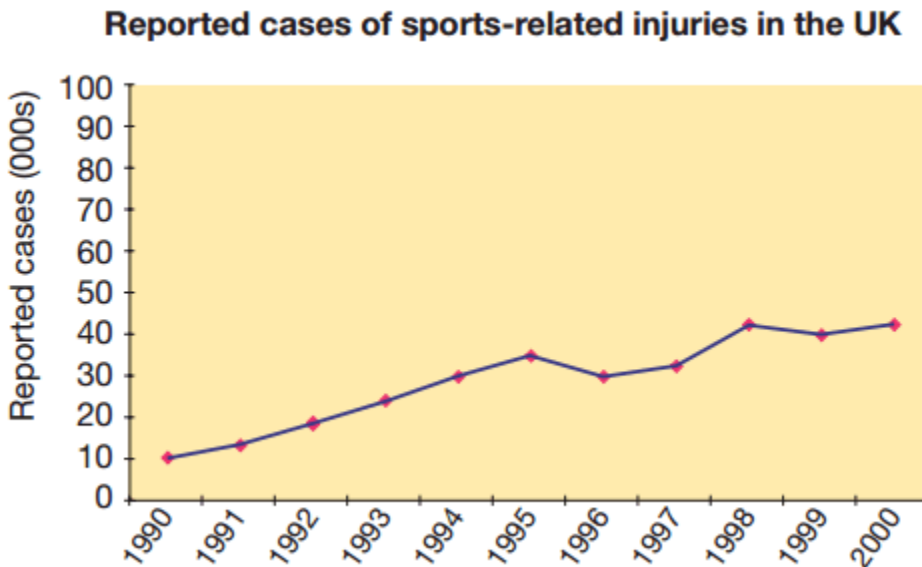
## Writing an introduction to Task 1

Getting the introduction right in Task 1 is very important, as it is the first thing the examiner will see of your writing and they will start forming decisions about your level from your opening words. However, there are some common errors that IELTS candidates make when writing their introduction to Task 1.



Look at the example introduction below and the graph that follows. What is wrong with the introduction?

*According to the graph, I can see a rising trend in the number of reported cases of sports related injuries. It's really interesting. It can be divided into three distinct periods as I will now explain.*



There are a number of points in the introduction above that are **NOT GOOD**.

- Some of the vocabulary is not sufficiently formal ('I can see' for example, would be better as 'as can be seen').
- A lot of words have been copied directly from the graph title ('Reported cases of sports-related injuries' could have been expressed as '*injuries connected to sport which have been announced*').
- Some information from the graph has been missed. Ideally, the perfect introduction will capture ALL details of the graph in one or two sentences, but in the introduction given there is no mention of the UK, that cases are in there 1000s and that it is over a ten year period from 1990 to 2000.

However, there are some aspects of the introduction above that ARE good:

- A general overview has been given (the writer has identified that there are '*three main periods*')
- A clear indication of the following structure of the report has been given ('*as I will now explain*' – although this would have been better as '*as will now be explained*')

Important note about Task 1 introductions:

One of the most common errors we see with Task 1 reports issues with using the word 'that'. Look at the introductory sentences below and note how the words in *italics* have been used. *There is no graph for this exercise.*

Sentences in BLUE are correct; sentences in RED are incorrect.

CORRECT	The graph shows the population of America.
INCORRECT	The graph shows <i>that</i> the population of America.
CORRECT	The graph shows the population of America <i>increased</i> .
CORRECT	The graph shows <i>that</i> the population of America <i>increased</i> .
CORRECT	As can be seen from the graph, the population of America <i>increased</i> .
INCORRECT	As can be seen from the graph, <i>that</i> the population of America <i>increased</i> .

**Practice.** Select ALL of the endings that can complete the sentence correctly. *Again, there is no graph for this exercise.*

A The graph shows...

- 1 ...the falling number of people who own a second home in the USA.
- 2 ...there has been a falling trend in the number of people who own a second home in the USA since 2010.
- 3 ...that the number of people who own a second home in the USA has fallen since 2010.

Show answer

**B** It is clear from the graph ...

- 1 ...the falling number of people who own a second home in the USA.
- 2 ...there has been a falling trend in the number of people who own a second home in the USA since 2010.
- 3 ...that the number of people who own a second home in the USA has fallen since 2010.

**C** It can be seen from the graph ...

- 1 ...the falling number of people who own a second home in the USA.
- 2 ...there has been a falling trend in the number of people who own a second home in the USA since 2010.
- 3 ...that the number of people who own a second home in the USA has fallen since 2010.

**D** As is shown by the graph,...

- 1 ...the falling number of people who own a second home in the USA.
- 2 ...there has been a falling trend in the number of people who own a second home in the USA since 2010.
- 3 ...that the number of people who own a second home in the USA has fallen since 2010.

**E** As is illustrated by the graph,...

- 1  ...the falling number of people who own a second home in the USA.
- 2  ...there has been a falling trend in the number of people who own a second home in the USA since 2010.
- 3  ...that the number of people who own a second home in the USA has fallen since 2010.

**F** From the graph it is clear...

- 1  ...the falling number of people who own a second home in the USA.
- 2  ...there has been a falling trend in the number of people who own a second home in the USA since 2010.
- 3  ...that the number of people who own a second home in the USA has fallen since 2010.

**G** As the graph shows, ...

- 1  ...the falling number of people who own a second home in the USA.
- 2  ...there has been a falling trend in the number of people who own a second home in the USA since 2010.
- 3  ...that the number of people who own a second home in the USA has fallen since 2010.

Answers:

- A. All 3 endings would suit here.
- B. Only ending number 3 is correct here.
- C. Only ending number 3 is correct here.
- D. Only ending number 2 is correct here
- E. Only ending number 2 is correct here

F. Only ending number 3 is correct here

G. Only ending number 2 is correct here

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## Task 1 model answers Band 9

### IELTS Academic Task 1 Writing model answer 1

You should spend about 20 minutes on this task.

The table gives information about the average hours spent on the Internet by European people of different age groups.

Age (years)	Male	Female
11 – 15	8	6
16 – 20	19	18
21 – 25	7	5
26 – 30	4	4
31 – 50	3	4
51+	2	3

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

Write at least 150 words.

The table shows the median number of weekly hours various age groups in Europe spend on the internet.

The most striking point to note is that Internet usage is at its highest for those aged between 16 and 20, with the figure for males being 19 hours and females just one hour less. These figures represent an increase of treble the previous age category for women and over two times more for males.

From 21 onwards, the hours spent reduced dramatically. By the ages of 26 to 30, males and females spend the same amount of time online with 4 hours each, after which females reportedly spend slightly longer online than males for the remaining two categories, falling to only 3 hours for men and 4 hours for women for those aged 51 or older.

Overall, it can be seen that the highest period of internet usage for both male and female was the age range of 16 to 20.

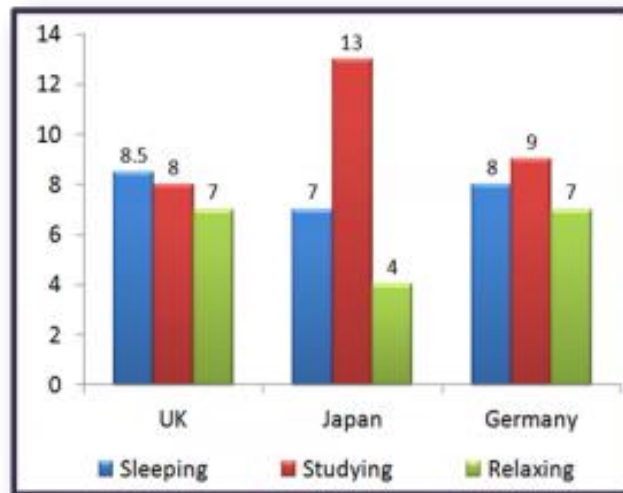
(160 words)



## IELTS Academic Task 1 Writing model answer 2

You should spend about 20 minutes on this task.

The bar chart shows the typical weekday for students in three different countries.



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

Write at least 150 words.

The bar chart illustrates the breakdown of a typical 24 hour period on a school day for students in 3 different countries, namely the UK, Japan and Germany.

Most notable is the amount of hours spent studying by Japanese children. At just over 13 hours a day, this is over 5 hours longer than in the UK and 4 hours above the average number for Germany.

With regards sleeping, UK schoolchildren spend the most time in bed, with approximately 8.5 hours a day. Germany is not far behind at about 8 hours, but students in Japan average at least one hour less sleep at 7 hours.

The UK and Germany share an equal 7 hours a day on relaxing or other pursuits, whereas Japanese schoolchildren have only 4 hours.

In total, it is clear that despite a few minor differences, Germany and the UK have similar statistics, whereas Japan focuses much more on studying.

(154 words)

## IELTS Academic Task 1 Writing model answer 3

You should spend about 20 minutes on this task.

The line graph shows the number of first time visitors and returning visitors who visited Caryl Island from 2000 to 2008.



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

Write at least 150 words.

The line graph depicts the number of people who visited Caryl Island over an 8-year period from 2000, with data given in two yearly increments.

In 2000, the number of people who visited the destination for the first time was approximately 8,000 per annum, compared with only about 3,000 returning visitors. However, by 2002, this trend had reversed, with slightly more than 4,000 new visitors compared to nearly 10,000 returning visitors.

From 2002 to 2006, both returning and first time visitor numbers increased dramatically rising to a combined total of well over 24,000 visitors.

While the combined number of people visiting the island remained high in 2008, the variation between first time and returning visitors narrowed as the number of people on their first visit continued to increase while those coming back for additional visits fell.

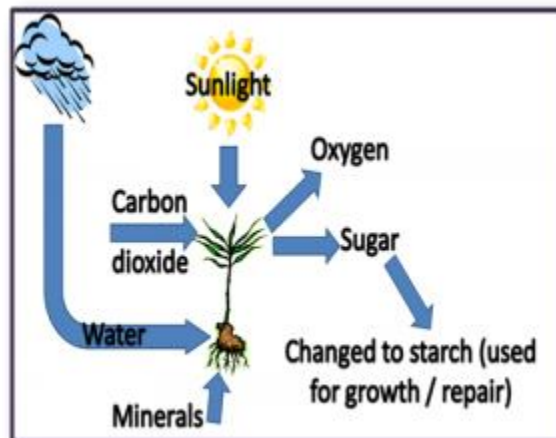
In total, it is evident that the number of people visiting Caryl island increased significantly over the period given.

(155 words)

## IELTS Academic Task 1 Writing model answer 4

You should spend about 20 minutes on this task.

The process shows how plants create food.



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

Write at least 150 words.

The illustration shows the process by which plants are able to produce food.

Plants require input from four different sources to produce the sugars that are needed. First, the roots absorb water. Added to this, the plant is able to convert sunlight into energy needed for the process to be able to take place. Additionally, carbon dioxide is taken from the atmosphere through the leaves. Finally come the minerals which are extracted from the soil through the roots.

When combined, these four factors allow the plant to produce sugar, which is then converted into starch and stored in the leaves and the stem until required, when it is used for growth and repair of damaged leaves, stems or roots. A by-product of this process is the conversion of carbon dioxide to oxygen, which is released into the air.

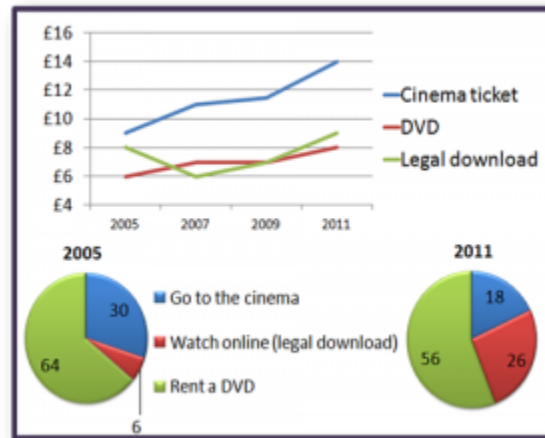
In sum, the process requires four elements to function, and in turn produces two different effects.

(154 words)

## IELTS Academic Task 1 Writing model answer 5

You should spend about 20 minutes on this task.

The line graph shows the cost for watching films. The pie charts show the change in the percentage of market share represented by the three forms.



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

Write at least 150 words.

The line graph and pie charts illustrate the cost for watching movies in different formats, as well as the percentage split between type.

The most notable trend with regard cost is that cinema tickets remained the most expensive way to watch a movie from 2005 to 2011, rising to a peak of slightly over £14 a ticket. Over the same period, DVD prices also increased by £2, from £6 to £8. Downloaded movies were more expensive than DVDs in 2005; this changed in 2007 when they became the cheapest format, yet by 2011, the price had risen to £9.

In 2005, the majority of people opted to hire DVDs, with those going to the cinema accounting for less than one third of the total, and movies from the internet representing only 6%. By 2011,

however, both going to the cinema and renting had fallen as downloaded movies increased to just over one quarter of the market.

Overall, it is clear that although prices increased on average for all three forms, an increasing percentage of people chose to download movies.

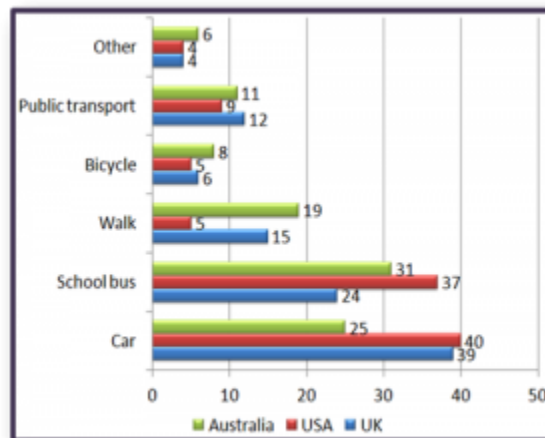
(179 words)



## IELTS Academic Task 1 Writing model answer 6

You should spend about 20 minutes on this task.

The chart shows ways that schoolchildren get to school in three different countries.



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

Write at least 150 words.

The chart presents information about how pupils in three different countries travel to school, separated into 6 different categories.

For the United States and the United Kingdom, the majority of students travel by car to school, with figures of 40% and 39% respectively. In Australia only a quarter of students use this mode of transport.

The school bus is the most common method of getting to school in Australia; in the USA the number is only slightly behind those travelling by car. Less than a quarter use the school bus in the UK. Almost four times as many Australian students walked to school compared to the USA, with the UK being closer to Australia at 15%.

The remaining three categories showed only slight differences between the countries, with public transport being followed by cycling, and finally a category marked as 'other', which represents only about one twentieth of the total in each country.

In sum, there are differences between the countries, but the school bus and cars represent the most common ways for students to travel to school.

(178 words)

## IELTS Academic Task 1 Writing model answer 7

You should spend about 20 minutes on this task.

The table shows the percentage of people with mobile phones who use various features on their phone.

	2006	2008	2010
Making calls	100	100	99
Taking photos	66	71	76
Send / receive text messages	73	75	79
Play games	17	42	41
Search the internet	(no data)	41	73
Play music	12	18	26
Record video	(no data)	9	35

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

Write at least 150 words.

The table illustrates the various functions available on mobile phones, showing the percent of users that take advantage of these capabilities over three different years.

The most striking point is that with the exception of a slight fall in 2010, all owners use their mobile phone to telephone people. The second most common use is for text messaging, which steadily increased from just under three quarter of all users in 2006 to nearly four fifths of users in 2010.

Using the phone as a camera increased by 5 percent each year, rising to a peak of 76% in 2010. Playing games on the phone increased dramatically between 2006 and 2008, but then fell slightly in 2010 to end at 41%.

The largest increase in the table is between 2008 and 2010 for those browsing the internet, but no data is given for 2006. Video and music use also increased, with video overtaking music in 2010.

In total, the functions used on mobiles all increased over the years with the exception of games and making calls.

(175 words)

## IELTS Academic Task 1 Writing model answer 8

*You should spend about 20 minutes on this task.*

The diagram shows the parts of a coffee maker.



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

*Write at least 150 words.*

The diagram is of a machine used to make coffee from coffee beans and can be divided into three main sections – the top unit, the middle and the bottom.

Starting at the top, the machine has a light to indicate the power. On the other side of this red light is an angled section used for pouring. On the right hand side below the power light is a tube that is used to remove any overflow from the process. The lower section of this part of the device has a filter made of paper that is used to ensure smaller coffee grounds are separated.

The middle section has a metal filter which is used to remove larger coffee granules. On the diagram, there is a large, horizontal blade used for grinding.

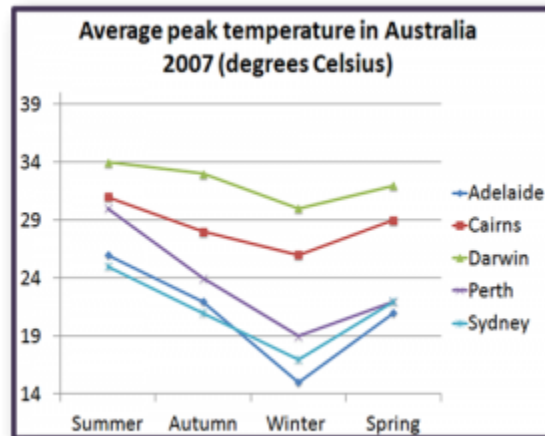
The lower part of the machine has an oval shaped section for the water which is heated by an element at the bottom of the whole device. On the right hand side is a handle which has been ergonomically designed. Finally, there is a power cable protruding from the bottom right.

(182 words)

## IELTS Academic Task 1 Writing model answer 9

You should spend about 20 minutes on this task.

The line graph shows the average temperature during the hottest part of the day in Australia in 2007.



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

Write at least 150 words.

The line graph shows changes in median highest temperatures in 5 cities in Australia in different seasons in 2007.

Throughout the graph, Darwin was always the hottest place, with an average temperature of 34 degrees Celsius in summer. Darwin was also notable in that the fall in temperature between summer and autumn was the smallest decrease between seasons of any of the cities that year, sinking to only about 33 degrees.

Cairns and Perth were the next warmest cities shown, although Perth was markedly cooler than Cairns in autumn and winter, falling to approximately 19 degrees in the coolest season.

Sydney and Adelaide had similar temperatures in summer and autumn, with only a degree between them, but in winter, Adelaide fell below Sydney to become the coldest place illustrated. Sydney, Adelaide and Perth all had comparable temperatures in spring.

Overall, it can be seen that in 2007, temperatures in these cities in Australia ranged from approximately 34 degrees to 15 degrees at their average hottest point.

(166 words)



## IELTS Academic Task 1 Writing model answer 10

You should spend about 20 minutes on this task.

The table shows the number of people in Canada in each earning level.

	2005	2006	2007	2008	2009
Total, all income groups	23,715,660	24,469,250	24,225,280	24,667,900	24,924,240
\$20,000 or less	9,792,350	7,318,580	7,033,990	6,966,060	7,075,270
Between \$20,000 and \$50,000	8,916,970	9,667,540	9,235,740	9,307,050	9,390,030
Between \$50,000 and \$100,000	4,672,200	7,093,510	7,516,340	7,914,340	7,985,540
Over \$150,000	334,140	389,620	439,210	480,450	473,400

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

Write at least 150 words.

The table details income levels in Canada and how many citizens were included in each income bracket from 2005 to 2009.

In 2005, the number of people in each income level reduced the higher the income, with nearly 10 million earning \$20,000 or less, falling to only slightly above one third of a million earning over \$150,000.

By 2006, the pattern changed as the number of people with the lowest income fell by nearly one quarter, whereas those earning between \$20,000 and \$50,000 increased by almost one million and those in the next income level increased dramatically to over 7 million. There was also an increase in the number of people in the highest income bracket, which rose by over 50,000.

In 2007, the largest increase in numbers was observed in those earning between \$50,000 and \$100,000, and in 2008 and 2009, figures remained relatively stable, with those earning between \$20,000 and \$50,000 representing the majority.

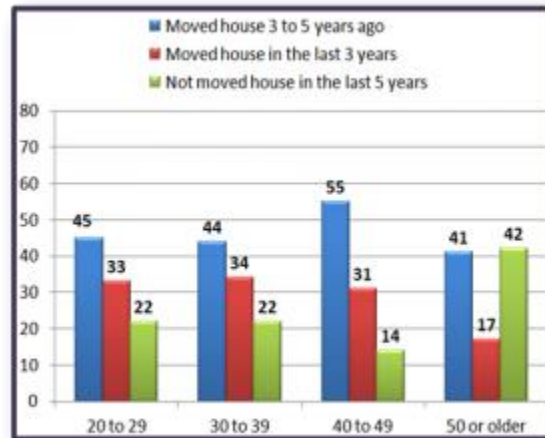
In sum, there were variations in the number of people in each income level.

(170 words)

## IELTS Academic Task 1 Writing model answer 11

You should spend about 20 minutes on this task.

The chart shows the percentage of people who have moved house either in the last 3 years, between 3 to 5 years or not within the last 5 years.



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

Write at least 150 words.

The chart illustrates the breakdown between people who have changed address or remained in the same house, with the numbers split between those who have moved within 5 years, within 3 years or not moved for at least 5 years.

Those in their twenties and thirties have less than a quarter of people living in the same home for more than 5 years and those who moved house three to 5 years back being the highest.

Those aged between 40 and 49 had the highest figure for having moved 3 to 5 years ago, with 55% of people compared to 31% that had moved more recently and only 14% who had not moved in the last 5 years. By the next age group, the percentage of people who had moved over 3 years ago and those who had not moved for at least 5 years was almost the same, with only 17% of people having moved more recently.

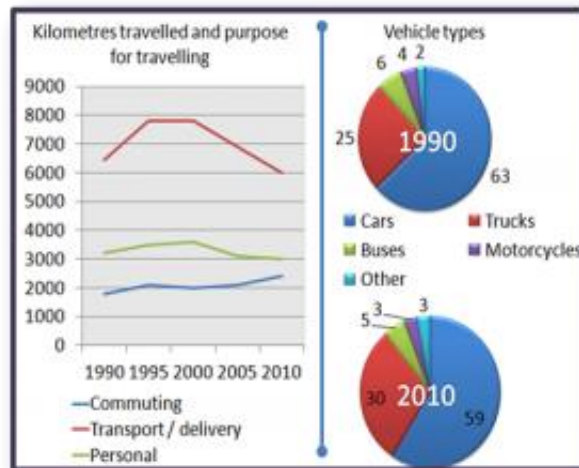
Overall, it can be seen that there are wide variations in the percentage of people who move during certain ages.

(178 words)

## IELTS Academic Task 1 Writing model answer 12

You should spend about 20 minutes on this task.

The charts show information about the number of kilometres travelled in an average month and the distribution of vehicle types in Britain.



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

Write at least 150 words.

Data is given for the distance travelled for three different reasons, as well as charts indicating the percentage of vehicle types in the UK in 1990 and 2010.

The most significant trend is that the most kilometres were travelled for transporting and delivery reasons. In 1990, this figure was approximately 6500 kilometres, rising to almost 8000 kilometres by 1995 and 2000 but falling to 6,000 by 2010.

Personal travel accounted for about 1,200 kilometres a month more than commuting for 1990 to 2000, but commuting distances increased from 2000 to be within approximately 700 kilometres of personal driving, with the former being on 3,000 and the latter being around 2,300.

The pie charts indicate that in the twenty year difference, the percentage of cars fell by 4% while the number of trucks increased by 5%. Over the same period, buses and motorcycles both fell by 1% while the category labelled 'other' increased by 1%.

Overall, it is clear that there was a number of changes in the distance travelled and type of vehicles from 1990 to 2010.

(177 words)

## IELTS Academic Task 1 Writing model answer 13

You should spend about 20 minutes on this task.

The process shows diamonds moving from the mine to the retailer.



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

Write at least 150 words.

The flowchart illustrates the steps in the process of getting diamonds from a mine to the those who are selling them.

The process begins with the stones being mined in their rough form, following which they are sorted into two different grades, namely high grade and low grade.

The low grade diamonds are set aside for industrial purposes, after which they are cut and shaped, then assessed for their level of hardness. The final step before being sent to the retailers is the pricing.

High grade diamonds have a number of additional processes. Earmarked for cosmetic applications, they are priced then submitted to a digital analysis to ensure the most effective cut. They are then sent to be cut using a machine, or cut by hand, before they are then

polished. At this point they are rated, and dependent on that rating are either returned for further polishing or, as with the industrial use diamonds, sent to the retailers.

This ends the description of the process.

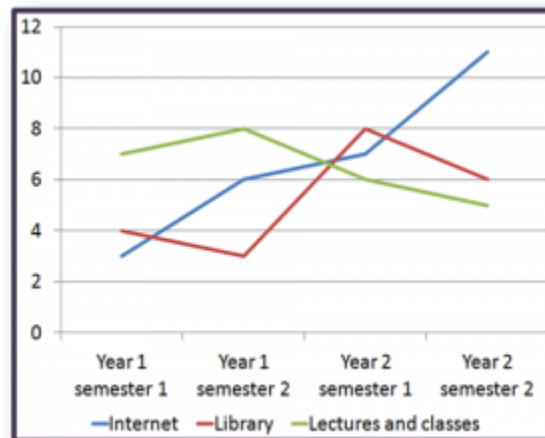
(166 words)



## IELTS Academic Task 1 Writing model answer 14

You should spend about 20 minutes on this task.

The graph shows the hours spent in different study methods during a two year course.



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

Write at least 150 words.

The graph shows the number of weekly hours spent studying in the library, with a tutor or lecturer or using the internet during a 2 year course.

The most striking trend is that there is a dramatic increase in the use of the internet throughout the period, especially between the first and second semesters of each year, with hours increasing from about 3 at the beginning of the course to over 10 by the end.

Hours spent in a classroom or lecture situation was initially the highest at approximately 7 hours a week, increasing to 8 hours in the second semester of the first year. However, the figure fell during the second year to finish at only 5 hours a week.

Time in the library was the most fluctuating, initially falling from 4 hours down to about 3 hours, then rapidly increasing to 8 hours before once again declining to end at about 6 hours.

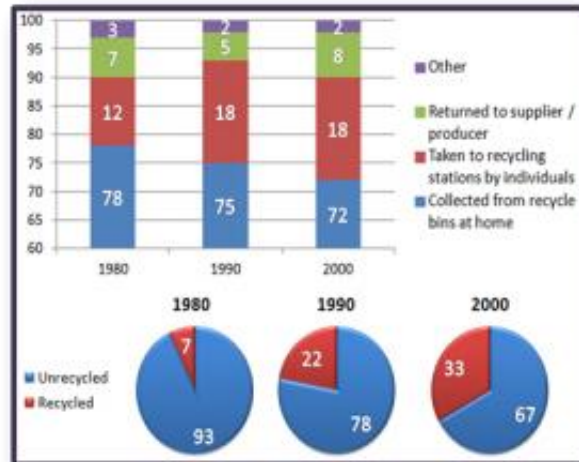
Overall, use of the internet increased while time in class and lectures declined and time in the library varied.

(174 words)

## IELTS Academic Task 1 Writing model answer 15

You should spend about 20 minutes on this task.

The charts illustrate how recycling is carried out in Eutopia, and the pie charts show the percentage of recycled and unrecycled waste.



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

Write at least 150 words.

The charts provide information about recycling in Eutopia in three different years, namely 1980, 1990 and 2000.

The column chart shows that the percentage of recycled waste collected from people's homes decreased from over three quarters to just over 70%. The percentage of recycled material taken to allocated areas increased between 1980 and 1990 but remained steady at 18% in 2000.

The amount of recycling done from items that were returned to their original starting point decreased in 1990 by 2%, but then increased to 8% in 2000. The category labelled 'other' decreased by 1% then remained stable at 2% for the final two given years.

The pie charts indicate a threefold increase in the amount of waste recycled between 1990 and 1990 from 7% up to 22%. In 2000, this figure had continued to increase, although at a less dramatic rate, finishing at one third of waste being recycled.

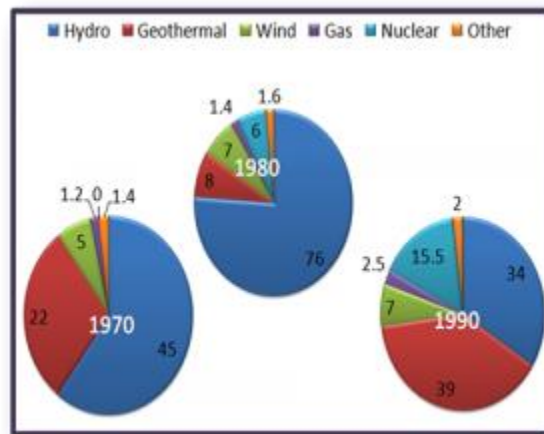
Overall, it can be seen that recycling increased over the time displayed, while the percentage collected from each house gradually decreased.

(171 words)

## IELTS Academic Task 1 Writing model answer 16

You should spend about 20 minutes on this task.

The charts show the percentage of power generated from 6 different types in Gareline.



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

Write at least 150 words.

The charts illustrate the sources of power in three different periods in Gareline, with the data divided into 6 different areas.

In 1970, nearly half of all electricity was derived from hydro power, which accounted for 45% of the total. Geothermal production was slightly less than half this value, followed by wind power which created 5% of all power, with gas and the category labelled as 'other' making just over one percent each.

In 1980, the figure for hydro power had increased dramatically, making over three quarters of the total. Geothermal, wind and nuclear power created 8%, 7% and 6% respectively, with the other two categories increasing by only 0.2%.

By 1990, the trend for hydro power had reversed, with the most productive category now being geothermal power. Wind power had remained constant but there was a significant increase in electricity produced by nuclear power, accounting for 15.5%. There was a minor increase once again for wind power and the 'other' category.

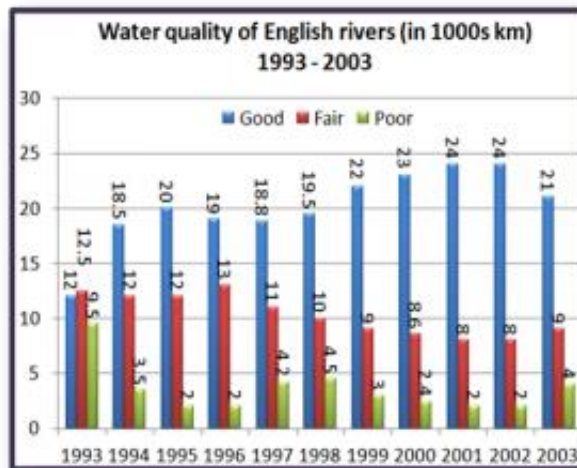
In total, geothermal power and hydro power were always the most productive, although nuclear power was increasing.

(154 words)

## IELTS Academic Task 1 Writing model answer 17

You should spend about 20 minutes on this task.

The chart details the length of different quality water in rivers in England.



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

Write at least 150 words.

The bar chart shows the length of water that was in good, fair or poor condition each year from 1993 to 2003.

The largest increase given in the graph is from 1993 to 1994, where the amount of good quality water increased by over one third to 18,500 kilometres. A slight increase the following year was followed by a brief decline until 1998, when the length of good water increased from 19,500 kilometres to 24,000 in 2001 and 2002, although this was then followed by a drop of 3,000 km in 2003.

The length of water that was deemed to be fair quality varied between 13,000 kilometres and 8,000, with the first five years being higher each year than the second half five years.

The amount of poor water declined dramatically between 1993 and 1994, with figures falling by 6,000 kilometres, then to 2,000 kilometres for the next two years. There was a slight increase in 1997 and 1998, followed by a gradual decrease until 2002.

Overall, the length of good quality water increased while fair and poor quality both decreased.

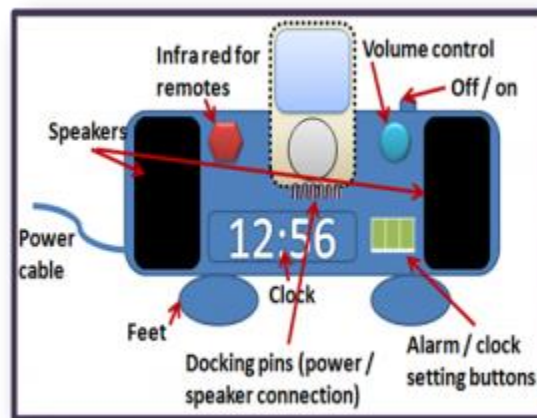
(181 words)



## IELTS Academic Task 1 Writing model answer 18

You should spend about 20 minutes on this task.

The diagram shows the parts of a dock for an mp3 player.



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

Write at least 150 words.

The diagram illustrates a basic mp3 player dock.

On either side of the dock are speakers which take up almost the full height of the unit, and take about one fifth of the width each. On the top is a protruding button to turn the unit off or on.

In the middle of the dock is a section where the mp3 player sits. At the base of this section is a series of pins that power the mp3 player and allow it to connect with the speakers. To the left of this is a red hexagonal receiver for remote control devices and to the right is a volume control knob.

Below this section is a digital clock, to the right of which are the clock control buttons which allow an alarm to be set.

To the left of the entire unit is a power cable, and at the base of the unit are two oval shaped feet.

This ends this description of the mp3 dock.

(165 words)

## IELTS Academic Task 1 Writing model answer 19

You should spend about 20 minutes on this task.

The chart shows the average life expectancy for males and females in 1900, 1950 and 1990.

	1900		1950		1990	
	Male	Female	Male	Female	Male	Female
Austria	37.8	39.9	62.0	67.0	73.5	80.4
Belgium	45.4	48.9	62.1	67.4	73.4	80.4
Denmark	51.6	54.8	68.9	71.5	72.6	78.8
Germany	43.8	46.6	64.6	68.5	73.4	80.6
Sweden	52.8	55.3	69.9	72.6	74.7	80.7

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

Write at least 150 words.

The table provides data on the median number of years people from 5 different countries lived in three different time periods.

The most notable point is that in all countries, women generally lived longer than men, and in most cases the gap between the genders increases from 1900 to 1990.

The countries that had the longest average life span in 1900 and 1950 were Denmark and Sweden, although by 1990, Danish life expectancy fell to the lowest age of all countries for both male and female, with figures of 72.6 and 78.8 respectively.

The variations between Austria, Belgium and Germany closed from nearly ten years difference at their peak in 1900 to only one third of a year difference for women and one tenth of a year for men.

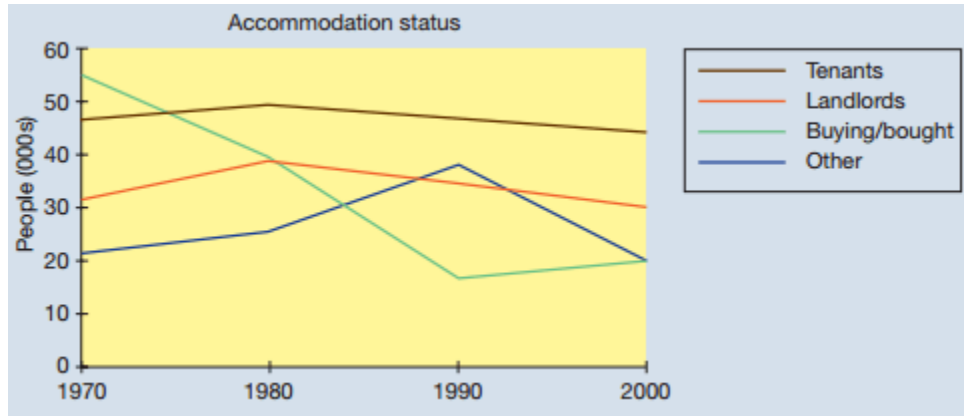
Overall, it can be seen that statistically, Swedish people have had the highest life expectancy for both male and female for all three time periods.

(154 words)

## IELTS Academic Task 1 Writing model answer 20

You should spend about 20 minutes on this task.

The graph shows four areas of accommodation status in a major European city from 1970 to 2000.



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

Write at least 150 words.

The graph shows trends in a European city in four different types of accommodation position over a thirty-year period.

The most striking trend is the overall decline in the number of people having bought, or in the process of buying, their own property, falling by approximately 20,000 from 1970 to 1980, and then by around 15,000 by 1990. There was a slight recovery by 2000. There is an inverse relationship between this number and those represented by the category 'other', becoming more apparent after 1980.

A similar correlation can be observed between the number of tenants and the number of landlords, with nearly 50,000 tenants and just over 10,000 fewer landlords in 1980. From that

point to 2000, both numbers declined, although the number of landlords fell at a marginally faster rate.

Overall, all categories of accommodation declined over the period, with the sharpest drop coming from those buying a property, with only a slight rise in the grouping referred to as other.

(163 words)

## IELTS Academic Task 1 Writing model answer 21

You should spend about 20 minutes on this task.

The table below shows information on participation in various leisure activities in the U.K.

Selected leisure activities Participation rates in the four weeks before the interview (by age)			
Leisure activities	% of age group		
	16-19	25-29	60-69
Watching TV / DVDs	99	99	99
Visiting / entertaining friends / relations	98	98	95
Listening to music	98	93	65
Reading books	63	64	66
DIY	25	50	38
Gardening	15	35	61
Dressmaking/Needlework/Knitting	9	14	27

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

**Write at least 150 words.**

The table shows the percentages of people taking part in 8 different categories of leisure pursuits, in three selected age brackets.

According to the figures, the single most popular leisure activity in the UK is watching television and video, which has a 99% participation rate across all given sections of the population.

Visiting friends and relations is almost as popular with 95% or more of all age ranges socializing on a regular basis.

Next, listening to music is most popular with the two younger age groups, at 98% and 93%, while the figure is approximately one third lower for older people, at 65%. In contrast, gardening is more popular with 60-69 year-olds. Almost twice as many older people enjoy gardening compared with 25-29 year-olds at 35%, and even lower for the youngest age range. Finally, it is evident that DIY appeals most to people in their twenties.

Overall, it can be seen that the figures for the most popular activities are fairly similar across the age groups. However, there are considerable differences when looking at the minority interests.

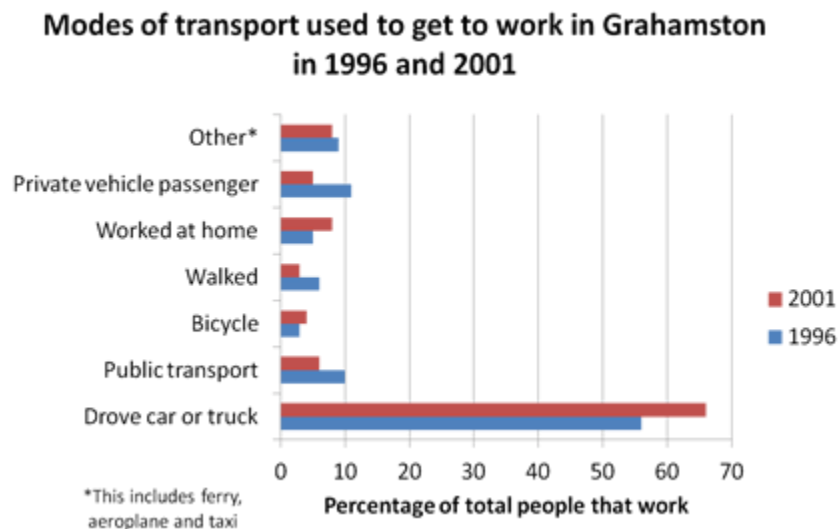
(178 words)



## IELTS Academic Task 1 Writing model answer 22

You should spend about 20 minutes on this task.

The chart shows how people travelled to work in 1996 and 2001.



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

Write at least 150 words.

The chart shows the ways in which people traveled to work in 1996 and 2001 in Grahamston.

In 1996, over half traveled to work in their own vehicle and the second most common method was to be driven as a passenger. The least common form of transport for the first period given was traveling by bicycle. One tenth of people traveled by public transport; just under 10% used 'other' forms and around 6% walked to work. 5% required no form of transport to get to work as they worked from home.

There was an increase of just over 10% of those who drove themselves to work by 2001, while the percentage of passengers almost halved. There was a significant decrease in the percentage using public transport, whereas, the figures for those working from home almost doubled. The

percentage of people who walked to work fell dramatically while data for those using bicycle or 'other' means of transport remained fairly stable.

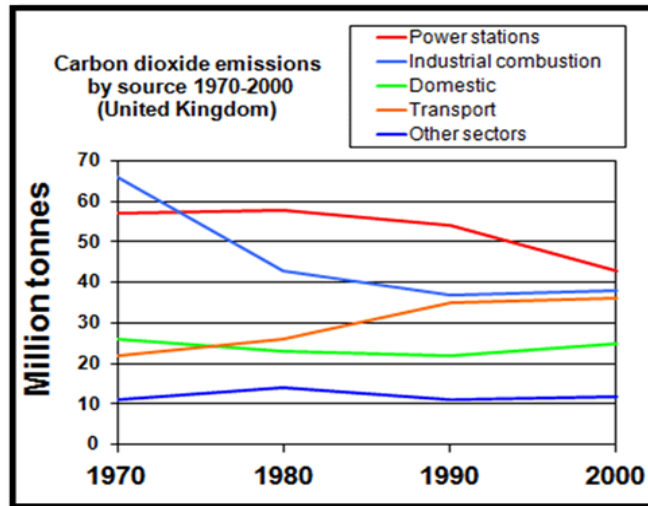
In both periods given, driving independently to work was by far the most common method of transport.

(177 words)

## IELTS Academic Task 1 Writing model answer 23

You should spend about 20 minutes on this task.

The line graph shows carbon emissions from different sources over a number of years.



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

Write at least 150 words.

The graph illustrates 5 sectors responsible for varying levels of emission of carbon dioxide in the UK over a 30 year period.

Of the given sources, industrial combustion and power stations remained the highest throughout the period given, although both declined overall, with power stations falling from a peak of just under 60 million tonnes in 1980 down to just over 40 million tonnes in 2000 and industrial combustion falling from approximately 65 million tonnes down to less than 45 million tonnes.

Both domestic production of carbon dioxide and the category labelled 'others' showed relatively little change over the period, beginning and ending at roughly the same level of 35 and 12 million tonnes respectively.

The only source of carbon dioxide to show a marked rise over the period came from transport, nearly doubling from just over 20 million tonnes to nearly 40.

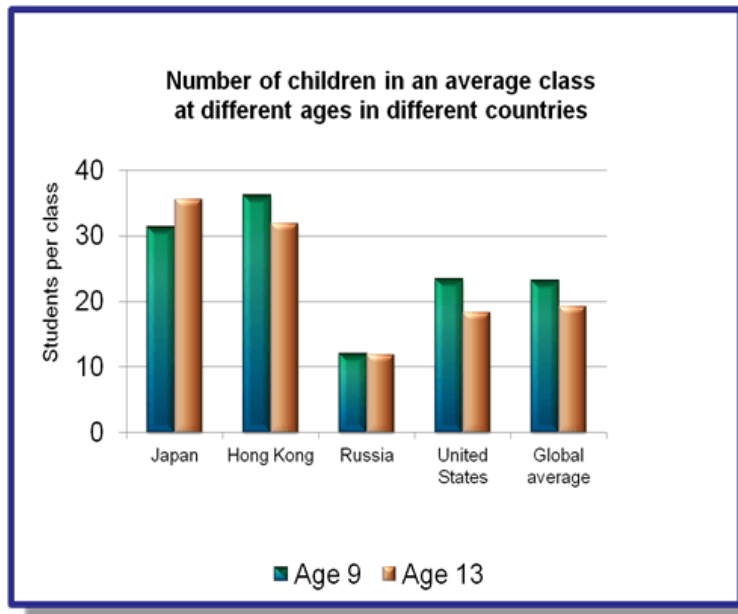
Overall, it is evident from the graph that where some sectors declined, others remained steady and one increased in emissions over the thirty year span.

(168 words)

## IELTS Academic Task 1 Writing model answer 24

You should spend about 20 minutes on this task.

The bar chart shows the typical weekday for students in three different countries.



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

Write at least 150 words.

The graph illustrates the standard number of pupils of two different age groups in 4 different countries, as well as the global average.

The most striking point is that in all countries, as well as the global average, the number of students in a class of 9 year olds is always higher than class sizes for those aged 13, with the exception of Japan, where there are approximately 35 13 year olds per class.

Japan and Hong Kong both have the highest number of students in each class, with figures never falling below approximately 31 students per class.

In contrast, Russia has the fewest students, with slightly over ten per class. The United States is notable for being almost identical to the global average, with roughly 23 students in the younger class and approximately 18 in the older class.

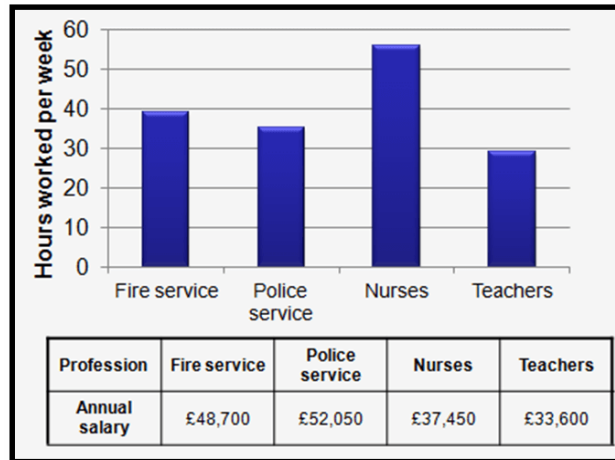
Overall, there are significant variances between countries, but not between different ages within a country.

(154 words)

## IELTS Academic Task 1 Writing model answer 25

You should spend about 20 minutes on this task.

The table shows working hours and income for four jobs.



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

Write at least 150 words.

The information given shows the income and weekly hours of four different occupations, with three of the positions being in the emergency services and the fourth being teaching.

The bar chart shows that teachers work the fewest hours, working less than 30 hours a week on average. Those involved in the police service work about 5 hours a week more than teachers at approximately 35 hours a week.

Employees in the fire service work nearly 40 hours a week, but by far the longest working week is performed by nurses, who exceed 55 hours a week, a clear 15 hours more than those worked in the fire service.

The comparatively low hours worked by teachers correlates with receiving the lowest remuneration for the position. However, the balance between hours worked and pay received

is then inverted for the remaining three positions, with nurses earning the least of the three and those in the police service earning nearly £15,000 more at £52,050.

Overall, it is clear that with the exception of teaching, there is an inverse correlation between the number of hours worked and salary received.

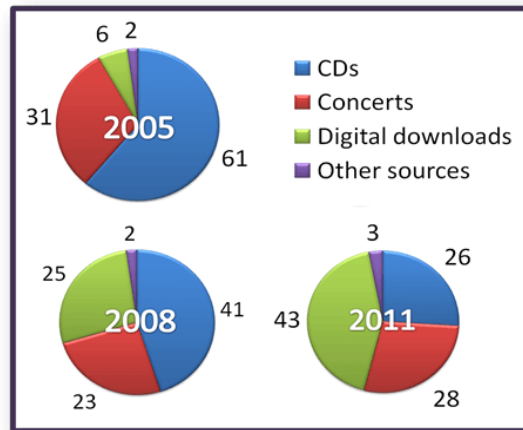
(175 words)



## IELTS Academic Task 1 Writing model answer 26

You should spend about 20 minutes on this task.

The charts show the distribution of money spent on music in three different years in Northern Ireland.



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

Write at least 150 words.

The pie charts illustrate the changes in spending patterns in Northern Ireland with regards to music.

The first set of data is for 2003, where it can be seen that the majority of expenditure was for CDs, accounting for well over half. Just under one third of the money was spent attending concerts, standing at 31%. Downloaded music was only 6%, and the smallest category was that labeled 'other'.

Three years later, the order of the four categories was the same, but there was a marked increase in the sale of digital music and an inverse correlation to the sale of CDs, which fell by 20% to 41%.

By 2011, digital purchases had overtaken both concerts and CDs and accounted for nearly half of all sales. The difference between CDs and concert sales narrowed to only 2%, and the 'other' category rose slightly to 3%.

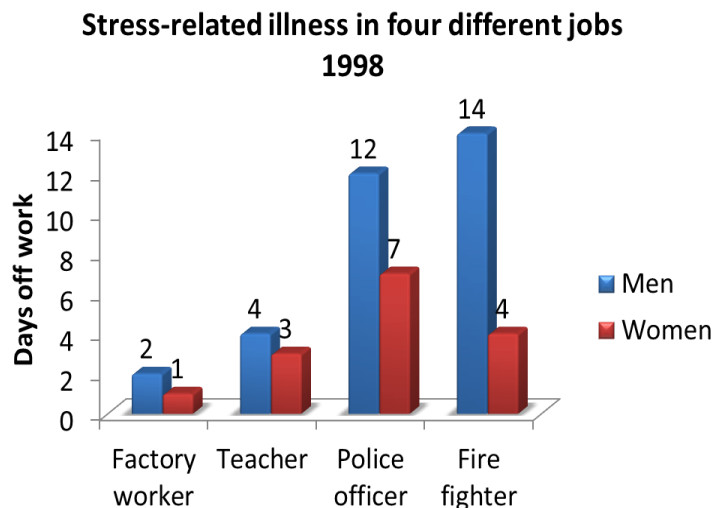
Overall, it is clear that while concert sales remained relatively stable at around one third, digital music sales became more common than CD sales.

(170 words)

## IELTS Academic Task 1 Writing model answer 27

You should spend about 20 minutes on this task.

The chart shows days taken off work due to stress related illnesses by job for men and women.



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

**Write at least 150 words.**

Comparing four different occupations in 1998, the chart illustrates the impact of illness due to stress and its correlation to days absent from work for both sexes.

The most obvious point is that men rated higher than women across the chart. The most striking difference came from fire fighters, where men took more than three times as many days off, averaging 14 days in the year compared with 4 days for women. A similar trend can be observed with police officers, with men being absent for nearly twice the number of days.

The result for factory workers and teachers is not so pointed, but women still took fewer days off. For both occupations, the difference between the sexes was only one day a year, with only

one day a year for women in factory positions, rising to three for teachers. Men were absent for two days and four days in the same industries.

Overall, it can be seen that men take more time off work than women for stress related concerns.

(171 words)

## IELTS Academic Task 1 Writing model answer 28

You should spend about 20 minutes on this task.

The table below shows the attitudes to recycling of people in different age groups.

Opinion \ Age group	5-14	15-25	26-40	41-55	56-70	71+
Actively recycle	8	59	48	47	39	8
Recycle when they remember	21	20	34	26	16	34
Don't know anything about recycling	52	8	4	7	28	42
Preferred not to comment	19	13	14	20	17	16

\*All data are percentages

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

Write at least 150 words.

The table gives opinions on recycling in percentages of people in six different age categories.

At less than 10 per cent, those under 15 and over 71 represent the lowest percentage of people that actively recycle. This figure increased over five-fold to 59 per cent for those aged 15 to 25. The remaining age categories varied between just under half to over one-third of people.

The under 15s represent the largest per cent of people who do not know about recycling. The lowest percentage was those aged 26 to 40, although this figure doubled to eight per cent for those just under this age. Slightly more than a quarter of those aged 56 to 70 knew nothing about recycling, a figure which is four times higher than those aged 41 to 55.

One-fifth of people aged 41 to 55 opted not to give their opinions on recycling, with those under 15 just one per cent behind. The remaining four age groups in this category were within a four per cent range.

(167 words)

## IELTS Academic Task 1 Writing model answer 29

You should spend about 20 minutes on this task.

The table below shows the production and consumption of natural gas in different countries in 2001.

Country	Consumption*	Production*
The USA	588.9	500.0
The United Kingdom	86.1	97.3
The Former Soviet Union	7.1	0.4
The United Arab Emirates	30.0	35.9
Australia	19.1	28.0
Japan	68.6	-
New Zealand	4.9	5.1
South Korea	18.9	-
China	24.3	25.0

\*in millions of tonnes

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

Write at least 150 words.

The table provides data about the use and production of natural gas in nine different countries in 2001.

The most striking trend can be seen in the USA, where figures are over five times higher than those of any other country. With the exception of the former Soviet Union, other countries' production figures were higher than their consumption figures, although there is no data provided for either Japan or South Korea.

New Zealand had the lowest consumption and the closest correlation to its production, with 0.2 million tonnes excess. Australia produced nearly one-third more natural gas than it consumed. The United Kingdom produced over 10 million tonnes more than it used, twice the excess produced by the United Arab Emirates. China consumed only 0.7 million tonnes less than its

production. In contrast, the former Soviet Union accounted for far less production than it did consumption, using nearly 18 times the amount it produced.

Although the majority of countries produced more gas than they used in the same year, the rate the of both production and consumption was markedly different between them.

**(180 words)**



## IELTS Academic Task 1 Writing model answer 30

You should spend about 20 minutes on this task.

The table shows the amount of coal used by different sectors in the UK.

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

	1975	1980	1985	1990	1995	2000
Power stations	77.2	89.6	84.0	59.6	54.9	47.1
Domestic	20.2	8.9	4.2	2.7	2.7	2.6
Industry	19.6	7.9	6.3	4.5	3.6	3.2
Services	4.2	1.8	1.2	0.5	0.6	0.6
TOTAL	121.2	108.2	95.7	67.3	61.8	53.5

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

Write at least 150 words.

The table given has data concerning the use of coal in Britain from 1975 to 2000, divided into 5 different categories.

The most striking feature is that despite a general rate of decline over the thirty years given, power stations use substantially more coal than all of the other sectors combined. However, this figure fell by almost half from 1980, with nearly 90 million tonnes, down to less than 50 million tonnes by 2000.

A declining rate can also be seen for the use of coal for both domestic and industrial purposes, with the largest drop being from 1975 to 1980. The widest variation between these two sectors

was in 1990, when industry accounted for 4.5 million tonnes whereas domestic use stood at only 2.7 million tonnes.

The services sector consumed approximately 1 per cent of the total use in all years except 1975, when the figure was over 3 per cent.

Overall, the use of coal fell by over half in the period given, with power stations being the highest consumer throughout.

**(173 words)**

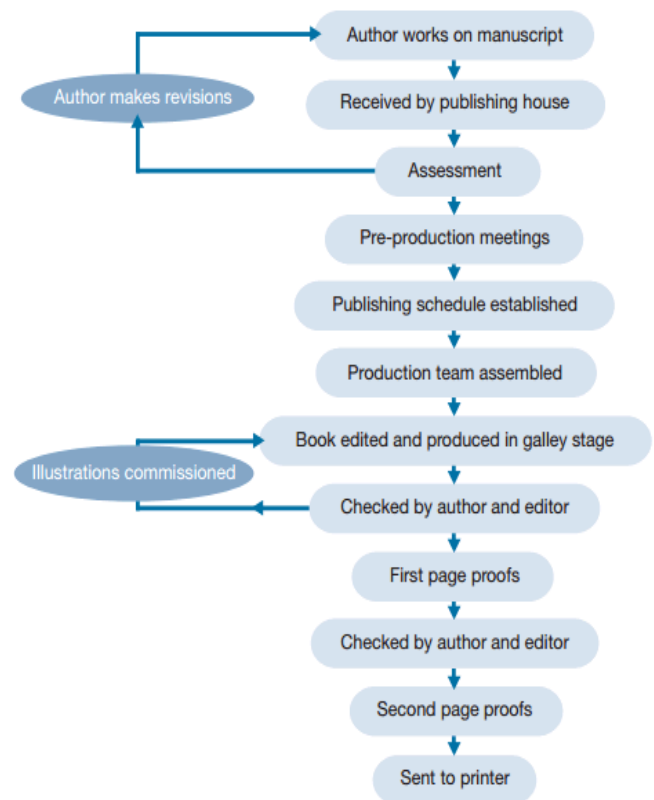
## IELTS Academic Task 1 Writing model answer 31

You should spend about 20 minutes on this task.

The diagram below shows the process of publishing a book.

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

Write at least 150 words.



The diagram illustrates the process of developing a manuscript into a published book.

The process begins with the initial writing, which is then sent to a publishing house for assessment. If necessary, the material is then returned for revisions by the writer and this cycle of the process is repeated until it passes the assessment stage.

Following that, the project is discussed in pre-production meetings. Once a schedule has been arranged, a team is brought together for production, and the work is edited and produced in galley stage. The next step is to send this to the editor and the writer, following which illustrations are commissioned and the work is checked by the author and editor. This is then converted into first page proofs which are once again checked by both the editor and author before moving on to second page proofs.

The process is concluded when these proofs are sent to the printer.

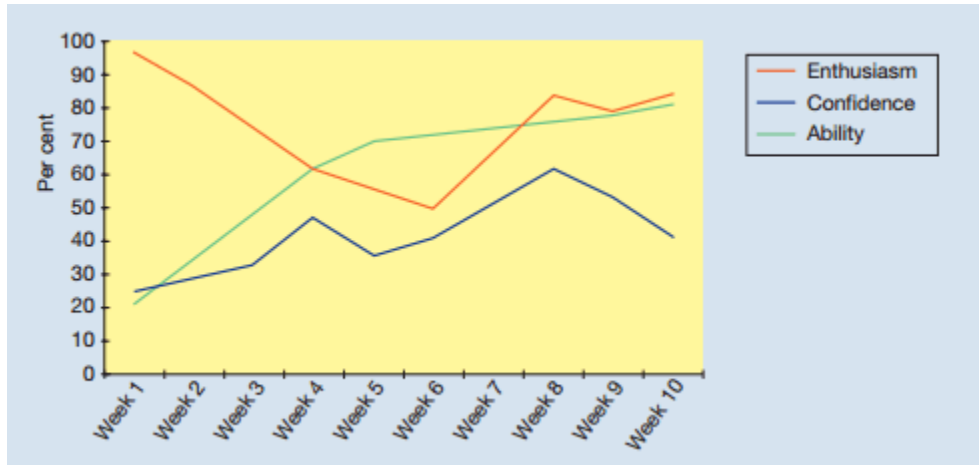
(154 words)



## IELTS Academic Task 1 Writing model answer 32

You should spend about 20 minutes on this task.

The graph shows typical levels in enthusiasm, confidence and ability of students attending a ten-week IELTS course.



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

Write at least 150 words.

The line graph shows the changes three factors affecting students over a ten-week period in an IELTS class.

The most striking point is that at the beginning of the course, students' enthusiasm is almost 100 per cent, whereas confidence and ability are only slightly above 20 per cent. Over the first four weeks, both confidence and ability increase, while enthusiasm declines steadily and continues to do so at a slightly lower rate until the sixth week.

Confidence takes a sharp fall but then rises again until week 8, while ability continues to climb. Between weeks 7 and 8, enthusiasm overtakes ability at about 70 percent, finishing on approximately 85 per cent by the end of week 10. Confidence, however, continues to decline from week 8 ending at slightly less than 10 per cent higher than the level in week 1

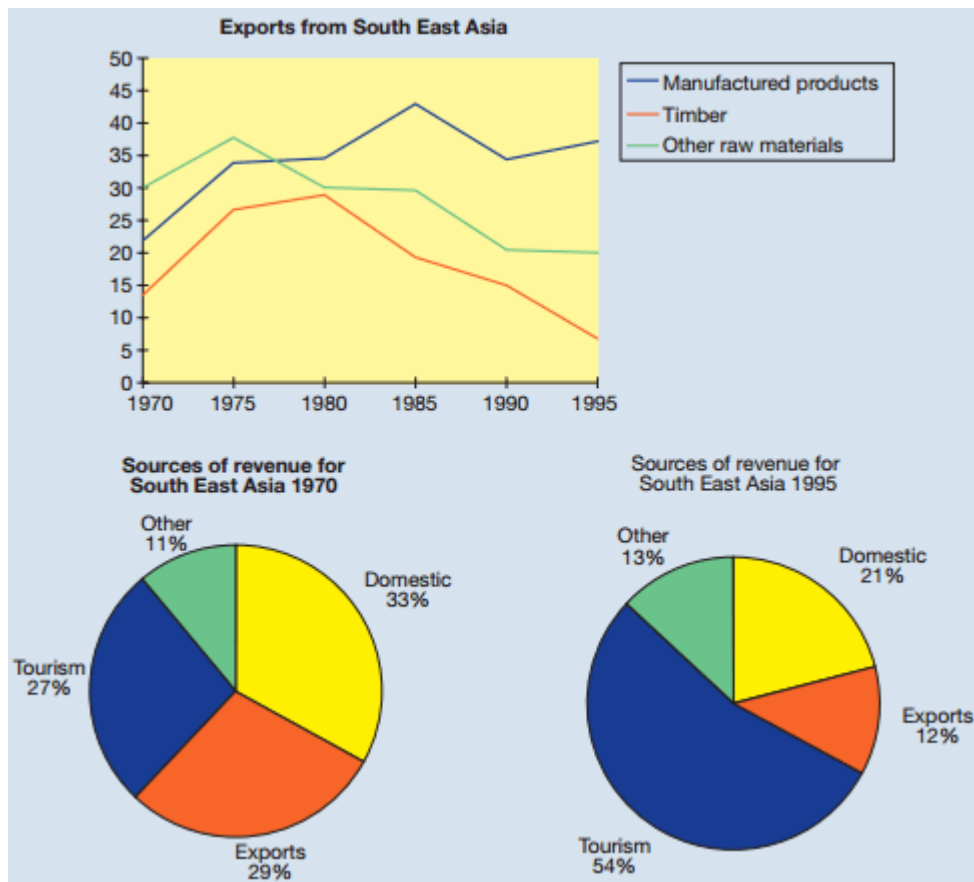
Overall, confidence and enthusiasm are within 20 per cent of their week 1 level by the end of the 10 weeks, whereas ability increases throughout.

**(154 words)**

## IELTS Academic Task 1 Writing model answer 33

You should spend about 20 minutes on this task.

The graphs below show three exports from South East Asia and the four sources of revenue for 1970 and 1995.



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

Write at least 150 words.

---

The three graphs present changes in exports and revenue in South East Asia from 1970 to 1995.

---

The line graph shows three different exports, namely manufactured products, timber and other raw materials. From 1970 to 1975, these three exports rose, with timber increasing most dramatically by \$20 million US dollars. From 1975, both timber and other raw materials declined as exports fell from nearly one-third of all revenue to slightly more than one-tenth, a change which is also reflected in the pie charts.

Throughout the period presented, the largest increase in exports was from manufactured products and there was a significant increase in tourism, as the 1975 figure had doubled by 1995. However, this was accompanied by a decline of over one-third in domestic revenue. The remaining named source of income, classed as only a slight of 2% over the same period.

Overall, it can be observed that while timber and raw material exports fell, revenue from tourism markedly increased.

**(154 words)**



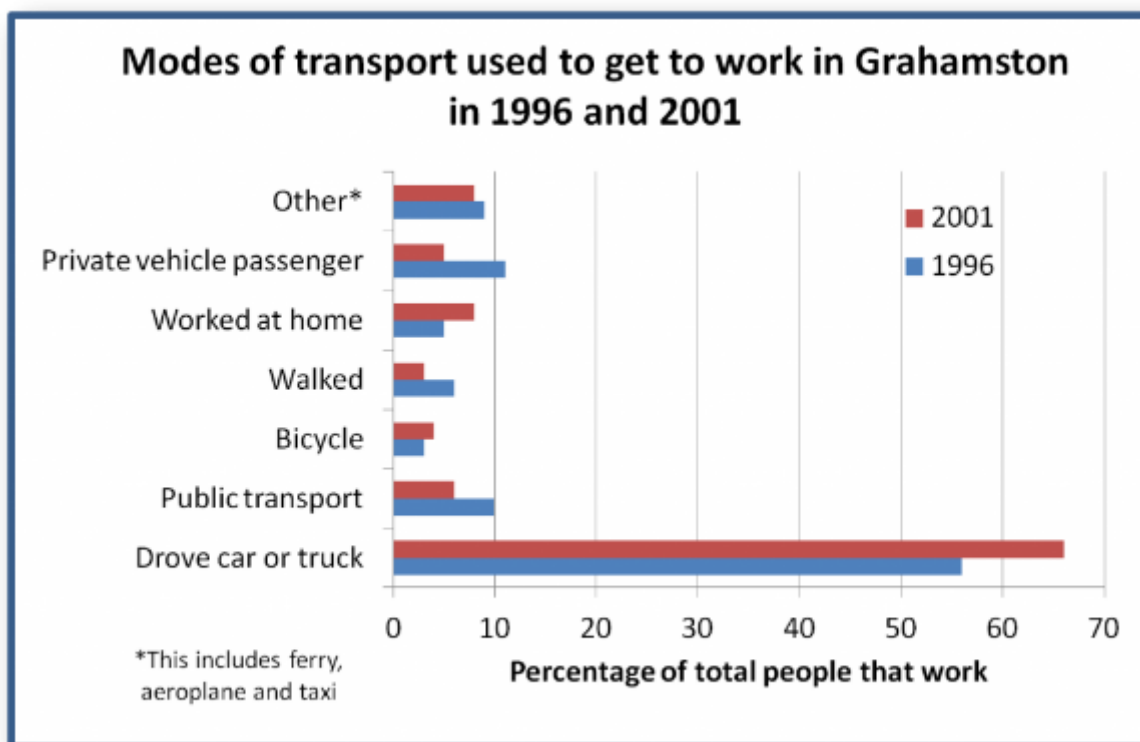
## Task 1 writing sample answers Band 5

### IELTS Academic Task 1 writing sample Band 5 Report 1

The answer below has been rated purely based on the public IELTS descriptors. The word or words in red are corrections and comments are below each sample answer.

You should spend about 20 minutes on this task.

The chart below shows how people travelled to work in 1996 and 2001.



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

The chart is shows *[just 'shows' – delete 'is']* the different modes of transportation used by the people in Grahamston on their way to work in the year *['years' – plural]* 1996 and 2001.

It is note *[‘notable’]* that both in the year 1996 and 2001 *[‘in both years’ avoids repetition from the previous sentence]* , a majority *[‘the majority’ – there can only be only one majority]* of the people in Grahamston drove their own car or truck to go to *[delete this]* work. There were *[‘This accounted for’ would be better]* about 58% in 1996 and increased to 68% in 2001. In the year *[delete this – it is obvious from the context]* 1996, the commonest used of *[‘the most commonly used form of’]* transportation was a car or truck with 58% *[delete this – it is repetition]* and followed by private vehicle pasengers with 12% and a slightly *[‘slight’]* difference of 2% with the used *[‘use’]* of public transport of *[‘at’]* 10%. The two least mode *[‘common modes’]* of transport in Grahamston was by *[‘were’ – delete by]* walking with 7% and by the bicycle of only *[‘using a bicycle at only’]* 2%. There were about 6% people in Grahamston that worked at home.

In 2001, there was an increased *[‘increase’]* of 10% in using their car and truck *[‘cars or trucks’]* on their way to worked *[‘work’]* from 58% to 68% in 1996 and 2001 accordingly. There was a slight increased *[‘increase’]* of 3% in working at home reaching up to 9%. And *[delete this – don’t start a sentence with ‘and’]* with regards in *[delete this]* using bicycle *[either ‘a bicycle’ or ‘bicycles’]* ther *[‘there’]* is an inceased *[‘increase’]* of only 1%. There was *[add ‘a fall of’]* almost half of the people used *[‘who used’]* public transport from 10% in 1996 to 5% in 2001. An inclined *[‘A rising’]* number of people walked to worked with 7%.

In conclusion *[avoid this word in Task I. Use ‘To sum up’ instead]* , mostly *[‘most’]* of the people in Grahamston travelled to work by car or truck in 1996 and 2001 and there was increased *[‘an increased’]* number of people who stayed at home for worked *[‘work’]* with 6% in 1996 and 9% in 2001. The were only few *[‘a few’]* people who used the other modes of transportation.

(269 words)

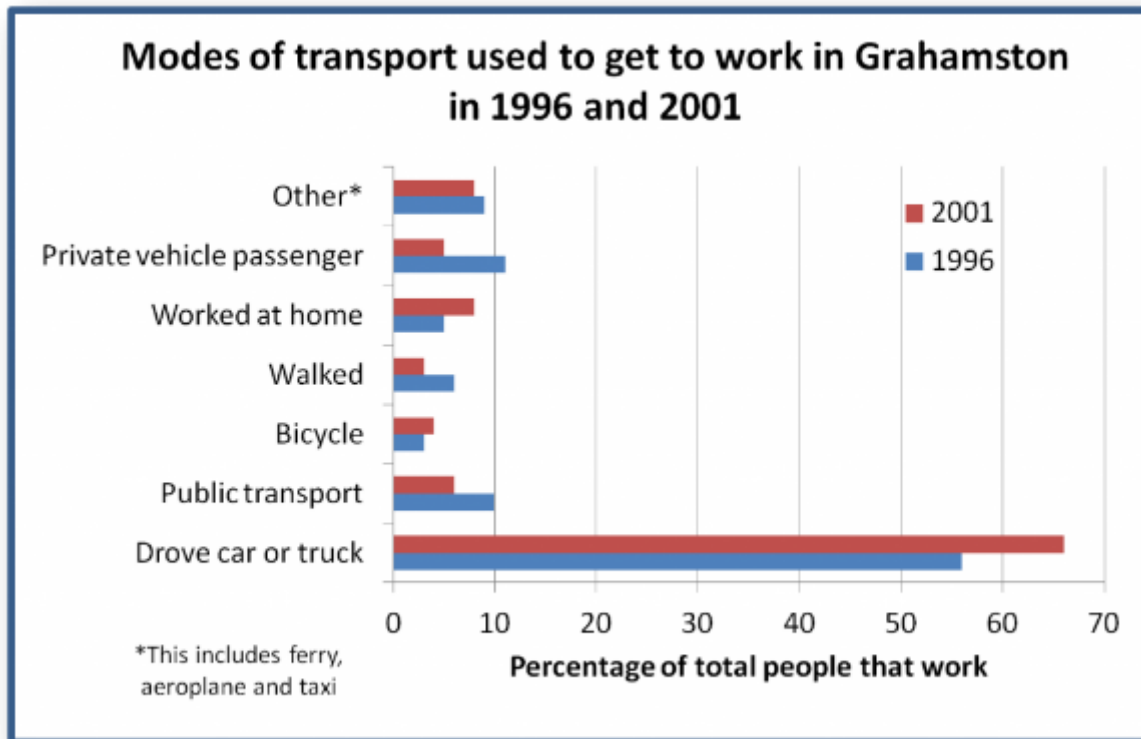
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Comments:

The first problem here is that the report is too long, and there are a number of minor errors with prepositions ('of only 2%*]'*) and structure. There is also too much repetition of key information. Basic grammar forms have a number of errors (there was an increased) and even simple plurals have been missed (the two least mode of transportation). There are a number of significant spelling errors and some of the language used is inappropriate (an inclined number of people). However, there is a clear overview and the writer has identified and expressed the main trends.

## IELTS Academic Task 1 writing sample Band 5 Report 2

The answer below has been rated purely based on the public IELTS descriptors. Click the word or words in red to see the correction, and scroll to the bottom of the page to read our comments on the report.



The chart below demonstrates how people used to travel to work in the year *[delete this or use 'the years']* 1996 and 2001 which was held *[delete this – you only 'hold' something like an event, a festival etc.]* in Grahamston. There are 7 mode *['modes']* of transportation to be selected from: drove by car or truck, private vehicle passenger, walked, bicycle, public transport, other (which comprises taxi, ferry, aeroplanes) *[avoid writing in this kind of 'list' format]*. Favourite *[we don't know if it was the 'favourite', only that it was the most common. This should also have started a new paragraph]* mode was by the use of the car or truck which got the highest *['which was most used' – 'got the highest' is too informal]* more or less *[this is too informal – change to something like 'with approximately']* 77% in the year 2001. Still, we could see *['it can be seen that' is more academic]* that in 1996, a little bit less *[too informal]*

*'this was slightly lower'*] which was 56% but still the highest in that year. Secondly, *[A new paragraph should have been started here]* there was a big *['significant']* difference of 11% (private vehicle passenger) from the use of car or truck in the year 1996 and 2001. The rest were all 10% or less in both 1996 and 2001. In 1996, *[other]* or public transport were a little bit the same *[too informal – change to something like 'comparatively similar with']* 9%, 10% respectively. While *[walked]* or *[walked at home]* are *['were']* 6% and 5% respectively. *[Bicycle]* was the least favorite in that time (1996).

(165 words)

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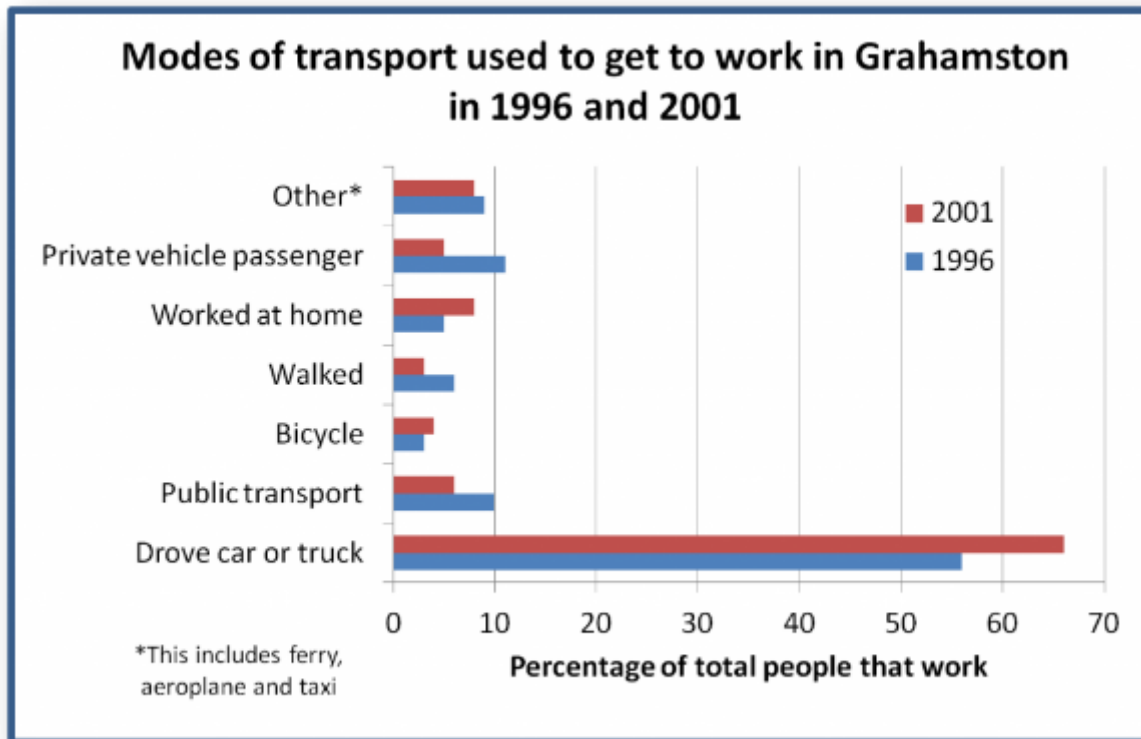
Comments:

One of the main issues here is the lack of paragraphing, but also there are a number of occasions where the vocabulary used is too informal. Also, throughout the report, the writer is very specific with the data (77%, 56% etc.) where using a wider range of expressions would have been better. For example, 77% could be 'just over three quarters of the total'. There are also significant errors with grammar and sentence construction.

On the positive side, the writer has covered the main points and striking trends, and some of the expressions used are academic.

## IELTS Academic Task 1 writing sample Band 5 Report 3

The answer below has been rated purely based on the public IELTS descriptors. Click the word or words in red to see the correction, and scroll to the bottom of the page to read our comments on the report.



As can we *['be']* seen on *['in']* this chart, there is *['was' (it's in the past)]* a dramatic increased of people *['increase in the percentage of people']* who used car or truck *['either 'cars or trucks' or 'a car or a truck']* in compare *['comparison']* to other kind *['kinds']* of transport on *['in']* both years with almost 70% on 2001 and just below 60% in 1996. With *['delete this']* the other type *['types']* of transport there *['delete this']* were far behind of *['with']* less than 15% on *['in']* the same years.

People who based their job at home and rides *['or rode']* bicycle *['a bicycle']* in 2001 for *['to work, not for it']* work are *['were']* slightly higher in compare *['comparison']* to other periods and all other type *['types']* of transport are dominated by 1996 period *['this isn't clear - how*

*did it 'dominate' the year?].* Personnel [a good attempt at avoiding repetition, but this means that all of the people were *employees*, which is not given in the graph – they could be self-employed] who are using [*used*] there [*their*] own car in 1996 are up by [*increased by*] more than 10% in compare [*compared*] to approximately 5%. With [*in*] the same year the number of people who walked, public transport user [*used public transport*] and [*or*] other way [*ways*] of transport are [*were*] higher compared to other [*the other*] year.

(134 words)

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Comments:

This report is too short for the requirements of the task, and there is no clear academic structure (no introduction, no ending statement and no [*overall*] description).

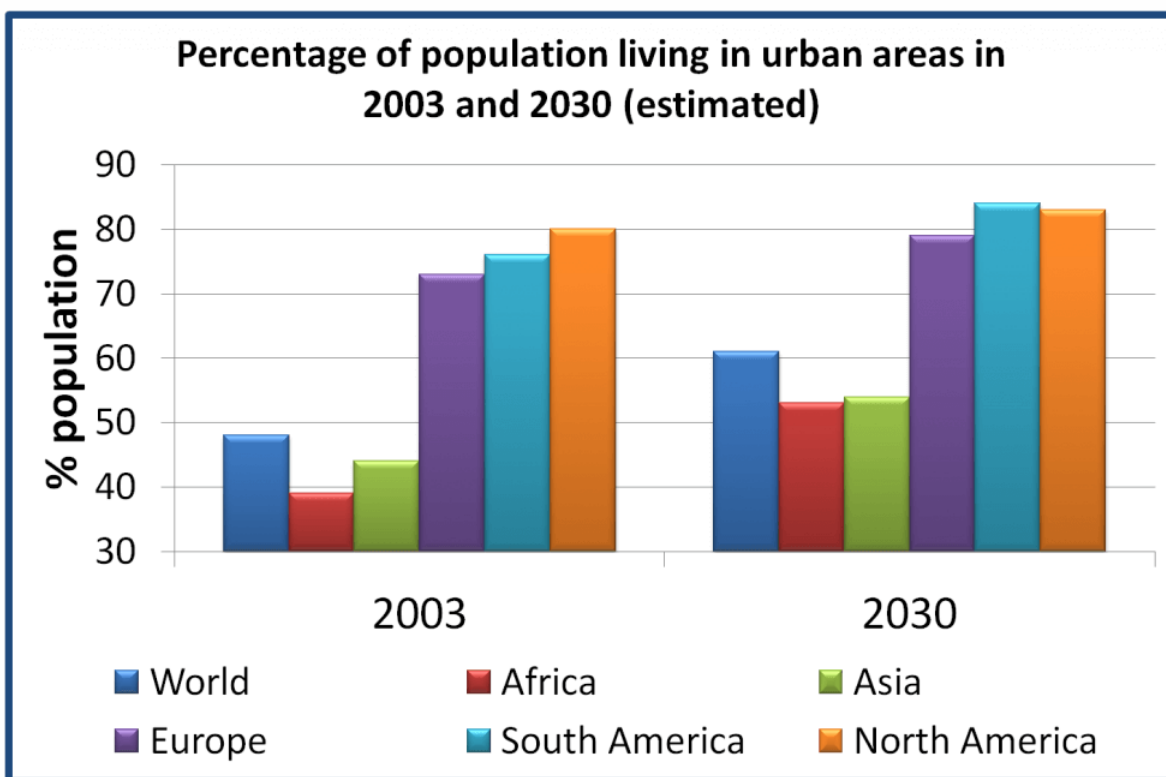
Although some sentences are quite long, they are not clear and often lose meaning. It would be better to write shorter, clearer sentences divided into paragraphs.

As the graph has two past dates, the tenses used should be the past forms, but the writer uses a mix of past and present forms.

## Task 1 writing sample answers Band 6

### IELTS Academic Task 1 writing sample Band 6 Report 1

The answer below has been rated purely based on the public IELTS descriptors. Click the word or words in red to see the correction, and scroll to the bottom of the page to read our comments on the report.



The charts provides [*chart provides* – *it is only one chart*] information about the percentages of population living in rural and urban areas in different areas [*be a little more specific – ‘...five different areas...’*] and the whole world in 2003 and 2030.

In 2003, 48% of the population was living in urban areas in the whole world as average. The percentages in Africa and Asia were clearly lower than average, standing at 38% and 42%



respectively. Meanwhile, the people in other areas, including Europe, South America and North America, were more keen to live in the city *[we don't know if they were keen – their feelings are not given in the graph]*. The proportion was between 70-80%. And the North American *[don't start a sentence with And. This could just begin with '...North America had...']* had the highest urban population proportion at 80%, roughly double to the percentages of African and Asian.

In 2030, it is estimated that more people will move to city. It will be 59% in average *['on average']* in the whole world. The increase in Africa and Asia will be dramatical *['dramatic']* thanks to the relatively low percentages in 2003, which will be *[this is a relative clause. It is good grammar, but the 'which will' section refers to 2003 as that is what it follows. Of course, this is not correct – it actually relates to 2030. Better would have been '...in 2003, rising to 54% and 55% respectively.']* 54% and 55% respectively. Though only little *['slight' would be more academic]* changes is expected *['are expected']* in the other 3 areas, they will be *['are predicted to be']* still higher than the former *[spelling – former]* 2 areas, which will be *['is estimated to be']* between 79-85%. However, the highest proportion of urban population will be *['is anticipated to be']* found in South America, which is likely to be 85% in 2030.

In conclusion *[In conclusion is not the best way to end Task I. In conclusion suggests a balance of opinion, but Task I has no opinions – it is fact. Better would be 'To sum up']*, the city population will increase in the future in all areas in the world, and it is more evident in Africa and Asia.

(225 words)

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Comments

This report is over 70 words longer than the requirement. The risk of writing so much over the word limit is that more errors are shown to the examiner, and points can be lost for not being coherent and cohesive. The writer needs to use a wider variety of expressions when talking

about data. For example, 48% could be described as [nearly half]. Showing a range of ways to express the information is important for a high result. It is also important to only write exactly what is shown in the graph – don't add any personal opinions or value judgements about the graph.

Some of the sentences are a little short, and would have been better combined to create longer, more academic sentences.

The writer uses 'will' to refer to the future, whereas the graph indicates that this is only estimated, so 'will' is too strong.

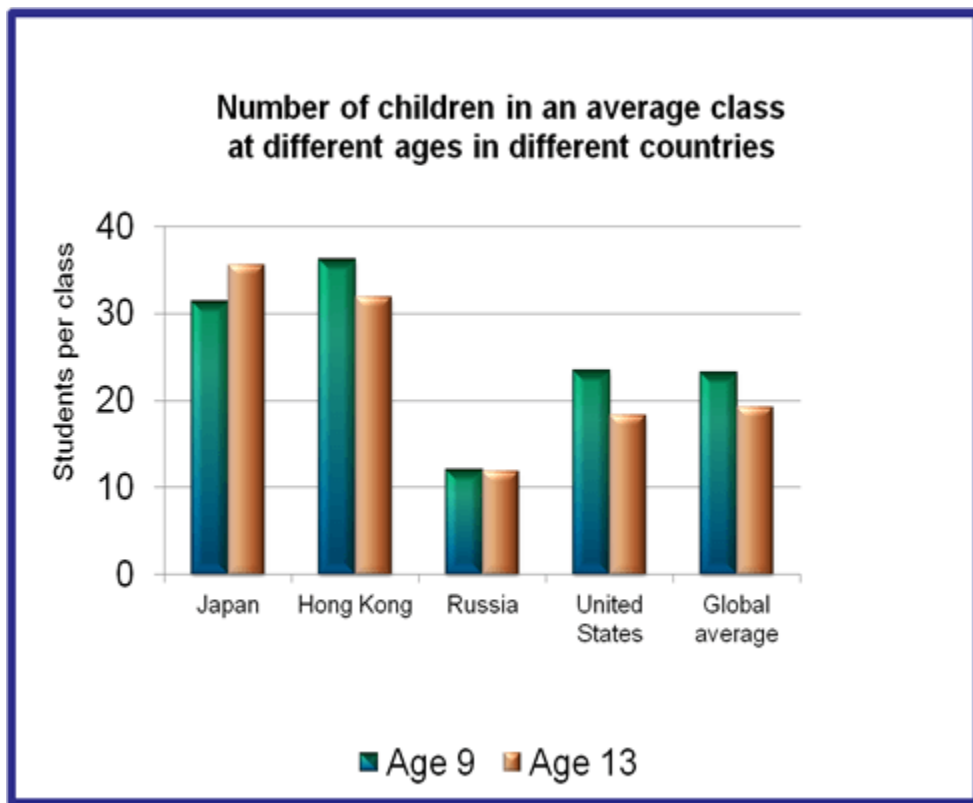
However, the report summarises all of the essential information, provides a clear overview of the trends and is written in a suitable academic style.

## IELTS Academic Task 1 writing sample Band 6 Report 2

The answer below has been rated purely based on the public IELTS descriptors. Click the word or words in red to see the correction, and scroll to the bottom of the page to read our comments on the report.

You should spend about 20 minutes on this task.

The bar chart shows the number of children in two different age groups in an average class in different countries.



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

The bar graph illustrates the number of students on *[‘in’]* an average class at different ages (9 and 13) in different countries *[be more specific – ‘in 4 different countries as well as the global average’]*.

It is clearly shown in the graph that Hong Kong and Japan had the most *[‘highest’]* number of students at the age of 9; Hong Kong had 35 number of *[delete this]* students per class at age 9 *[This could have been more succinctly put – ‘Hong Kong had 35 students per class, while Japan had 31.’]* while Japan had moreover *[this linking word is not appropriate here]* 31 number of *[delete this]* students per class. However, Japan had an increase number of students *[delete this – it is repetition]* to about 24 but the students in Hong Kong dropped at *[‘to’]* 31 students per class at the age 13.

The United States and the Global Average *[no need for capital letters here – ‘global average’]* had an equal number of 23 students per class at the age of 9 but fell by age 13.

Russia, on the other hand *[this phrase needs to be surrounded by commas – ‘Russia, on the other hand, had...’]* got *[this is too informal – ‘had’]* the lowest number of students both at age 9 and 13, having only 10 and 9 students per class accordingly.

To summarise, at the age of 9 *[comma needed here too]* there were more students in Hong Kong *[we don’t know that there were more students in the country – only that they had more per class]* but as the students reached the age of 13, most of the students *[Again, we don’t know that ‘most’ students studied in Japan, only that they had most per class]* were *[delete this]* studied in Japan.

(176 words)

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Comments:

The main information is given, but there are very few sentences that do not contain errors. There are some inappropriate words as well as some incorrect grammar, and this is reducing

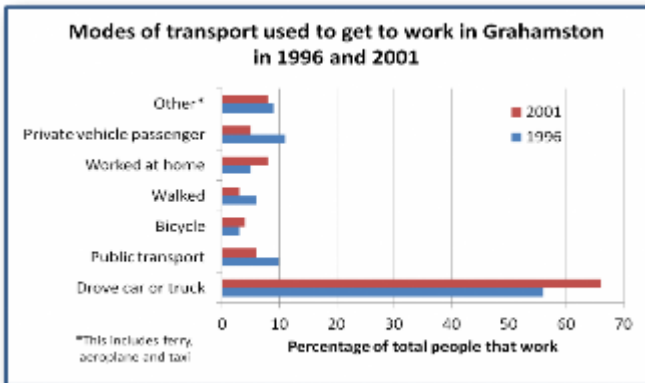
the overall score. Some of the data is also incorrect – the number of Japanese students aged 13 did not rise to 24, it rose to 34.

However, the paragraphing is clear and logical.

## IELTS Academic Task 1 writing sample Band 6 Report 3

You should spend about 20 minutes on this task.

The chart below shows how people travelled to work in 1996 and 2001.



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

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This chart compares how people travelled to work in year *[you don't need this – it is clear from the context – but if you do have it, then you need 'the years...']* 1996 and 2001. Approximately 68% of people travelled by car or truck in year *[you don't need this – it is clear from the context or would need 'the year']* 2001 as compare *['compared']* to 1996. The least number of people travelled by walking *[change this to 'on foot' so it fits the sentence better]* in 2001 and very few travelled by bicycle in 1996.

Most people preferred *[we don't know that they preferred it, and it wasn't most people, it was very few]* working from home in year 2001 because of advanced technology in computers *[this is not given in the graph so should not be included in the report]* in comparison to the use of private vehicles in year 1996.

The other ways of travel was *['were']* taxi, ferry etc. *[avoid using this in your IELTS writing]* in 1996 and 2001. In 2001, the order was passengers in private vehicles, public transport, bicycle and walking, while in 1996 the preferred way was public transport, others, walking, and bicycle. Although the order changed, there was not a significant difference between them over the period when compared to driving own their own vehicle.

To summarise there has been not much *['were relatively minor']* changes in route to *['mode of']* travel that is either by driving a car or truck in year 1996 and in 2001.

(162 words)

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Comments:

Although the writer has covered the main points shown in the graph, this is only supported by one piece of data (68%). It is important to support your sentences with relevant statistics from the graph or chart.

There are also some irrelevant sections (such as using computers in the first body paragraph). Some sentences show a good use of grammar, while other sentences are less accurate.

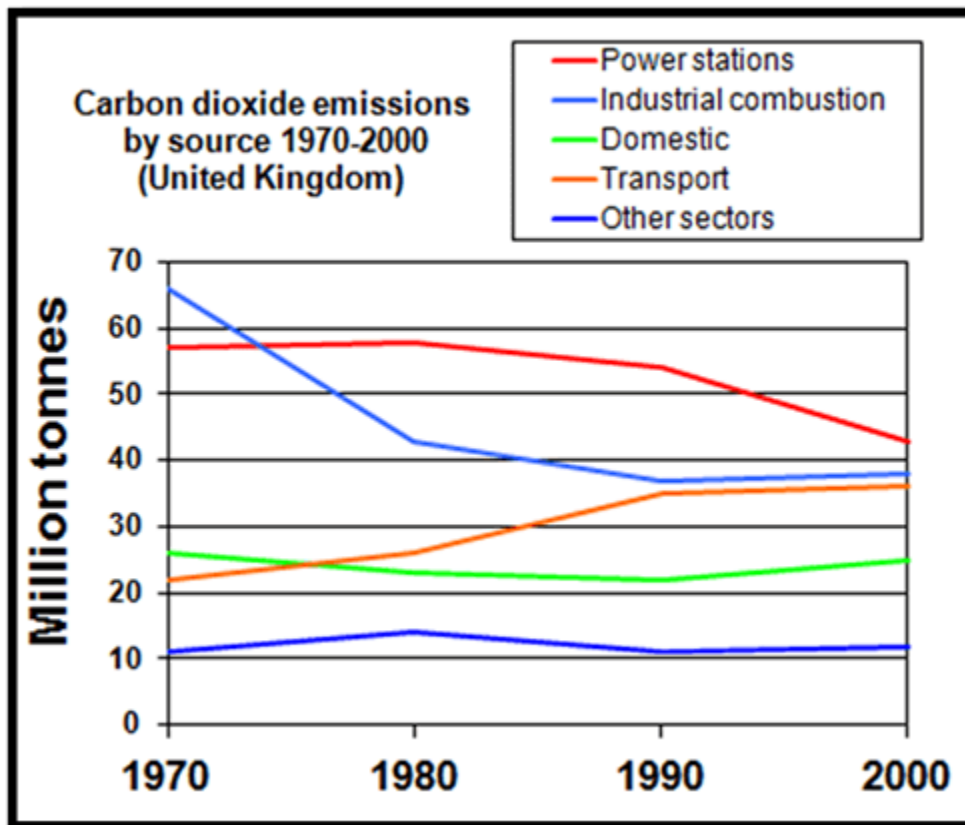
The description of the 'other' category is quite repetitive, but the main points are covered in a suitable number of words, and ideas are logically arranged in paragraphs.

## Task 1 writing sample answers Band 7

### IELTS Academic Task 1 writing sample Band 7 Report 1

You should spend about 20 minutes on this task.

*The chart shows the sources of carbon dioxide emissions between 1970 and 2000.*



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

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The line graph illustrates the quantity of carbon dioxide released from different sources in UK, *[the UK]* during *[from]* – during is used for a single period of time, not as a starting point (e.g. during 1990) 1970 to 2000.

As can be seen from the graph this needs to be followed by a comma the tonnes released ranked from just over 10 million up to 65 million. From the 5 sources used this needs to be followed by a comma 4 of them had fairly stable carbon dioxide emission till 1980 with an exception from *[the exception of]* industrial combustion which had the *[a]* steady decline over these years.

From 1980 to 1990 this needs to be followed by a comma there were changes in all presented sources. Transport and industrial combustion had *[‘emitted’ or ‘were responsible for’]* almost the same quantity at the end of 1990. Power stations account *[accounted]* for the biggest *[largest]* would be more academic quantity, releasing almost five times more than other sectors which again over this period of time remained the best releasers a good attempt at rephrasing, but not a common construction – better would be *[released the least]*.

In the meantime *[comma needed here]* this is used for two actions happening at the same time, but this sentence refers to the following decade (1990-2000) so is inappropriate in 1990 to 2000 the trend was the same with the starting year with the only exception that transport took over *[overtook, although ‘exceeded’ would be better]* the domestic. While industrial combustion, domestic, transport and other sectors] carbon dioxide emissions almost levelled off, the power stations figure moderately fell.

To conclude *[‘To conclude’ is not the best way to end Task 1 – it suggests a balance of opinion, but Task 1 has no opinions – it is fact. Better would be ‘To sum up’]*, the quantity of carbon dioxide emissions reduced in 2000.

(176 words)

Comments:

This is a clear and concise description of the graph. There is a good range of grammar and some appropriate vocabulary, although some language is a little too informal (e.g. 'biggest').

There are some issues with punctuation ('In the meantime in 1990 to 2000 the trend was...') as well as some repeated errors with articles (had the steady decline)

The closing sentence highlights the main trend well, and the introduction is clear. Most of the important sections of the graph have been highlighted, although the writer could have added that industrial combustion fell the most over the given period.

## IELTS Academic Task 1 writing sample Band 7 Report 2

You should spend about 20 minutes on this task.

The table shows the amount of coal used by different sectors in the UK.

	1975	1980	1985	1990	1995	2000
Power stations	77.2	89.6	84.0	59.6	54.9	47.1
Domestic	20.2	8.9	4.2	2.7	2.7	2.6
Industry	19.6	7.9	6.3	4.5	3.6	3.2
Services	4.2	1.8	1.2	0.5	0.6	0.6
TOTAL	121.2	108.2	95.7	67.3	61.8	53.5

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

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The table gives data about the quantity of coal used by 5 sectors in the UK within a period of 25 years; in addition, the level of consumption at each year the table shows the years in 5 yearly increments, not *[each year]* is illustrated.

From 1975 to 1985, the largest amount consumed was by Power no need for a capital letter stations and Other again, no need for a capital unless it is written as the category name as *[Other]* energy industries, whereas three the three other sectors used considerably less. To illustrate, Services either *[‘the sector entitled ‘Services’ or ‘the services sector’]* used 7.2 million of tonnes from 1975 to 1985, but power stations figures the figures for power stations for the same period of time were 250.8 million use a range of ways of presenting data – *[just over 250*

*million*] tonnes. It was striking the fact that in 1985 Power stations used more than three quarters of the total quantity.

In the following decade from 1990 to 2000, consuming *[consumption]* of coal decreased in all sectors. However, power stations remained still delete this word – it is redundant the highest user of coal, followed by other energy industries which utilized significantly less compared to power stations and over three times more *[less]* than they did in 1975.

Overall, the trend of coal consumption experienced decline *[a decline]* for all sectors with one exception in 1980 when power stations increased just under 10%. Domestic consumption levelled off in 1990 and 1995 whereas this needs to be followed by a comma other energy industries reached a plateau in 1995 and 2000.

(182 words)

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Comments:

The structure of the report is logical and clear, and a description of all the main trends is included.

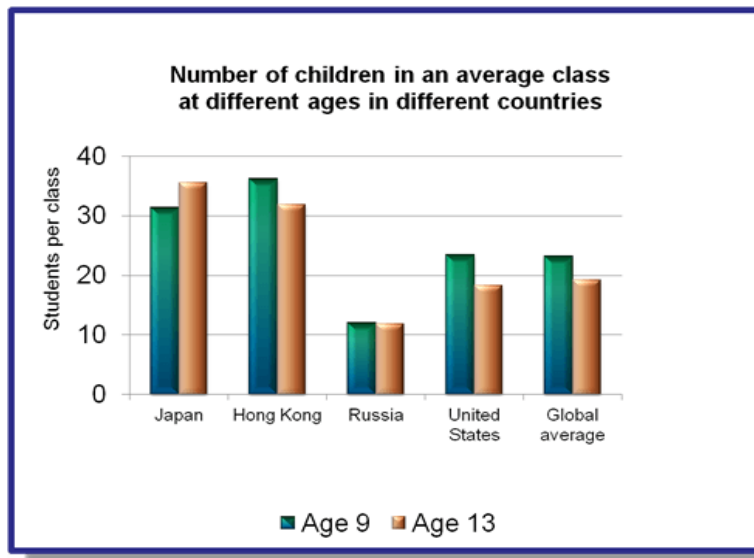
However, there are some errors in the data (and over three times more than they did in 1975), and some of the language used is a little informal ('than they did~~]~~).

There are also slight errors in the use of linking words (in addition / meanwhile). In addition, the data is presented in a very specific manner – it would be better to use a range of expressions rather than simply the numbers.

## IELTS Academic Task 1 writing sample Band 7 Report 3

You should spend about 20 minutes on this task.

The bar chart shows the number of children in two different age groups in an average class in different countries.



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

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The bar chart illustrates the average number of students in classes for ages 9 to **[and]** 13 in four different countries **[countries]** and the global average as well **[‘in addition to the global average’ is more formal]**.

As can be seen in the chart, Hong Kong has the highest number of 9 years old children either **[9 year old children]** or **[9 year olds]** per class while Japan’s figure was the highest for students 13 years of age, which stands at approximately 35 children per class.

Russia and United States of America [*the United States of America*] had lower [*a lower*] average number of individuals per class for both age groups. In United States [*the United States*] of America the classes of 9 year old children had higher [*a higher*] number than those of 13 years old while a comma is needed before [*while*] in Russia those figures are almost equal.

The number of students, delete this comma per class in a global perspective is the same level as those of United States [*the United States*] for children of the age of 9 and almost the same for those 13 years old.

Overall, Russia had the lowest number of children per class, although there was not much difference [*only a slight difference*] between the two age groups.

(169 words)

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Comments:

When writing about a Task I graph, chart or table that has no date, the writer can choose to use either past tense or the present tense, but this must be consistent throughout the report ('stands at' / 'had lower').

There are areas where the academic level of the vocabulary could be improved ('there was not much difference'), and punctuation could be improved with a more accurate use of commas.

However, paragraphing is good and there is a clear flow to the report.

## Task 1 writing sample answers Band 8

### IELTS Academic Task 1 writing sample Band 8 Report 1

The answer below has been rated purely based on the public IELTS descriptors. Click the word or words in red to see the correction, and scroll to the bottom of the page to read our comments on the report.

You should spend about 20 minutes on this task.

The table shows the amount of coal used by different sectors in the UK.

	1975	1980	1985	1990	1995	2000
Power stations	77.2	89.6	84.0	59.6	54.9	47.1
Domestic	20.2	8.9	4.2	2.7	2.7	2.6
Industry	19.6	7.9	6.3	4.5	3.6	3.2
Services	4.2	1.8	1.2	0.5	0.6	0.6
TOTAL	121.2	108.2	95.7	67.3	61.8	53.5

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

The table provides information about coal consumed for different purposes in Britain from 1975 to 2000.

The total consumption declined steadily in *['over']* these 25 years, from 156.9 *[include the unit of measurement – '156.9 million tonnes']* in 1975 to 63.1 *[try to use a range of expressions,*

*such as 'just above 60 million tonnes'* in 2000, which was less than one third of the former figure. Power stations was *[even though 'sector' is singular, power stations are plural so commonly this would be 'were']* the leading sector in all 5 categories, which decreased *[the 'which' clause refers back to the previous noun, so the sentence means that the number of categories was decreasing, which is not the case – it was the amount used that was decreasing]* in general though there was a rise in 1980, when it *['they' – power stations are plural]* used about 3 quarters of the total amount of coal.

The other 4 sectors, including domestic, industry, services and other energy industries, dropped in this period except a leveling off was found in 1990-1995 for domestic, in *['and in']* 1995-2000 for services and other energy industries. The most dramatic decreases were in 1980; the consumptions *['when consumption']* declined to less than 50% the *['of the']* previous timeframe in all 4 sectors. Services *['The services sector']* used the least coal in all these years, which was less than 2% of consumption of leading *['the leading']* sector, power stations, in 2000.

To sum up, less coal was used in general in Britain in *['over']* these 25 years, either *['both']* in particular *['the individual']* sector *['sectors']* or *['and']* in total consumption.

(177 words)

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Comments:

There is a clear overview of the whole table, and the writer has referred to each of the sectors and has used an appropriate academic format throughout.

There are minor issues relating to vocabulary and grammar, but the structure is clear, sentences are extended and paragraphs are clearly divided.

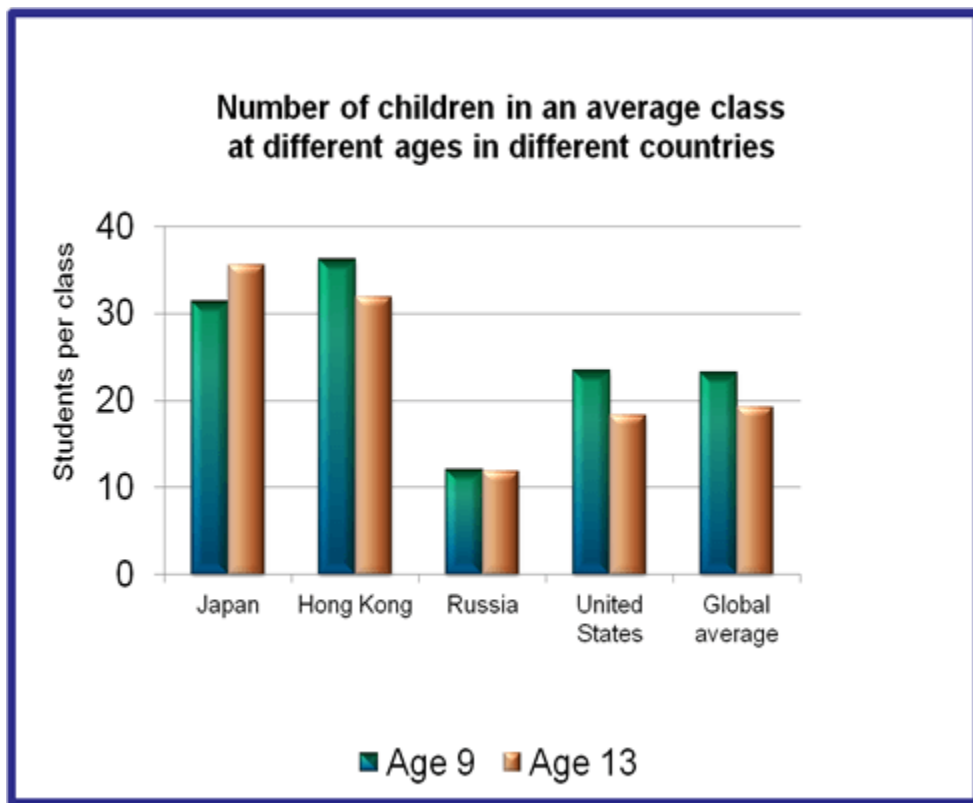


## IELTS Academic Task 1 writing sample Band 8 Report 2

The answer below has been rated purely based on the public IELTS descriptors. Click the word or words in red to see the correction, and scroll to the bottom of the page to read our comments on the report.

You should spend about 20 minutes on this task.

The bar chart shows the number of children in two different age groups in an average class in different countries.



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

The bar chart compares the average number of pupils per class in four different countries: Japan, Hong Kong, Russia and the United States. The vertical axis shows the students per class from 0 to 40 and the two coloured columns present the children's ages, 9 and 13.

As can be seen in the graph, the significantly lowest number with just over 10 pupils regarding the age group 9, concerns Russia. *[Although not grammatically wrong, we tend to put the subject first if the object phrase is long (i.e. 'Russia had the significantly lowest number with just over 10 pupils regarding the age group 9')]* It is followed by the United States (slightly more than 40 *['20']*) and by Japan with a number of around 30 pupils. In Hong Kong, there are about 35 students in a class. The number of students per class in all countries, except Russia, reaches or exceeds the global average (22).

The number of students in Japan and Hong Kong are inverse in comparing *['when comparing']* the age *['those students aged']* 9 with the age *['those aged']* 13. In other words, Japanese classes are the biggest (35) and are succeeded by Hong Kong (marginally over 30 students).

The Russian (about 10) and American (17) figures are inferior to *[this is a value judgement, meaning 'not as good as' – avoid making judgements in Task 1 by using something like 'lower than']* the global average (18).

Overall, just Japan and Hong Kong are above, Russia is below and America correspond *['corresponds']* with the global average.

(192 words)

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Comments:

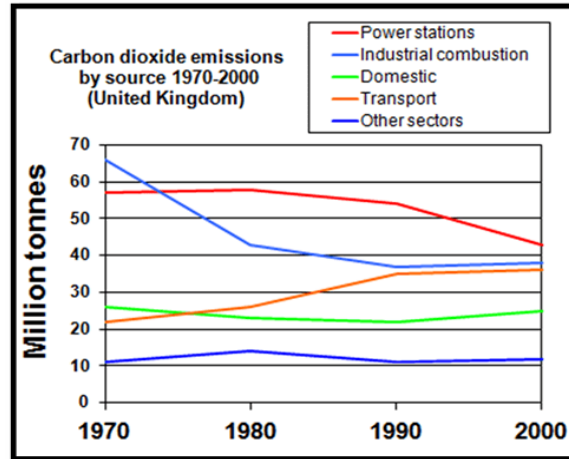
The introduction is excellent, but the presentation of data in parenthesis (brackets) is not ideal.

There are one or two areas where the vocabulary could be improved, but in general this is very well written with only minor points to change to achieve a top score.



## IELTS Academic Task 1 writing sample Band 8 Report 3

The chart shows the sources of carbon dioxide emissions between 1970 and 2000.



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

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The line graph provides information about the amount of carbon dioxide emission **[emissions]** produced by different sources between 1970 and 2000 in the United Kingdom. The horizontal axis shows the years 1970 and 2000. This is a repeat of the previous sentence. Try to use alternative phrases such as **[The horizontal axis shows the years]** while the vertical axis indicates the carbon output in million of tonnes **[million tonnes]**.

Over the period, power stations and industry used more carbon dioxide than all the other sources given. In 1970, carbon emission produced by industries started with a high of 65 million tonnes and over 10 years it significantly dropped down **[delete 'down' – it is clear from the use of 'dropped']** to 43 million, before it slowly decreased another 5 million tonnes until 2000.

Power stations produced 57 million tonnes of carbon emission at the beginning of the graph. This sentence could be improved with a comma here but there was a marginal decline between

1980 and 1990. The carbon output remained steady between 1990 and 2000 (39 million tonnes).

Between 1970 and 2000, domestic emission of carbon gradually dropped, while transport pollution slowly climbed until 1990 but then proceeded to level off.

In total, carbon dioxide output varied most over the period for power stations and the industrial sector.

(176 words)

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Comments:

The writer has identified all the main trends and given a good overview sentence. There is some repetition of language, but this is not excessive and does not interfere with meaning.

## Linking words

### 'In contrast' and 'On the other hand'

Two linking phrases that are often confused are 'In contrast' and 'On the other hand'. Compare examples A and B.

A. Tourism often has a positive impact on less wealthy countries. **On the other hand**, this can damage local culture.

B. New Zealand has a good reputation for environmental safety. **In contrast**, many countries in Europe have high levels of pollution.



If you are contrasting ideas about *the same general subject*, use 'On the other hand'. In Example A above, the focus is on balancing on the impact of tourism in less wealthy countries.

If you are contrasting the *subjects and the idea* (the object), use 'In contrast'. In Example B above, the first sentence refers to New Zealand's reputation and the second sentence compares this to Europe and higher rates of pollution.

This is a simple guide to using these two linking phrases correctly. You may find exceptions to this rule, but if in doubt it is a useful rule to follow.

### Now test your skills!

Select the correct linking phrase to complete the sentences – is it 'IN CONTRAST' or 'ON THE OTHER HAND'?

A1: English is a difficult language to master. \_\_\_\_\_, it is really useful to know.

A2: English is a difficult language to master. \_\_\_\_\_, Spanish is relatively easy.

B1: England is a small country. \_\_\_\_\_, there is plenty to see.

B2: England is a small country. \_\_\_\_\_, the USA is huge.

C1: Britain has a cold climate. \_\_\_\_\_, Spain has a warm climate.

C2: Britain has a cold climate. \_\_\_\_\_, it is very green.

Answers:

- A1: The correct answer is 'on the other hand' – the same subject is (English) is being compared.
- A2: The correct answer is 'in contrast' – different subjects (English and Spanish) are being compared.
- B1: The correct answer is 'on the other hand' – the same subject is (England) is being compared.
- B2: The correct answer is 'in contrast' – different subjects (England and the USA) are being compared.
- C1: The correct answer is 'in contrast' – different subjects (Britain and Spain) are being compared.
- C2: The correct answer is 'on the other hand' – the same subject is (England) is being compared.

Sometimes it is difficult to identify whether longer paragraphs actually share the same subject. Complete the paragraphs below with either 'IN CONTRAST' or 'ON THE OTHER HAND'.

*Education is good not only for the individual, but also for society. A society without scientists, researchers and intellectuals has little ability to further itself in a number of fields, specifically*

medicine, literature and technology. (a) \_\_\_\_\_, the cost to the taxpayer has to be considered, as most countries offer either free or heavily subsidised schemes for further education.

Education should be made available to all. State-funded education systems offer a solid level of schooling with dedicated and qualified teachers. (b) \_\_\_\_\_, private schools are advantageous only to those that can afford to pay to go to them, and this runs the risk of encouraging teachers only interested in the better wages and conditions offered in such establishments.

Answer:

**The first paragraph needs ‘on the other hand’ because the same general subject is being discussed (education). However, in the second paragraph, ‘In contrast’ should be used as the subject in the first part is *state funded* education and the subject in the second part is *private* education.**

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## Topics you can expect in Task II

There are a wide range of possible topics that you may be asked to write about in Task II, but generally it related to one of the following:

- education
- health
- society
- transport
- the environment
- culture
- technology



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## Analysing IELTS Task 2 writing questions

Before you can begin preparing your answer to a Task 2 topic, you need to be sure you have fully understood what you are being asked to write about.

For this post, we will analyse a Task 2 essay that is asking you to challenge a point of view.

**You should spend about 40 minutes on this task.**

**Write about the following topic.**

***Crime is increasing in many countries and prisons are becoming increasingly crowded. We should therefore return to the use of capital punishment.***

***Do you agree or disagree?***

**Give reasons for your answer and include and relevant examples or evidence from your own knowledge and experience. You should write at least 250 words.**

As the instructions are always the same for Task II, we can ignore those and focus directly on the question. However, before you can begin to plan an answer, you need to be clear on exactly what you are being asked to write about.

Many Task II questions can be divided into three parts, and this can sometimes make it more difficult to identify what your focus should be.

**Part 1: *Crime is increasing in many countries and prisons are becoming increasingly crowded.***



The first part is the general topic, which introduces the main question. This is commonly accepted as being true, so therefore your essay should not spend too much time on this aspect of the question.

**Part 2: *We should therefore return to the use of capital punishment.***

The second part of the question is the specific topic. This is the section of the question that you need to focus on in your answer.

**Part 3: *Do you agree or disagree?***

The final part of Task II are the task words, telling you what you should do. In this case, you are being asked whether you agree or disagree, which tells you that this is the first type of essay question (challenge a point of view).

However, it is important to remember that *not all Task II questions have three parts*. Sometimes you are only given a specific topic and task words. In the examples below, we can see that there is no general topic. The questions have only 2 parts – the specific topic and the task words.

1. People who do dangerous sports for pleasure should not be entitled to healthcare. Do you agree?
2. Fewer people are reading books these days. Suggest possible reasons why.

Now practice by looking at the essay titles below and decide what the ***main focus*** of your answer should be.

**1. Discipline problems in schools are getting worse. Teachers should be allowed to use stricter punishments. Do you agree?**

- A. The state of the education system
- B. Whether stricter punishments should be acceptable
- C. The value of teachers in schools

**2. These days children spend too much time indoors. What can be done about this?**

- A. 1. How children can be encouraged to spend more time outside
- B. 2. Why children spend time indoors
- C. 3. The risks of children spending their time inside.

**3. Many people speak a second language. What are the benefits of this?**

- A. 1. The reasons people can speak more than one language
- B. 2. The advantages and disadvantages of speaking a second language
- C. 3. The advantages of being bilingual

**4. Some people believe that it is important to maintain older traditions, while others believe that cultures should adapt to new situations. Discuss both views and give your opinion.**

- A. 1. Maintaining older traditions
- B. 2. Cultures adapting no new situations
- C. 3. Both of the above

Answers:

1. Option B - Whether stricter punishments should be acceptable
  2. Option A - How children can be encouraged to spend more time outside
  3. Option C - The advantages of being bilingual
  4. Option C - Both of the above
- 

## Examples of Improving Task 2 paragraphs

In these lessons, we will be looking at specific paragraphs and how they can be improved.

### Paragraph 1:

**The paragraph is from an answer about reducing air travel:**

#### Student answer:

*Another negative factor that can be produced by this flying automotive is noise pollution. As this invention functions with the whole process of burning petrol and collaborating mechanical parts, it produces sound waves that are harmful to the surroundings. The land is affected by noise pollution, perhaps extinction will occur which later on have a harmful effect to the ecological system.*



Show feedback

#### **On the negative side:**

Some of the attempts to find parallel expressions are not clear – changing air travel to ‘flying automotive’ is a good try, but not accurate. The second sentence of the paragraph focuses on the specifics of how noise pollution occurs, which is more than is needed in Task 2 – simply

stating that noise pollution is a problem is enough, there's no need to focus on exactly how that noise is produced. In addition, the support that follows isn't clear – how is the land affected the *noise* pollution? There should have been more focus on those living on the land, not the land itself. There is also some repetition of vocabulary (noise pollution has been used twice). The grammar in the final sentence also needs work, with 'have' being used instead of 'has', the preposition 'to' used instead of 'on'. There is also a run-on sentence where two sentences have been put together using just a comma.

***On the positive side:***

The linking words used are good – we can assume that the previous paragraph also referred to reasons to reduce air travel because this paragraph begins with 'Another negative factor'. In the second sentence, the writer has used a good cause and effect construction with 'as'. There is also some good use of vocabulary – 'negative factor', 'produces sound waves', 'perhaps extinction will occur', 'ecological system'.

***So how could this have been improved?***

Another negative factor that can be attributed to flying is noise pollution, which can be harmful to animals and even people who are affected. There is even the potential that these unwanted sounds could cause significant changes in the ecological system, where perhaps extinction will occur among more fragile species.

**Paragraph 2:**

**The paragraph is from an answer about whether formal tests are a good measure of English language ability:**

**Student answer:**

*The International English Language Testing System IELTS is a really good measure of ability in English. They developed the first test in the early 1960s. You can do two types of test; Academic, if you want to study in English, and General Training for people who want to live in a country that speaks English as its first language. The examiners assess four different things and it is not marked by a computer, so it's better.*

Show feedback

***On the negative side:***

The main problem here is that the paragraph reads like an instructional leaflet, not a formal Task 2 response. The only reference back to the question is in the first sentence, and that is copied directly from the title. The paragraph does not have a suitable register. Phrases like 'really good' and 'different things' should definitely be avoided in Task 2. Although the grammar is accurate, it is basic, with simple, active phrases being used ('They developed the first test') where a [passive](#) sentence would have been better ('The first test was developed'). The writer has used personal pronouns ('You') which would have been better presented as third person structures ('test takers' or 'candidates'). The candidate has also used contractions (it's) which should be avoided in formal writing.

***On the positive side:***

The paragraph has a mix of simple and complex sentences and there is some good punctuation. There are no grammatical errors and the meaning of each sentence is clear.

***So how could this have been improved?***

One common testing method that is used is the International English Language Testing System IELTS, which many believe is a reliable standard to benchmark language skills. Developed in the 1960s and with two options available, the test could be said to be effective because it has both history and a range of options. Abilities are assessed based on four criteria and are evaluated by examiners, not automated systems, which arguably makes it more effective than other testing systems.

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## Avoiding pronouns in Task 2 writing

As you probably know, it is important to write formally in Task 2, using an academic writing style. In this section, we are focusing on avoiding using pronouns too often in the writing test.



### So what are pronouns?

For this post, these are the pronouns that are not considered particularly academic.

- Personal pronouns: I / you / we
- Possessive pronouns: my / mine / his / her / hers

Although the sentence may be grammatically correct using pronouns, it is important to remember that you should aim for a formal, academic style, and that means finding alternatives to being too informal.

### Personal pronouns in the introduction

It is very common to see pronouns being used in the introductory paragraph. For example:

**‘There are strong arguments to be made in support of the complete ban on smoking in all areas, as I will now explain’.**

In this example, and in most uses of the personal pronoun in the introduction, this can be solved by simply replacing that section of the sentence with a passive construction (see the grammar section). For example:

**‘There are strong arguments to be made in support of the complete ban on smoking in all areas, as will now be explained’.**

## Personal pronouns when expressing a point of view

Over the years that we have helped people achieve their IELTS goals, this is an error we have seen many times. Here are some examples:

**'I think that the government should support students rather than requiring them to apply for loans.'**

**'To a large extent, I am in favour of the statement that zoos should be abolished.'**

Although these sentences are grammatically correct, it would be more academic to present your Task 2 opinions from a more 'detached' perspective. For example:

**'It would perhaps be more effective if the government supported students rather than requiring them to apply for loans.'**

**'To a large extent, there is a strong argument to made supporting the statement that zoos should be abolished.'**

## Personal pronouns when giving examples

It is very important to support your argument with examples, but again this is a common area where more informal pronouns can slip in. For example:

This could be achieved by providing not only a better salary but also some additional incentives.

**For example, my friend is a nurse, and she feels that longer holidays are just as important as the money because it helps her reduce stress.**

This would have been much better phrased using a different structure. As a general guide, if you are using a pronoun to give an example, then rephrase it to a more general subject. In the example above, the writer could have avoided referring to a friend but focus more generally on nurses. To illustrate:



This could be achieved by providing not only a better salary but also some additional incentives. **Nurses, for example, often state that longer holidays are just as important as the money as it provides an opportunity to reduce stress.**

## **Personal pronouns in the conclusion**

As you should know, when writing a conclusion in Task 2 (see page **Error! Bookmark not defined.**), you should summarise the main arguments of the essay (and ideally include a recommendation or speculation). However, be careful of using personal pronouns here too. For example:

**As we can see the subject of school uniforms remains a subjective issue.**

**To conclude, we should be investigating methods in which we can cause less damage to our environment.**

Once again, these sentences could have been better phrased using the passive voice:

**As can be seen, the subject of school uniforms remains a subjective issue.**

**To conclude, methods should be investigated which would cause less damage to the environment.**

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## **Comparison and contrast in Task 2**

To present your ideas and opinions clearly, it is important to know how to accurately use comparison and contrast in Task 2 of the IELTS writing test. Here are some the words that you can use:

1. while
2. as opposed to
3. however
4. likewise
5. equally
6. in contrast to
7. in the same way
8. in a similar way
9. as well as
10.     like the...
11.     as ...as ...
12.     similarly
13.     whereas
14.     by contrast
15.     although
16.     instead



Practice your understanding of these words by deciding whether the statements that follow are TRUE or FALSE according to the text below.

Read the passage below. Are the statements that follow true or false? *They are not in order.*

***Although they are both highly respected institutions, there are many factors to be considered when comparing the Louvre and the Guggenheim.***

***The most important factor is the quality of their displays. The Guggenheim is excellently organized and offers fine examples of most forms of art, including traditional, modern and impressionist. The Louvre, on the other hand, lacks this variety of art forms, concentrating more on the traditional.***

***As regards location, both museums are well situated with convenient access for the public, although they are both a little expensive to visit. The Louvre, however, is a piece of architectural history in itself, whereas the Guggenheim is far more of a modern building with no real sense of history.***

1. *Both* The Louvre *and* The Guggenheim have something to offer the art lover.
2. *Just as* the Guggenheim museum displays impressionist works, *so too* does the Louvre.
3. *Neither* The Louvre *nor* the Guggenheim is cheap to visit.
4. *Compared to* the Louvre, The Guggenheim concentrates more on traditional art forms.
5. The Louvre *and* the Guggenheim are *similar in that they are both* well situated.
6. The Louvre is *similar to* The Guggenheim *in that* it has good public access.
7. The Guggenheim and the Louvre are equally respected.
8. The Guggenheim is an historic building, *whereas* the Louvre is relatively modern.

Answers:

1. TRUE
2. FALSE
3. TRUE
4. FALSE
5. TRUE
6. TRUE
7. TRUE
8. FALSE

Contrast can also be shown by using specific verbs, adjectives and nouns. Use the table below as a guide (note how the word family changes depending on the word type).

Verbs:	Adjectives:	Nouns:
Compare to / with	Compared to / with	In comparison to / with

Contrast with	Contrasting	In contrast to
Differ from / differentiate between	Different from	Difference between
Distinguish between	Distinct from	Distinction between
Resemble	Similar to	Resemblance to / with
Vary from / between	Variable	Variation between

IMPORTANT NOTE: Be careful with the use of ***comparing*** and ***compared***

***Compared*** to the Guggenheim, the Louvre has a long history.

***BUT***

***Comparing*** the Louvre and the Guggenheim, the former has a longer history.

### More examples

Here are some more examples of comparison and contrast that you could to express comparison and contrast:

While both opera and ballet are considered to represent the finer end of the arts, the former involves more vocal musical content.

DVDs are a highly flexible, user-directed form of entertainment, whereas the cinema is considerably more rigid in its presentation.

Radio plays allow the listener to use their imagination, picturing the scenes and characters involved. By contrast, the theatre presents both characters and scenery.

E-mails are a common form of communication both personally and in business, in the same way as letters were some 20 years ago.

Museums, as opposed to theme parks and other such activities, can offer visitors far more of a cultural experience.

Traditional dances from my country, in the same way as the haka here in New Zealand, are something most people enjoy watching but can't actually perform.

One of the more obvious changes in communication over the last 20 years is that people are using telephone booths less and less, opting instead for mobile phones.

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## Facts about the IELTS writing test

Here's a collection of some of the most common questions we are asked about the IELTS writing test. If you have a question that isn't answered here, post it in the comments section at the bottom of the page and we'll add it to the page with an answer.



### **Q: Do I write in pen or pencil during the test?**

Most exam centres now only allow candidates to write with a pencil.

### **Q: Can I bring my own writing equipment?**

No – you will not be allowed into the test room with your own pen, pencil or eraser.

### **Q: What should I do if I make a mistake?**

Just put a single line through the word or words you want to remove and then continue writing. Don't waste time with trying to erase anything.

### **Q: What does the IELTS writing answer sheet look like?**

Click a thumbnail below to see a larger image of the writing test answer pages (note that these pages are white, but recent changes in the test mean that you could also have yellow, blue or green pages).

**Q: What if I need more paper?**

No problem – simply raise your hand until the invigilator approaches, then request more paper. There is no limit to the amount of paper you request, but ALL pages will be collected at the end of the test, even if they were only used for making notes (see below).

**Q: Can I get any paper for writing notes / preparing a plan?**

Yes, but all the paper you are given is collected and given to the examiner when they are marking your work. We recommend writing your plan or making any notes on the question paper, not the answer sheet. Although the question paper is also collected at the end of the test, it is not submitted to the examiner.

**Q: So what counts as a ‘word’ in the writing test?**

This is a larger topic, so take a look at the section on ‘Word count in IELTS’ on page 153.

**Q: My handwriting is not very good. Will I lose points?**

Your writing would have to be illegible (can’t be read) before you lose points, but if you are concerned then get in the habit of writing in print (single letters) instead of cursive (joined letters).

**Q: Can I write all of my test in CAPITAL LETTERS?**

Surprisingly, yes! We recommend it as it avoids you needing to worry about capitalisation of particular words.

## Getting ideas for IELTS Task 2

With only 40 minutes to read the question, get ideas, plan your essay, write the essay and then proofread your work, you need to be quick getting ideas.

Here are some useful methods of getting ideas:

### Brainstorming

This simply means thinking about **anything** that is connected to the topic. It doesn't matter whether or not the idea seems good at the time; the aim is to get your brain thinking about the topic and writing notes on the question paper. When you have finished brainstorming, you will find that some of your ideas don't relate to the topic so need to be rejected, but at least you have a place to start.



If your Task II title was '**Should parents be responsible for the criminal actions of their children?**' you might think of the following ideas:

1. underage crime
2. bad parenting
3. crime rates in developed countries
4. young / busy parents
5. society
6. the child's friends
7. TV and video games

Then when you look again through the list, you need to reject the ideas that are not directly relevant to the questions. In the example above, you would reject the idea about '**crime rates in developed countries**', as this does not directly relate to parents or children. Then look again and see which ideas would be difficult to support or argue in 250 words / 40 minutes, and would probably reject '**society**' as it is a very wide area.

## Who's involved?

Another method of getting ideas is to think about who is affected by the topic raised in the question. If you are thinking about '***Should parents be responsible for the criminal actions of their children?***', then the people involved would be:

- parents
- children
- the police
- the victims of crime
- other criminals

Then you need to think about how each of the affected groups of people may react. Victims of crime, for instance, might want to see the parents punished as the child is arguably too young for prison. The police might also want parents to be responsible for the same reason.

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## Applying the questions words

A third useful method of getting ideas is to use the question words – who, what, where, when, how etc. In the example we have used so far (***Should parents be responsible for the criminal actions of their children?***), you could think about the following questions:

- How could parents be punished?
- What actions should the parents take responsibility for?
- When is a child old enough to take responsibility themselves?

Here's another example of applying question words:

***TITLE: Everyone should be made to learn English. Do you agree or disagree?***

You could consider aspects such as:

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- A. why should everyone have to learn?
- B. what would happen to non-English people's native language?
- C. where would people study?
- D. how would this be controlled/regulated?
- E. who should pay for it?
- F. when would many people find a use for English?

**Always keep in mind that the ideas you support or argue against do not have to reflect your true opinion – if you find it easier to argue something that you don't actually agree with, then do it!**

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## Word count in IELTS writing

As you probably know, the word requirements for the IELTS writing test are a minimum 150 words for Task 1 and 250 words for Task 2. Test what you know about the IELTS word count by answering the question below.

Question: According to IELTS rules, how many words are there in the sentence below?



*It's believed that some one who has studied the course will be twenty five times more likely to pass the exam.*

***In the world of IELTS, there are only 19 words here. See below for an explanation.***

### Tip 1: Contractions in the word count

Apart from the fact that using contractions in formal writing is not considered good academic style (see page **Error! Bookmark not defined.** for more about Academic Style), the other problem is a contraction (it's, don't, can't) is only counted as one word, which won't help you reach the word limit! Always write the complete word or words. The example sentence above should now be changed to:

***It is** believed that some one who has studied the course will be twenty five times more likely to pass the exam (20 words as far as IELTS is concerned)*

### Tip 2: Separating words

If a word in English is written as a single word, but you have written it as two words (some one / no body) this will just be counted as a single word. In addition, you risk being penalised for your vocabulary! The example sentence above should now be changed to:

***It is** believed that someone who has studied the course will be twenty five times more likely to pass the exam. (19 words as far as IELTS is concerned)*

### Tip 3: Writing numbers as words

Writing a number (e.g. 100) as a word (one hundred) is not an effective method of expanding your word count as it will count as a single word. However, this does not mean you should just write numbers - you can use both formats, just bear in mind that it will not influence the word count. The example sentence above *could* be changed to:

***It is** believed that someone who has studied the course will be 25 times more likely to pass the exam. (still 19 words as far as IELTS is concerned).*

## **Can I write more than the minimum word count?**

Yes, but we recommend aiming for no more than 180 for Task 1 and 280 for Task 2. The risk of writing more is that you could potentially be showing the examiner more errors, thus reducing your overall result. You could also run out of time writing too much, meaning that your writing may end abruptly. Writing too much is also a sign of poor planning, and this can affect how coherent your written work, and you could also be writing off-topic.

## **Do I have to count the words in my writing before the end of the test?**

No, you don't have to, but of course it is a good idea to have some idea of how many words you have written just to make sure you have reached the required limit.

## **How do I keep track of how many words I've written?**

As you are preparing for the IELTS test, you need to get into the habit of handwriting your essays. You may be surprised how hard it can be to write for 60 minutes and complete at least 400 words, especially as most of us spend more time on a keyboard than we do with a pencil in hand! By practising, you'll get to know the average number of lines you need to write on an A4 piece of paper to reach your goal. The average number of words per line is between 8 and 11, so divide your average number of words by 150 (for Task 1) or 250 (for Task 2) to have some idea of how many lines your essay needs to be. For example, if you write 8 words per line, that's  $250 / 8 = 31.25$  (32 lines) for Task 2.

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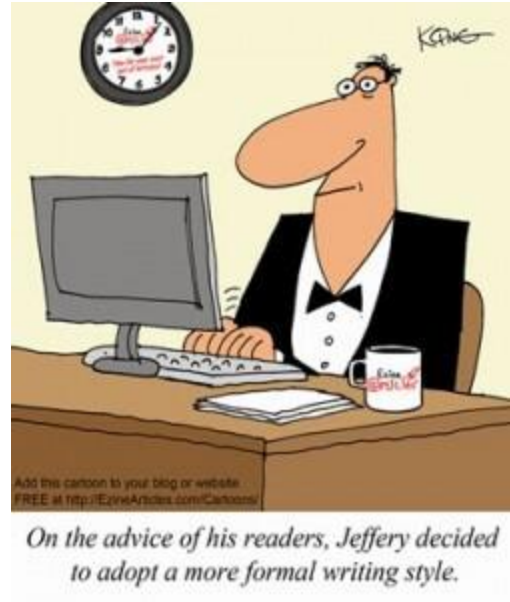
## **IELTS Task 2 avoiding emotional language**

A common error in the IELTS test is not writing in a formal, academic manner for Task 2. In this post, we will look at writing too emotionally.

Compare these two sentences -which is better?

*A: People who spend extended periods in front of a television could be exposed to the great risks of pain and suffering from health issues, as well as missing opportunities to spend time outdoors in the arms of mother nature.*

*B: People who spend extended periods in front of a television could potentially face related health issues, as well as missing opportunities to spend some time outdoors.*



The best sentence is B – although it is shorter, it is academic and formal. Referring to ‘pain and suffering’ and ‘the arms of mother nature’ are more suited to books or poetry, but not for an academic essay. Make sure your work is not excessive – remember you are writing at a level intended for a university lecturer, not a book club!

Here are some other ‘emotional’ phrases that we have seen written in student essays that are definitely best avoided in Task 2:

1. It is with great joy and happiness
2. For it is the beauty of our world
3. Friendship in the heart is more valuable
4. We must be full of peace and love
5. The mind must be able to float like the wind
6. How can it be so if we love our brothers and sisters?
7. Living in sin can mean our souls are burdened

## What to do if you don't understand Task 2

As you may already know or have read about on our site, we recommend starting with Task 2 in the writing test (it's worth more points than Task 1). But what happens if you get a Task 2 essay title with words you don't understand?

Consider this Task 2 style topic:

***'Traffic jams and congestion in major cities could be reduced by spending more on prenemials in the local area. Do you agree?'***

Although most of the words should make sense, you should have noticed one word (possibly underlined in red on your browser) that you don't know – PRENEMIALS. There is a good reason why you don't know this word – it's made up! – but if this was your official test and that was a word you don't know, what do you do? What do you write about? Can you ask anyone? Here are some useful tips for what to do if you don't understand part of the question.



### **TIP 1: Use what you *do* understand**

Look at the question above again. You should be able to tell that the question is focusing on traffic problems in larger urban areas, and that the question is asking whether you agree that this could be reduced. OK, so you don't know exactly what the question is saying could help, but you can make an educated guess and write about traffic problems in major cities. Keep in mind the question is asking 'whether you agree', so don't write a problem / solution type of essay – make sure you are agreeing or disagreeing to what you do understand. This leads us to Tip 2...

### **TIP 2: Explain what *your* understanding of the essay title is**

In order to get the maximum score, you need to write on the topic. However, if you are unclear as to what the complete topic is because of some words you don't understand, then use your introduction to ensure the examiner is clear on what you are writing about, even if it is slightly off-topic. You will be penalised for not sticking completely to the question, but from that point in the examiner will grade your work based on what you have stated the question to be.

Here's an example introduction you can write based on the question above:

*'There is a strong argument to be made in favour of decreasing traffic related issues in major cities by expenditure on various alternative measures such as public transport, as will now be discussed'*

The examiner will read your introduction, realise that you have misunderstood a word in the question and penalise you accordingly, but from that point in they will read the essay based on your description, not the title.

### **TIP 3: Don't waste time trying to ask anyone**

Unfortunately, no-one invigilating the exam will be able to help you in any way. They can't describe a word, let you ask anyone else, look it up or change to another question. What you're given is what you have to write about, so just get started. It's very important (and easier advice to give than to act on) that you don't panic. It is feasible to get a Band 7.0 result or higher even if you didn't fully understand the question, so long as you follow Tips 1 and 2 above.

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## Linking words for IELTS writing

**So, yet** and **because** are three basic examples of linking words – words which allow you to put together ideas either through contrast, comparison, example, cause, effect or sequence. Good use of linking words makes your writing flow better and sound more academic.



Here are some more examples of linking words

- A. Illegal immigrants continue to arrive in the country **in spite of** stricter government measures.
- B. **In addition to** having a lot of money, he is very good-looking.
- C. The level of English continues to be a problem amongst migrant workers. **As a result**, many companies have begun insisting on an IELTS result of at least 6.0.
- D. Building a road here will destroy an area of great natural beauty. **Furthermore**, nobody is really in support of it.
- E. **Not only** is the tourist situation deteriorating, it is **also** spreading to other industries.

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**The linking words and phrases below are grouped in different categories.**

<b>Time</b>	in the meantime / meanwhile / while
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<b>Comparison</b> <i>(talking about similarities)</i>	likewise / in the same way / equally
<b>Contrast</b> <i>(talking about differences)</i>	whereas / in contrast / on the other hand / nevertheless
<b>Examples</b>	for example / for instance / to illustrate
<b>Cause and effect</b>	consequently / hence / thus / as a result
<b>Concession</b> <i>(admitting another point of view)</i>	although it may be true / granted / admittedly
<b>Sequence</b> <i>(describing the order of something)</i>	following which / subsequently / afterwards
<b>Addition</b> <i>(giving more information)</i>	moreover / furthermore / in addition / not only ... (but) also

Tips and hints for using linking words in IELTS writing

Some linking words are used at the beginning of a sentence, some in the middle. Some linking words need a comma after them, while others don't. Some linking words are considered in IELTS to be 'academic' and others are too common. Using linking words accurately is essential to getting a good result.

Now practice!

Complete each sentence using one of the three choices given.



1. Cigarettes are expensive....., they are detrimental to your health.
  - a. So
  - b. However
  - c. Moreover
  
2. Governments spend a considerable amount of money on defence, ..... neglecting areas such as healthcare.
  - a. despite
  - b. while
  - c. instead of
  
3. .... politicians should be accountable for their actions, corruption can still be common.
  - a. Because
  - b. Although
  - c. Therefore
  
4. An increasing number of businesses are going bankrupt, ..... the rising level of unemployment.
  - a. so
  - b. consequently
  - c. hence
  
5. Whales are an endangered species. Some groups believe we should still hunt them.....
  - a. despite
  - b. nevertheless
  - c. as a result

6. AIDS education was slow to begin with in some countries. ...., epidemics are common in undeveloped countries.
- Consequently
  - However
  - Meanwhile
7. Gun-related homicides are widespread in the US. ...., gun control seems as far off as ever.
- Even so
  - Even though
  - So
8. .... tougher sentences, crime is still increasing.
- In spite of
  - Nevertheless
  - As a result
9. France is predominantly Catholic, ..... Britain is mainly Protestant.
- whereas
  - in contrast
  - thus
10. The distance between Spain and Africa is less than ten kilometres; ..... Spain has a problem controlling the influx of illegal immigrants.
- Afterwards
  - Consequently
  - But
11. Some people work hard all their lives ..... never own their own houses.
- so

- b. yet
- c. and

12. Reports suggest academic performance in the west is in decline. .... , results in Asia have been improving.

- a. While
- b. On the other hand
- c. Following which

Answers:

1. The correct answer is MOREOVER because you are adding an additional reason why smoking is negative.
2. The correct answer is WHILE because the two events are happening at the same time – they are concurrent.
3. The correct answer is ALTHOUGH because sometimes politicians are not made accountable for their actions.
4. The correct answer is HENCE because rising unemployment is the **result** of business going bankrupt.
5. The correct answer is NEVERTHELESS. You cannot end a sentence on ‘despite’ and ‘as a result’ is not logical – if whales are endangered, they should not be hunted.
6. The correct answer is CONSEQUENTLY because epidemics are the result of slow education about AIDS.
7. The correct answer is EVEN SO. ‘So’ is wrong because that would suggest that homicides are the reason why gun control is far off (not logical) and ‘Even though’ is incorrect as this would have to begin the sentence (‘Even though gun-related homicides are widespread in the US, gun control seems as far off as ever.’).
8. The correct answer is IN SPITE OF – another of the other two options can be used to start the construction, and ‘as a result’ is not logical – crime should decrease because of tougher sentences.

9. The correct answer is WHEREAS. 'In contrast' cannot be used to combine ideas in one sentence (it needs to start a second sentence), and 'thus' would suggest that one country is Protestant **because** the other is Catholic, which is not logical.
10. The correct answer is CONSEQUENTLY because illegal immigration is the **result** of being so close.
11. The correct answer is YET because the sentence is highlighting that this is not what is expected or would be logical. People who work hard all their lives.
12. The correct answer is ON THE OTHER HAND because the sentences are comparing a rise in one place and a fall in another.

Now practice again by completing the text using the appropriate linking word in each section.

Over recent years, there has been a dramatic increase in international migration, often [1. **despite | as a result of | moreover**] political and economic pressures at home. As with many social issues, this has had both positive and negative effects, as can be seen in an analysis of both Sydney and Auckland. In Sydney, there are many areas which have been shaped by the cultures of other nationalities and ethnic groups making Australia their new home. There is an area steeped in the culture and tradition of the Chinese ([2. **so | hence | because**] the name Chinatown), an area which has become so famous it even has its own website! With one quarter of the population being foreign immigrants, Auckland has [3. **additionally | therefore | moreover**] become very cosmopolitan, with representatives of over 35 nations living and working in or around New Zealand's largest city. For both cities, this migration has had many advantageous effects. [4. **For instance | Despite | As a result of**], dazzling arrays of different cuisines are available, from Indian curries to Turkish kebabs. [5. **In addition | Because | Consequently**] to food, such a multicultural mix exposes us to much more of a variety of different traditions, outlooks and languages. [6. **Too | Because | Consequently**], we gain a much wider understanding of international cultures.

[7. **So | However | Moreover**], with so many different perspectives in relatively close confinement, there are bound to be problems. Cultural communities develop, sometimes isolating themselves and importing their own sense of tradition and belief at the expense of the traditions of their new country. [8. **So | However | Moreover**], racial suspicions can grow, often developing into tense situations.

To conclude, [9. **Even so | Even though | Despite**] the inevitable pressures inherent in such a variety of cultures, both Sydney and Auckland [10. **even so | nevertheless | despite**] remain good examples of cross-cultural toleration and understanding.

Answers:

1. As a result
2. Hence
3. Therefore
4. For instance
5. In addition
6. Consequently
7. However
8. Moreover
9. Despite
10. Nevertheless

---

## Phrases to avoid in Task 2 IELTS writing

There are a number of IELTS preparation institutions that will teach you set phrases to use in IELTS writing test. However, it is important to remember that the examiner assessing your work will be able to identify which phrases you have used accurately and in the correct context and which ones are not so good. In this post, we are going to look at some phrases to avoid in Task 2 IELTS writing, as well as some good options.

Phrase: ***In my judgment***

Comment: This is a good phrase, although a minor point is that the most academic language avoids personal pronouns. You could rephrase this to. *'As an overall judgement, it could be said that....'*. Regarding spelling – **judgment** is US English, **judgement** is UK English – both are acceptable for IELTS.



Phrase: ***Every coin has two sides***

Comment: We strongly recommend avoiding this. Although it is an English expression, it is now quite old fashioned and the majority of people that use it are English learners. It is not particularly academic and is so overused by candidates in the IELTS test that it will not help your performance. Better would be to use an expression like *'However, there is an alternate point of view to consider'*.

Phrase: ***I reckon***

Comment: Avoid this – it is too conversational and used only in informal writing and speaking. In addition, try to avoid using personal pronouns (I) wherever possible. Change this to *'It can perhaps be most strongly supported that'*

Phrase: ***As I said before***

Comment: Again, this is more used for spoken English or informal writing. Better would be *'As previously mentioned'* or to be even more academic, *'As previously alluded to'* or *'As previously referred to'*.

Phrase: ***by and large***

Comment: This is a good construction for Task 2 (meaning 'overall', 'considering everything', 'in general').

Phrase: ***there has been heated debate (about something)***

Comment: Be a little careful with this 'a 'heated' debate is one on which people become emotional, arguing very strongly about a principle they believe in or are against, and the phrase is often overused and mistakenly used for minor issues (eg "there is a heated debate about home cooked food" doesn't suit as this debate is unlikely to be 'heated'). If you do use it, make sure that it is something that is truly likely to generate a heated debate – legalising marijuana, for example, or the death penalty.

Phrase: ***The point I am trying to make is***

Comment: This is not so good. The first issue is the use of 'I' – avoid using personal pronouns if possible. The other issue is that *'trying to make'* suggests that your point of view has, up to that point, not been very clear. Change this to *'The relevant point is that'* or *'the primary point is that'*

Phrase: ***owing to the fact that***

Comment: This is a good expression. It shows more flexibility than simply saying 'because' and has the added advantage of being 5 words, which will help you reach the 250 word minimum limit.

## Planning Task 2

After you have analysed the question (see page 137) and brainstormed some ideas (see page 151), your next step is to plan your answer. For the purposes of this page, we will use the following IELTS Task 2 question:

### **TOPIC: The poor only have themselves to blame. Do you agree or disagree?**

Here are some ideas that you could have thought of related to the question:

- the economy causes rich/poor gap, not individual people
- rich people earned their money by working hard
- poor people socialise too much hence have no money
- harsh government policies
- those unable to work/earn – disabled etc
- people sometimes lose a lot of money gambling + other addictions
- inherited money is not earned
- shopaholics
- government should distribute wealth equally
- location of country can lead to limited development opportunities
- poor people may be unmotivated because of welfare payments in some countries
- difficult to break out of a generational cycle of poverty – parents poor, children poor
- some people do not have the ability/skills/education to save

Following the suggestions made in 'Getting ideas for Task 2', the weaker points would now be rejected.

---

The next step is to divide the remaining points into both sides of the argument. In this case, it is logical to divide the essay into the following:

---



***It is their fault they are poor:***

- rich people earned their money by working hard
- poor people socialise too much hence have no money
- people sometimes lose a lot of money gambling + other addictions
- shopaholics
- poor people may be unmotivated because of welfare payments in some countries

***It is NOT their fault they are poor***

- the economy causes rich/poor gap, not individual people
  - harsh government policies
  - those unable to work/earn – disabled etc.
  - government should distribute wealth equally
  - location of country can lead to limited development opportunities
  - difficult to break out of a generational cycle of poverty – parents poor, children poor
  - some people do not have the ability/skills/education to save
- 

Now you need to decide which position you will take – do you agree or disagree?

Remember that your argument does not have to be your personal opinion – it should be the position you have the strongest points to argue with. As there are 5 reasons listed for ‘it is their fault’ and 7 for ‘it is NOT their fault’, you would logically write that being poor is mostly *not* the person’s fault. The final step in the planning process is to break the two parts into the three paragraphs you will need for your essay, with a relevant heading for each paragraph (the heading will be used to create your topic sentence).

This is just one way you could plan the essay:

**BODY PARAGRAPH #1 – SOCIAL / EDUCATIONAL**

- those unable to work/earn – disabled etc.
-

- location of country can lead to limited development opportunities
- difficult to break out of a generational cycle of poverty – parents poor, children poor
- some people do not have the ability/skills/education to save

#### BODY PARAGRAPH #2 – GOVERNMENT

- the economy causes rich/poor gap, not individual people
- harsh government policies
- government should distribute wealth equally

#### BODY PARAGRAPH #3 (THE CONCESSION)

- rich people earned their money by working hard
- poor people spend too much (socialising, gambling, shopping + other addictions)
- poor people may be unmotivated because of welfare payments in some countries

---

## Preparing the Task 2 answer Seven tips

Here are the 7 steps you should take to plan your answer for IELTS writing Task 2. To illustrate the steps, we will be using this question:

**Advances in technology and automation have reduced the need for manual labour. Therefore, working hours should be reduced. To what extent do you agree?**



### Step 1: identify the parts of the question (the topic and task words)

Task 2 writing questions can often be divided into different parts. Commonly, these are:

- A. a situation which is generally accepted as being true – the general topic of the question
- B. an opinion, speculation or suggestion about the situation – the specific aspect you should focus on

- C. the task words which tell you what you should do / how you should respond to the topic.

In the example question above, this would be

- A. Advances in technology and automation have reduced the need for manual labour.
- B. Therefore, working hours should be reduced.
- C. Do you agree or disagree?

## **Step 2: Re order the specific aspect of the question and the task words into a direct question**

By creating a direct question, you will have a clearer idea of what you are writing about. In the example above, this could become:

***Do you agree that working hours should be reduced because of technology and automation?***

## **Step 3: Brainstorm ideas related to point B – the specific topic**

In the example we have been using, this could be the following points:

Most people would be happier – earn less money – more free time – more job availability if people work less – a wider range of people working in the same place = a wider perspective – difficult to complete a project quickly – time spent commuting – less time to socialise with colleagues – more time at home with family / friends – chance to learn new skills when not working – should be a personal choice

## **Step 4: Remove the weaker ideas from your brainstorming**

For example, the idea of having less time to socialise with colleagues is not particular strong, so could be removed.

## **Step 5: Group similar points together into three sections**

This means that you have a clear idea of what you will write about in the three body paragraphs. In the example above, it could be:

### **Group 1: positive reasons relating to how people feel**

- more free time
- most people would be happier
- more time at home with family / friends

### **Group 2: negative reasons**

- earn less money
- difficult to complete a project quickly
- time spent commuting

### **Group 3: positive reasons relating to the workplace**

- more job availability if people work less
- a wider range of people working in the same place = a wider perspective
- chance to learn new skills when not working

## **Step 6: Order your paragraphs**

Once you have your three groups, you should order your paragraphs logically, with the third paragraph being the concession or balancing paragraph. Remember that the IELTS writing test does not have to be your personal opinion – it should be from the position that is easiest to write about. From this point, organise them so that the concession paragraph is last.

### **Paragraph 1: positive reasons relating to how people feel**

- more free time
- most people would be happier

- more time at home with family / friends

### **Paragraph 2: positive reasons relating to the workplace**

- more job availability if people work less
- a wider range of people working in the same place = a wider perspective
- chance to learn new skills when not working

### **Paragraph 3: negative reasons**

- earn less money
- difficult to complete a project quickly
- time spent commuting

## **Step 7: add a title for each group of paragraphs**

By thinking of a title or heading that covers all of the points in your paragraph, you will be able to write a clear topic sentence (the first sentence of each paragraph that explains what you will present in that particular paragraph). In the example we have been using, this could become

### **Paragraph 1: quality of life**

- more free time
- most people would be happier
- more time at home with family / friends

### **Paragraph 2: better for the workplace**

- more job availability if people work less
- a wider range of people working in the same place = a wider perspective
- chance to learn new skills when not working

### **Paragraph 3: (the concession or balance paragraph)**

- earn less money
- difficult to complete a project quickly
- time spent commuting

You should now be ready to write your essay!

**Let's run through all of the steps once more on another question:**

*A wide variety of vegetarian food is now available. However, although an increasing number of people are adopting a vegetarian diet, it is not healthy. Do you agree?*

**Step 1: identify the parts of the question (the topic and task words)**

- A wide variety of vegetarian food is now available.
- A vegetarian diet is not healthy
- Do you agree?

**Step 2: Re order the specific aspect of the question and the task words into a direct question**

Is a vegetarian diet healthy?

**Step 3: Brainstorm ideas related to point B – the specific topic**

Preservatives in meat – depends on freshness of vegetables – lots of alternative to meat these days – animal cruelty – vitamins and minerals only found in meat products – traditional misunderstandings about vegetarian diets – not a balanced diet – organic farming and free range animals – level of vegetarianism (vegans) – negative attitude to vegetarians – health issues related to meat eating – obesity more common in meat eaters

**Step 4: Remove the weaker ideas from your brainstorming**

Remove animal cruelty and negative attitude to vegetarians – they do not relate to whether a diet is healthy.

**Step 5: Group similar points together into three sections**

### **Group 1: vegetarian diet is not healthy**

- vitamins and minerals only found in meat products
- Not a balanced diet

### **Group 2: vegetarian diet is healthy**

- Preservatives in meat
- Health issues related to meat eating
- Obesity more common in meat eaters

### **Group 3: points to consider**

- depends on freshness of vegetables
- lots of alternative to meat these days
- organic farming and free range animals
- level of vegetarianism (vegans)

### **Step 6: Order your paragraphs**

Group 2 has more points to write about than group 1, and group 3 would make a good balancing paragraph, so the most logical order would be:

#### **Paragraph 1: vegetarian diet is healthy**

- Preservatives in meat
- Health issues related to meat eating
- Obesity more common in meat eaters

#### **Paragraph 2: vegetarian diet is not healthy**

- vitamins and minerals only found in meat products
- Not a balanced diet

### **Paragraph 3: points to consider**

- depends on freshness of vegetables
- lots of alternative to meat these days
- organic farming and free range animals
- level of vegetarianism (vegans)

### **Step 7: add a title for each group of paragraphs**

#### **Group 1: negatives of vegetarian diet**

- vitamins and minerals only found in meat products
- Not a balanced diet

#### **Group 2: reasons not to eat meat**

- Preservatives in meat
- Health issues related to meat eating
- Obesity more common in meat eaters

#### **Group 3: depends on specifics of food**

- depends on freshness of vegetables
  - lots of alternative to meat these days
  - organic farming and free range animals
  - level of vegetarianism (vegans)
-



## Punctuation in IELTS writing


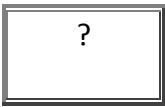





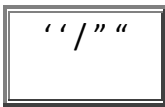
One of the categories the examiner will be looking for when assessing your writing is your accuracy with punctuation, and the correct use of more accurate punctuation like semi colons and colons can make the difference between a band 6.0 or higher.



Below you will find a table showing the different punctuation symbols (also called punctuation marks), as well as a description of how they are and some example sentences.

Good punctuation is essential to make your writing clear and to be able to combine ideas into single sentences.

You should also look at the lessons on sentence fragments, as well as the lessons on simple, complex and compound sentences.

Full stop 	Question mark 	Exclamation mark 	Apostrophe 
Comma 	Semi-colon 	Colon 	Quotation marks 

### Full stop

A full stop is used to show the reader that the sentence is finished.

Examples:

Every sentence ends with a full stop.

This is one of the first examples of punctuation.

## Question mark

A question mark does the same job as a full stop, but tells the reader that the sentence is not a statement but a question that generally needs an answer from the reader.

Examples:

Do you understand how to use a question mark?

How many people live in your house?

## Exclamation mark

An exclamation mark (or exclamation point) also does the same job as a full stop, but it shows surprise or strong feelings, or commands someone to do something. Note that we have included this on the page, but exclamation marks should NOT be used in formal IELTS writing.

Examples:

Sit down! (a command)

I will never forgive you! (strong feelings)

Ahh! You scared me! (surprise)

---

## Apostrophe

There are two common uses for an apostrophe. Note that although we have included the apostrophe here, it is very rarely used in formal academic writing- it is important to write the complete words for IELTS (has not instead of hasn't, for example).

1. to show that we have missed letters from a word when using a contracted form.

Examples:

do not = don't

who is = who's

2. To show a possession – that something belongs to someone

The boy's car

John's hat

the children's dinner

---

## Comma

A comma is normally used in the same place we would take a short pause if we were speaking. Below are common places commas are used.

1. When listing items, commas are used except between the second to last and last items.

Examples:

His new house was big, modern and expensive.

Africa, Asia, North America and South America are all continents.

2. When we add information to a sentence that is not absolutely necessary for the grammar of the sentence.

Example:

“My neighbour, who comes from London, is very friendly.” (the sentence would be grammatically accurate if it said ‘My neighbour is very friendly’, therefore the additional information is in commas).

3. Between large numbers (separating groups of three numbers).

Examples:

---

They won £26,500 on the lottery!

There are nearly 5,000,000 people living in New Zealand.

NOTE: There normally needs to be at least 5 numbers for a comma

4,500 4500

---

## **Semi-colon**

1. Semi colons can be used to combine two sentences when there is a relationship between them. The relationship might not be immediately clear.

NOTE: the colon can also be used to combine sentences when the second sentence offers an explanation to the first. See 'Colons' for more.

Examples:

John lives in Hamilton; David lives in Auckland.

The government have promised to reduce unemployment; they are promoting job training at the moment.

The government have promised to reduce unemployment; but so far nothing has changed

This is wrong because the two sentences have already been joined by 'but'

2. Semi-colons can also be used to separate items in a list (much like a comma) when there is punctuation in the list already.

Examples:

(comma list) We need bread, milk, cheese and butter.

(semi colon list) The main cities affected are Auckland, New Zealand; London, England; and Berlin, Germany.

---

---

## Colon

1. Colons can be used to introduce a list.

Examples:

The company needs to meet the following targets: increased sales, wider product base, better transportation network.

The government should offer the following: more jobs, better health care and improved standards of education

2. Colons can also be used to offer an explanation.

Examples:

The skiing trip was cancelled: there was no snow.

He may have to go to prison: he was arrested for the third time.

Note: when using the colon, the sentence *before* the colon must be complete.

Students must have: pens, paper, books and a uniform. 'Students must have' is NOT a complete (independent) sentence.

Students must have certain items to attend school: pens, paper, books and a uniform. 'Students must have certain items to attend school' is a complete (independent) sentence.

---

## Quotation marks

There are two types of quotation mark – the speech mark and the inverted comma.

The speech mark (or double quotation marks) are used to quote direct speech:

His last words were "I'll be back".

The inverted comma is used around words when we are using them in special ways (such as using them as titles or when we give them special meaning).

He wrote a book called 'Chart Throb'.

Do you know how to spell the word 'accommodation'?

Complete the punctuation exercises below to test your knowledge of punctuation.

Do the sentences below have correct punctuation? If not, what corrections need to be made?

1. My best friend comes from the south of Italy
2. Did you have time to go to the post office?
3. "Get out of my house and never come back" she shouted.
4. They wont be here until later.
5. There are two main problems that need resolution: unemployment and crime.
6. This recipe requires flour, eggs, milk, sugar and water.
7. The internet developed over 30 years ago is used in almost every household.
8. The project was supposed to cost \$12 million; it ended up costing \$25 million.
9. Twelve people started the game; but now there are only four people left.
10. Go shopping for: bread, butter, milk and sugar.
11. "What colour is your car?" "Its blue."
12. If the government invested more money into education, there would be lower levels of unemployment.

Answers:

1. Needs a FULL STOP - My best friend comes from the south of Italy.
  2. This is correct
  3. Should have an EXCLAMATION MARK - "Get out of my house and never come back!"
  4. APOSTROPHE - They won't be here until later.
  5. This sentence is correct.
  6. This sentence is correct
  7. COMMAS to create a clause - The internet, developed over 30 years ago, is used in almost every household.
  8. This sentence is correct
  9. SEMI COLON (CHANGE TO COMMA) 12 people started the game, but now there are only 4 people left.
  10. Remove the COLON - Go shopping for bread, butter, milk and sugar.
  11. APOSTROPHE - "What colour is your car?" "It's blue."
  12. This sentence is correct
- 

## Supporting and opposing the topic in Task 2

With many IELTS Task 2 writing topics, you are asked to give your opinion on a subject. A common mistake that IELTS candidates make in this situation is to focus purely on one side of the argument without thinking about the opposite point of view.

### So what's the best approach?

We recommend the '2 points / 1 point' approach with essays that require you to present an opinion. That means that you should consider the essay as having three body paragraphs – the first 2 body paragraphs supporting one side, and the third body paragraph supporting an opposing point of view.

To illustrate, imagine this Task 2 title: ***Private vehicles should not be allowed in city areas.***

***Do you agree or disagree?***

This is one possible response – note that the first two body paragraphs disagree while the third body paragraph agrees.

No – people need to deliver and collect large items

No – people with disabilities may have less access to shops and amenities

Yes – will reduce traffic for pedestrians  
BUT this do not require a city-wide ban,  
just some areas

### **Why present the opposing point of view at all?**

Remember that the IELTS test is assessing your ability to write in a formal manner, and focusing 100% on only one side does not present a well considered or balanced essay. By showing a conflicting point of view, you get to show the examiner that your English has sufficient flexibility and vocabulary to write a well rounded task.

### **The third body paragraph – the concession**



This is possibly the most important paragraphs as you need to show that you have the flexibility to consider the opposing point of view, but at the same time you don't want your argument to be unclear by disagreeing and then agreeing. That is why it is called the 'concession' paragraph – you are admitting that there may be another point of view, but that this point of view has weaknesses.

In the example above, the concession paragraph states that preventing private vehicles from entering city areas would help reduce problems for pedestrians, but then identifies the weakness of this argument by stating that this does not necessarily require a complete ban on vehicles.

### **Some useful language for the concession paragraph**

Part of getting a good result for cohesion and coherence (one of the four elements your work is assessed by) is to make sure the reader can clearly follow the flow of your writing.

That means for the concession paragraph, you need to clearly indicate that you are now presenting an alternative point of view.

Here is some useful language for presenting a concession:

- 'However, it could also be argued that...'
  - 'On the other hand, there is a school of thought that argues that...'
  - 'Admittedly, there is a case to be made for...'
  - 'Granted, it must be taken into account that...'
  - 'Yet there is an alternate point of view that suggests...'
-

## The 3 parts of a Task 2 IELTS writing question

Task II writing questions can often be divided into different parts.

Commonly, these are:

1. a situation which is generally accepted as being true
2. an opinion, speculation or suggestion about the situation
3. words telling you what you should do.

easy as  
1 2 3

Point 1 introduces the general topic.

Point 2 focuses on the specific topic you should write about.

Point 3 refers to the task words – the words which tell you how you should respond to the topic.

Here's an example:

*Advances in technology and automation have reduced the need for manual labour.*

*Therefore working hours should be reduced.*

*To what extent do you agree?*

### Here are three more IELTS writing questions. Can you divide them into the 3 parts?

High-salary jobs often include free health insurance as part of an employment contract.

However, such private medical insurance is unfair, as it offers preferential treatment to the wealthy. Do you agree?

Answer:

**1 The general topic: High-salary jobs often include free health insurance as part of an employment contract.**

**2 The specific topic you should write about: private medical insurance is unfair as it offers**

**preferential treatment to the wealthy**

**3 The task words: Do you agree?**

The number of elderly people in the world is increasing. This will lead to a number of social and medical problems. To what extent do you agree?

Answer:

**1 The general topic: The number of elderly people in the world is increasing**

**2 The specific topic you should write about: This will lead to a number of social and medical problems**

**3 The task words: To what extent do you agree?**

Computer games have become the primary source of entertainment for most young children. As a result, children are not forming traditional social skills. What do you think could be done to reverse this trend?

Answer:

**1 The general topic: Computer games and children.**

**2 The specific topic you should write about: children are not forming traditional social skills**

**3 The task words: What do you think could be done to reverse this trend?**

So what is the difference between **Do you agree or disagree?** and ***To what extent do you agree?***

**Do you agree or disagree?** This means you are free to completely agree or disagree if you choose to do so.

**To what extent do you agree?** This suggests that no sensible argument can be based on completely disagreeing with the proposition.

---

Not all Task II essays have three clear parts. Nonetheless, you still need to identify the topic and task words. When particularly difficult or technical vocabulary is used in the question, it will sometimes be explained.

What is the topic in each of the Task II titles below? What are the task words?

1. Some people need medical treatment due to an addiction such as to smoking or drugs. Should they be treated regardless of the cause?
2. Euthanasia\* is a moral right. What is your opinion?
3. The government fails to provide sufficient medical care for the elderly. Do you agree or disagree?
4. We are becoming obsessed with diet and health. Suggest possible reasons why.

\*the act of killing someone painlessly (especially someone suffering from an incurable illness)

Answers:

1. **TOPIC: medical treatment because of addiction. TASK: Should they be treated?**
  2. **TOPIC: euthanasia is a right. TASK: What's your opinion?**
  3. **TOPIC: Government medical care for the elderly. TASK: Is it sufficient?**
  4. **TOPIC: Obsessed with diet and health. TASK: Give reasons why**
- 
-

Now you have identified both the topic words and the task words, it often helps to rewrite the question in a more logical order. For example:

A wide variety of vegetarian food is now available. However, although an increasing number of people are adopting a vegetarian diet, it is not healthy. Do you agree?

Could be re-written as: Is a vegetarian diet healthy?

The sentences above could be re-written as:

1. Should people who smoke or take drugs have medical care?
2. Should people morally be allowed to commit euthanasia?
3. Is government care for the elderly sufficient?
4. Why are people obsessed with diet and health?

---

## The four types of IELTS Task 2 essay

There are four IELTS Task 2 types in the writing test (Academic Module and General Training), and it is important to understand exactly which of the four types you are answering as this affects the organisation and structure of your work.

- Give an opinion / challenge a point of view
- Give solutions to a problem
- Compare points of view
- Discuss a given situation



The key to deciding which of the four types of essay you are writing about is given in the Task words (the words that tell you what you are required to do). Here are some examples:

### Give an opinion / challenge a point of view

- Do you agree or disagree?
- Do you think that...?
- To what extent do you agree or disagree?
- Is this positive or negative?
- Do the advantages outweigh the disadvantages?

### **Give solutions to a problem**

- What measures should be taken...?
- What should be done about...?
- What is the solution to this?
- In your opinion, what are the solutions?

### **Compare points of view**

- Discuss both views and give your opinion
- Consider both sides and give your view
- Argue both views and give your opinion
- Discuss the advantages and disadvantages

### **Discuss a given situation**

- What problem does this cause?
- What benefits does this bring?
- What factors contribute to?
- What is the main cause of this?

In some situations, there are only minor differences between the task words that make the question slightly different.

Compare:

**Do the advantages outweigh the disadvantages?** (asking you to give an opinion or challenge a point of view)

**Discuss the advantages and disadvantages** (asking you to compare points of view)

In the first question, your answer could be structured with only a short reference to the advantages or disadvantages. However, in the second question, you are asked to divide your essay into equal parts of discussing both the advantages and disadvantages – a passing reference to one side of the argument here would be considered a poor structure.

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## Tips for the IELTS writing test

On this page are tips and hints for writing in the IELTS test. If you have a question or a tip that you think would benefit others, let us know using the message form at the bottom of the page.

### Start with Task II

The scoring system for IELTS means that your Task II essay is worth more than Task I. For example – if you get a 6.0 for Task I and a 6.5 for Task II, your overall score is 6.5. However, if you get a 6.5 for Task I and a 6.0 for Task II, your overall result is 6.0. that's why it always pays to start with Task II! The answer sheet you are writing on has different areas for Task I and Task II, so there's no problem completing them in any particular order.

### DO NOT copy the title of the Task

This will not be counted in your word count and will be simply ignored by the examiner. However, it will cost you time which would be better spent in planning, writing or editing your work.

### Making corrections to your completed written work

For the writing test, you will be given a pencil to write with (you are not allowed to take in any pens or material of your own), but if you have made a mistake or want to change something you have written, don't waste time erasing it – simply put a line through it like this just put a line through it and carry on.

## **If you don't understand the question (or a word in the question)**

The best way to handle this is by having a well structured introduction. By including a rephrased definition of what you think the question means, you may lose points for not answering the question directly, but you won't lose further points for not being clear and to the point. Take a look at the Writing an introduction page for more information.

## **Is handwriting important in IELTS writing?**

It doesn't matter if your handwriting is not very neat and tidy, so long as the examiner can read it. You can write in cursive (where the letters are joined to each other) or you can print (where each letter is separate). You can even write in capital letters for the whole test if you want to (as confirmed here: <http://takeielts.britishcouncil.org/prepare-your-test/test-day-advice/writing-test-advice>)

## **Make sure your paragraph breaks are clear**

Accurate paragraphing is very important, so make sure that the examiner can clearly see where your paragraph begins. Leave an empty line between each paragraph to make it very clear, and you can also indent your writing (that is, the first sentence of the paragraph should have a slight margin to the left). Also take a look at Writing better paragraphs.

## **Not writing enough words**

The IELTS writing test is assessed based on 4 different criteria. Writing below the minimum word count in either Task I or Task II will mean your score for Task Completion will be reduced by up to 2 bands, so it is very important that you write at least 150 words in Task I and 250 words in Task II.

## **Writing too many words**

For Task I, you should write at least 150 words and for Task II you should write at least 250 words. However, it is also a mistake to write too much beyond these limits. Writing too many words in the IELTS writing test can potentially reduce your overall score for two reasons. The first is that the examiner may penalise you for not being concise and getting to



the point. The other, more common reason for losing points is that the more you write, the more you risk exposing additional errors to the examiner. The ideal number of words in the IELTS writing test should be around 10% above the required minimum – that's 165 words for Task I and 275 words in Task II.

### **Get used to handwriting for an hour**

This might sound like a strange tip, but these days very few people write by hand for more than a minute or two (in fact many people are quicker on a keyboard than with a pen!). It is essential that as part of your IELTS preparations, you hand-write for increasing periods of time until you can comfortably complete over 400 words (Task I and Task II) in less than an hour. Getting a cramp (an ache) in your hand as you are writing can slow you down and will make it more difficult to focus.

### **Plan, Plan, Plan!!!**

One of the most common failings in IELTS writing is when it is clear from the essay that the candidate has not had a clear plan before they started to write. This can mean that your work does not logically flow, repeats vocabulary and is not well organised. Spending a few minutes making a rough plan of what you will include in each paragraph means that you can focus more on your sentence formation, vocabulary and grammar when actually writing. Although you are not given any 'rough' paper on which to make notes, you can write on the question paper (this is collected at the end of the test but is then destroyed, not kept with your answer).

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## **Using the correct register in the IELTS test**

'Register' is the level of language and sentence structure that you use.

Here are some examples of register in the IELTS test:

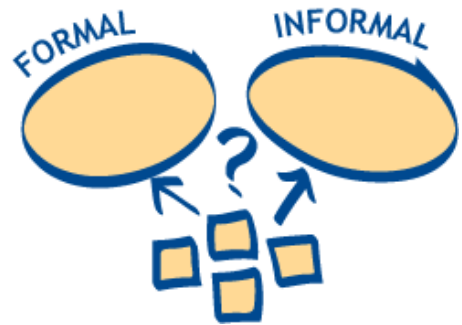
FORMAL: Arguably, it could be stated that education is the key to a more productive economy.

SEMI FORMAL: Some people think that education is quite important to making the economy better.

INFORMAL: I think that going to school is the most important thing for getting the economy to work better.

Register in the IELTS test includes:

- the vocabulary used
- the structure of the sentence
- whether pronouns are used (I, we, you are avoided in formal writing)
- the grammar used (simple and direct sentences are informal; passive sentences, relative clauses and participle clauses are more formal)



PRACTICE: Identify whether the following passages are formal, semi-formal or informal

**A.** Hi there,

Haven't really got much to say – haven't done much since I spoke to you. I've been studying hard as my test is coming soon. I don't think I'm going to do very well – I haven't done any homework for weeks. By the way, I heard you got a 7.0 for speaking! Congrats! Anyway, keep in touch.

**B.** Nearly 100 kilometres south of Auckland, Hamilton Gardens is a popular day trip. There are six small gardens, each representing a different country and allowing an insight into their respective cultures and traditions. From the fantasy-inspired Chinese landscaping to the stark American modernist garden, there is a lot to see, and there are plans for additional gardens in the future. This is definitely a must-see attraction!

**C.** Dear Sir,

I wish to complain in the strongest possible terms. Despite having made reservations at your hotel over three weeks ago, I was appalled to discover that due to an error on your part, my wife and I were left with no accommodation for the first two nights of our holiday. I am

therefore requesting an immediate and full refund for those nights. In addition, I would like to point out that your catering was not of the standard claimed in your brochure.

**D.** Further to the e-mail sent 21st October, please find attached documentation regarding upcoming IELTS test dates. The next test is three weeks from today. Test bookings should be made as soon as possible as places are limited. Any additional questions should be addressed to the head office.

**E.** Of all the new restaurants that have opened recently in the city, 'The Loaded Dog' on King St came out on top. Although their menu has little that is unique, I found the meals tasty and the service good, all at a reasonable price, making this a good choice for the family.

Answers:

- A. This text has an informal register – the subject is omitted from a number of sentences; contractions have been used (haven't / don't) vocabulary has been abbreviated (congrats!)
- B. This text has a semi-formal register – there is some higher level vocabulary and the sentence structure is not abbreviated, but there are also some simplified expressions like 'there is a lot to see', the final sentence is dogmatic (definitely a must-see attraction) and the writer has used an exclamation mark
- C. This text has a formal register – although personal pronouns are used (I / we), the language and sentence structure is formal and academic. It is common practice for letters of complaint to be written in a formal register
- D. This text has a formal register – personal pronouns have been avoided, the passive voice has been used and the vocabulary is formal
- E. This text has a semi-formal register – personal pronouns, compound sentences but not complex sentences

## Writing a conclusion to a Task 2 essay

In Task II, your concluding sentence should summarise your argument as presented in the essay, but ideally should also end with either a **speculation** or a **recommendation**.

A **speculation** is when you estimate what may happen in the future. For example:



*Unless more job opportunities are provided, the rate of unemployment will continue to rise.*

A **recommendation** is something you think should happen. For example:

*It would perhaps be better to enforce an early retirement age so that younger people have more job opportunities.*

Here are two possible endings to the Task II essay that follows:

*For many people, the main purpose of education is to provide the necessary knowledge and training to obtain a job, yet there are also people who hold that any further education can be said to have potential in the job market. Agreeing with this latter view, I will now support the opinion.*

*Primarily, there is the difficulty in knowing exactly which course of study would have clear employment possibilities. For those students opting to study arts subjects such as English literature, there is no direct path; potential opportunities could include becoming a librarian, author or teacher, but none of these can be said to be direct. Yet there is undeniable value in studying these subjects, as they allow for a more open-minded view of the world, an attitude which would later be useful in a business setting.*

*Another point to consider is the job market itself. With many industries in a constant state of evolution, studying for a particular path of employment may be redundant as the industry could well have changed direction by the time of graduation, as can be seen by looking at the information technology industry. Moreover, at the time of entering university, the*

*majority of people do not have a clear career path laid out and thus study courses which appeal to them rather than offer a clear future.*

*(212 words so far)*

Speculation:

*To sum up, if we were to abandon any course of education with no clear path to employment, we would first have to decide which course had a definite purpose. This would almost certainly lead to argument, and would undeniably have a detrimental effect on the culture of a country that opted to drop its arts related subjects.*

Recommendation:

*To sum up, perhaps the best solution would be to adopt a more developed system of apprenticeship and work training, so that students can be moulded alongside changes in the industry, while those students with unfocussed or general employment plans can continue with the current system.*

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## Writing an introduction for Task 2 IELTS

In Task 2, the first paragraph of your essay, the introduction, is very important as it is where the examiner will make their first judgment about your ability in written English.

Below is an introduction to a Task 2 essay, but it isn't very good. Have a look at the introduction and then the points that follow.



*No, I don't agree. I don't think we should worry about exercising. I think people should live how they want and that's it. Just a bit of running or something isn't going to help much. And nobody really has the time to do it regularly! it's more important to watch what you eat and drink, and get enough sleep.*

Problems with this introduction:

- register (the introduction is too informal)
- the punctuation is incorrect in places (capital letters missing, apostrophes are missing)
- contractions have been used (that's instead of that is)
- the sentences are too short (sentences could have been combined with relative clauses)
- there is no clear topic sentence
- only the most basic linking words are used

**Here's is how the introduction could have been improved:**

*It is arguable that being overly concerned with exercising is not necessarily worthwhile. More importance should be given to living comfortably, as there is often insufficient time in the day to follow an effective exercise regime. Care in what is consumed and getting sufficient sleep are two factors, however, that should be considered as will now be discussed.*

There are a number of steps which need to be covered in the introduction, and also a number of common errors to avoid.

Good techniques:

1. Paraphrase the title into a sentence, including the task words
2. Write no more than 40 words
3. Show the examiner the 'direction' the essay will take
4. Use formal language and grammar

Consider this title:

***The arts should be rejected in favour of more practical studies. Do you agree?***

Here's an example of a good introduction to the title above:

*Some people feel that studies involving the arts are insufficiently practical to pursue. However, there is an argument to be made against this and that education is valuable regardless of the discipline, as will now be discussed.*

### **Why is it good?**

1. The title has been rephrased (rejected > insufficiently practical to pursue) including the task words ('Do you agree?' > 'There is an argument to be made against this')
2. It is 37 words.
3. The writer has told the examiner that the essay will take the position of disagreeing with the topic
4. The introduction uses the passive ('will now be discussed') to avoid personal pronouns ('As I will now discuss').

### **Common errors when writing an introduction to Task 2**

There are a number of common errors that will immediately cost points when writing an introduction. Consider this example (it is based on the Writing title above).

***The arts should be rejected in favour of more practical studies. I agree with this. The arts have been studied for centuries and many famous and well respected people have studied them.***

1. The writer has copied the question title directly. It is important to show the examiner that you have a range of vocabulary, and copying from the question will not demonstrate this.
2. Personal pronouns have been used ('I agree'). It is better to use the third person (Some people would agree with this) and passive constructions (an argument can be made for...)
3. Irrelevant detail has been added ('the arts have been studied for centuries'). Keep your introduction relevant and direct.
4. The writer has not indicated to the examiner what will happen next. It is important in the introduction that you show the examiner the direction your essay will take – this

shows that you have planned your answer and lets the examiner know how you are going to structure your work.

**Here are four more good introductions to the essay topic above.**

- Many people want to study a subject that has a definite value in the workplace. The arts should therefore be studied more for personal interest than as a course as such studies do not offer anything practical, as will now be discussed.
- Further education should be an opportunity for people to extend their knowledge of whatever appeals to them. Thus arbitrarily limiting the courses available only to what is deemed 'practical' is unfair, as will now be presented.
- Many students of the arts are able to contribute as much to society as any other graduate regardless of career opportunities. Accordingly, they should not be made to feel that only practical education has any worth, as this essay will now consider.
- For most people, further education means an improvement in career opportunities. It seems clear, however, that studies with an arts-related focus often fail to train people for a specific job, as will now be argued.

**Tips and hints for writing an introduction for Task 2**

It is important to be able to write your introduction quickly and simply, as you only have 40 minutes to complete the task. Use these tips and hints to help you improve your introductions.

1. Avoid using personal pronouns (I, we, you)
2. Use parallel expressions to rephrase the questions (don't copy vocabulary)
3. Show the direction your essay will take (whether you will agree or disagree, for example).
4. Keep your point relevant – you are looking at between 25 and 45 words for the ideal introduction to Task 2



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## Writing good body paragraphs for IELTS Task 2

In Task II, your essay should be composed of three distinct sections: the introduction, the body and the conclusion. On this page, we will look at writing a body paragraph.

Here is an example of a good body paragraph:



***On one hand, there is a clear correlation between the availability of guns and the number of deaths or serious incidents they cause. Arguably these incidents are not always intentional, they occur nonetheless. In America, for example, it is a relatively simple process to acquire a firearm, and as a result the country suffers from one of the highest rate of gun related mortality in the western world.***

### The three parts of a good IELTS paragraph

A good body paragraph should have three parts: the topic sentence, the development and the example. In the paragraph above, this can be broken down like this.

<b><i>The topic sentence</i></b>	On one hand, there is a clear correlation between the availability of guns and the number of deaths or serious incidents they cause.
<b><i>The development</i></b>	Arguably these incidents are not always intentional but they occur nonetheless.
<b><i>The example</i></b>	In America, for example, it is a relatively simple process to acquire a firearm, and as a result the country suffers from one of the highest rate of gun related mortality in the western world.

## The topic sentence

Start by telling the examiner exactly what the paragraph is about. This should be the main argument of your paragraph. By reading the first sentence of each of your body paragraphs, the examiner should be able to see exactly what points your essay is making.

Practice by reading the paragraph below and deciding which topic sentence is most appropriate.

- A. It is important to analyse why stress has become so common.
- B. It is important to remember that there are positive and negative aspects to stress.
- C. The problems of stress are not particularly widespread; they mostly concern people in the workplace.

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***\_\_\_\_\_ . On the one hand, it is commonly linked with medical problems such as headaches and heart problems. It causes sufferers to become both less productive in the workplace and less sociable in their private lives. On the other hand, stress is a natural warning sign, telling us that we are in danger of overtaxing ourselves and giving us the opportunity to slow down. The combination of overwork, lack of relaxation and poor diet are all contributory factors.***

[Click here to see the correct answer](#)

The paragraph refers to positive and negative points, so topic sentence B is best.

## Practice creating a paragraph

Now practice putting together a paragraph. Put the sentences below in the correct order to create a complete body paragraph.

- A. There are also options for those who do not want to spend too much.
- B. Equipment, from rowing machines to workout videos, is readily available for those wishing to create their own home gym.
- C. This means that even people with limited time, such as those who work long hours, should still be able to find the opportunity to exercise regularly.

- D. Reasonable membership costs for local gyms and clubs provide ample opportunity for the amateur interested in a little exercise.
- E. These days, there are many ways to keep fit.

Answers:

*These days, there are many ways to keep fit. Equipment, from rowing machines to workout videos, is readily available for those wishing to create their own home gym. There are also options for those who do not want to spend too much. Reasonable membership costs for local gyms and clubs provide ample opportunity for the amateur interested in a little exercise. This means that even people with limited time, such as those who work long hours, should still be able to find the opportunity to exercise regularly.*

## Tips and hints for writing a body paragraph for Task II

It is important to know what your paragraph will be about before you start to write, so a good body paragraph always starts with planning. Make a quick note on the question paper about the topic sentence, the development and the example(s) you will use before you start to write!

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## Writing a good topic sentence for IELTS

To write in a clear and logical way, the first sentence of your paragraph should define what the rest of the paragraph will be discussing.

For example:

***Tighter gun control or even the abolition of firearms would lead to a decrease in the number of deaths and injuries.*** This is because in many countries,

access to this type of weapon is relatively easy, and this can cause incidents or accidents.



For example, in the USA alone, accidental death from firearms accounts for over 1000 deaths per year.

Notice how the sentence in **bold** identifies what the paragraph relates to.

Here are some more topic sentences:

Paragraph A:

**Reality television could be facing a revolt.** Every night there is at least one on the television, more often two or three. Subjects can range from seeing a group of people living in a house together, with cameras watching them 24 hours a day, to more exotic locations where people, even celebrities, live on a deserted island and are required to complete certain tasks. While there is clearly a market for this kind of entertainment, there are a growing number of people who have become bored with this genre of programming and are refusing to watch, preferring instead to view other channels or even pursue other interests.

Paragraph B:

**Computer viruses are becoming increasingly aggressive.** Despite installing protective software, these threats continue to evolve, becoming increasingly sophisticated and damaging. This is an irritation to the home computer user, but is of far greater concern when they affect computers in government offices and banks, for example. In fact, it has been rumoured that certain software companies actively recruit the people responsible, thus turning the creation and implementation of viruses into something akin to a job interview.

Paragraph C:

**The belief that we now have longer holidays is not always true.** Take, for example, people working in the service industry. They are often required to work through what is traditionally considered to be the holiday period, and in many service industries, Christmas is one of their busiest times. Then there are people from the business world, constantly connected to their work through the Internet and mobile phones. The reality of the

situation is that government legislation and laws regarding contracts have given us the impression of having more free time without actually reducing our workload.

Paragraph D:

**An increasing number of women do not have to sacrifice their career in order to have a family.** This is in part the result of legislation in favour of working mothers, in which companies are required to provide maternity pay to employees in the last stages of pregnancy and early motherhood. Returning to work is also facilitated by many of the larger companies providing crèches for younger children, meaning the parent is no longer housebound. There is also a trend towards having children later in life, once a career has been firmly established, or even not having children at all, giving the opportunity to follow career choices instead. A minor, and not yet substantial enough, role is also played by househusbands, men who take the responsibility for child care whilst the mother pursues her career.

**Now practice! Read the paragraphs below and think of a suitable topic sentence for each one, then compare your answer with the possible answers given.**

1. TOPIC

SENTENCE \_\_\_\_\_

It provides an important release from the tensions of the workplace, allowing us an outlet for our energies in an increasingly hectic world. There is also the social aspect, as people often use their leisure time to interact with others in a society that is becoming arguably less sociable.

2. TOPIC

SENTENCE \_\_\_\_\_

Traditional foods with better nutritional values are often overlooked as being time

consuming and laborious and are often rejected in favour of more convenient options. Another reason that could account for this is the financial factor: the cost of a McDonald's meal can often be considerably cheaper than a balanced and well-prepared meal cooked at home.

### 3. TOPIC

SENTENCE \_\_\_\_\_

The clearest indication of this is the brevity of most e-mails. In a letter, we would never consider communicating with a single word or phrase, yet it is perfectly acceptable to do so using a computer. There is also the personal aspect: reliance on e-mail communication is undeniably distancing us from more direct contact, even the telephone. However, we cannot underestimate the convenience of e-mail, especially in situations which involve long-distance communication.

Possible answers:

- 1. FREE TIME IS INCREASINGLY VITAL THESE DAYS**
  - 2. THERE IS AN INCREASING DEPENDENCE ON 'JUNK' FOOD**
  - 3. EMAIL IS NOT AS EFFECTIVE A MEANS OF COMMUNICATION COMPARED TO MORE TRADITIONAL FORMS**
- 

## Writing more academically

To write a good Task 2 essay for IELTS, you need to know how to write more formally and to present yourself in an academic manner. This post will show you some of the common errors in the IELTS writing test and how to avoid them.

## Using personal pronouns (I / we / you / us etc)

Compare these two sentences:

1. I think that the government should support us by providing better healthcare.
2. It can be argued that the government should support the population by providing better healthcare.

It should be clear that the second sentence is better as it avoids using 'I' and 'us'. One of the best ways of writing more formally and avoiding personal pronouns is by using the passive tense.

## Using emotional expressions

Compare these two sentences:

- People who spend extended periods in front of a television could be exposed to the great risks of suffering from health issues.
- People who spend extended periods in front of a television could potentially face related health issues.

As you can see, the first sentence is too dramatic and is not suited for academic writing. You need to remain objective, not passionate.

## Using personal examples

Compare these two sentences:

- A friend of mine has been unable to find work recently as he does not have the right qualifications.
- It is common for people to be unable to find work without the right qualifications

As you can see, the second sentence does not make the example 'personal' – this is a key point for getting a better result in the IELTS writing test.

## Using abbreviations

Compare these two sentences:

1. These days, many companies don't employ people who can't use a computer.
2. These days, many companies do not employ people who cannot use a computer.

Always write the full word, not abbreviations!

## Using phrasal verbs

Compare these two sentences:

1. Despite the health concerns, many people have difficulty in giving up smoking.
2. Despite the health concerns, many people have difficulty in quitting smoking.

Phrasal verbs like 'give up', 'take off', 'break down' or 'call into' are not considered formal and will reduce your score. There is always a more formal equivalent for a phrasal verb.

## Asking questions

Compare these two sentences:

- Could the government do more to support poor people?
- Many people wonder if there is anything more the government could do to support poor people.

Avoid writing direct questions (also called 'rhetorical questions') – they are not academic and will reduce your writing result.

## Informal linking words



Compare these two sentences:

- First, the government should support people who are actively looking for work.
- Primarily, the government should support people who are actively looking for work.

Using more 'academic' linking words to connect your ideas will give you a better result.

---

## IELTS Task 2 writing model answers Band 9

### IELTS Task 2 Writing model answer 1

You should spend about 40 minutes on this task.

Write about the following topic:

*In many countries, people do not recycle their rubbish as much as they could.*

*Why do you think this is? What can be done to change this?*

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

Write at least 250 words.

---

With an increasing world population and subsequent environmental concerns, it is important to dispose of trash in an eco-friendly manner, yet there are a significant number of places around the world that fail to do so.



There are a number of reasons that mean that recycling is not done as effectively as it could, the primary problem being the attitude of the general public. Lethargy or lack of knowledge leads people to throw all of their rubbish into one place, meaning that material that could have been sorted and reused is buried in landfills. In the UK, for example, over 20 million tonnes of waste is buried whilst less than 1 per cent of that amount is actively recycled. There is also the matter of availability, as there are situations in which recycling facilities are either extremely limited or nonexistent.

In order to combat these issues, the first step would be educating the general public about the facts of waste disposal and recycling, perhaps even enforcing participation by levying a fine against those who do not separate their rubbish into different types. Hand in hand with this, making recycling centres more available would also help, or perhaps adopting a system used in some Asian countries where households are given a number of different containers into which to sort their rubbish for collection.

Overall, it seems that a change of attitude is needed as well as more resources to manage different recyclable materials. This can be achieved through a combination of education and penalties, as well as ensuring better access to facilities.

(261 words)

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## IELTS Task 2 Writing model answer 2

**You should spend about 40 minutes on this task.**

**Write about the following topic:**

***Smoking can cause serious illnesses and should be made illegal.***

***To what extent do you agree?***

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

**Write at least 250 words.**

---

There are clear arguments for banning smoking, based largely on health, but there is perhaps a stronger case to be made for maintaining the current situation, as will now be explained.

The most important factor for keeping smoking legal is that the decision to smoke is not something that should be controlled by the government, but by the individual. If a person decides to smoke, they do so of their own free will and this should be respected, as it is the government's role to advise against harmful practices, but ultimately not to make decisions for its citizens.

The other reason for allowing smoking is that by making laws against it is more likely to result in the sale of tobacco moving to the black market, and consequently increasing the level of associated crime. There will still be people who cannot overcome their addiction, and will search for any means available to access cigarettes. A clear example of this reaction can be seen in the illegal sale of other drugs such as cocaine and marijuana.

Of course, there is the fact that smoking is known to have adverse health effects on both the smoker and those around them who are affected by passive smoking. Yet there are other lifestyle choices that also have a negative impact, such as fast food and alcohol, and banning these items would restrict the choice available to the consumer.



In conclusion, the decision to ban smoking, although having some advantages, would be more likely to have an overall negative effect. It would therefore be better for the government to continue campaigns that educate people about the potential dangers of the habit.

(276 words)

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### **IELTS Task 2 Writing model answer 3**

**You should spend about 40 minutes on this task.**

**Write about the following topic:**

***We no longer need to have animals kept in zoos, so zoos should be closed.***

***Do you agree or disagree?***

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

**Write at least 250 words.**

---

There has long been an argument against maintaining zoos in which animals are kept away from their natural habitat, and there is strong evidence to suggest that technology has developed to a point where such institutions are no longer needed, as will now be argued.

Traditionally, the principal argument voiced by those who wish to retain zoos was that it allowed children and adults to see animals which they more than likely would not have had a chance to do if this had required visiting the creature's natural environment. Yet there are now online videos and



websites where these animals can be seen in high definition, therefore no longer needing to go to enclosures to see the animals. This is clearly evident by the declining number of visitors in recent years.

In addition, there are many cases in which animals held in captivity are not well cared for and are used solely to exploit them for profit. In some rare cases, the animals can suffer from neglect or malnutrition, and rather than being kept healthy are simply replaced when they are no longer of any value.

Granted, there are situations in which endangered species are protected and their numbers allowed to rebuild by housing them in the security of a zoo. However, in most cases the same effect is better achieved by using more open plan wildlife parks rather than traditional caged enclosures.

In sum, the factors which first led to the creation of zoos have been reduced by the ability of technology, so unless there is some advantage for the species itself, then the use of zoos should no longer be supported.

(273 words)

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## **IELTS Task 2 Writing model answer 4**

**You should spend about 40 minutes on this task.**

**Write about the following topic:**

***In some countries, people are forced to retire when they reach a certain age.***

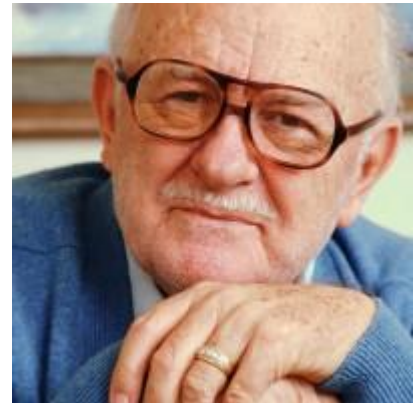
***What are the advantages and disadvantages of this?***

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

**Write at least 250 words.**

---

Compulsory retirement is common in many countries when members of the workforce reach 65 or 70, and this has both pros and cons as will now be considered.



The main advantage of requiring people to leave their job at a certain age is that it provides opportunities for younger members of staff to join the company, often meaning that the company benefits from having lower wages to pay for the new recruit and also having younger, potentially more dynamic employees. This in turn could well give the company the required boost to continue being profitable.

Another advantage is that some older people may choose to keep working more out of habit than enjoyment, and therefore a mandatory retirement may encourage them to enjoy their life more, having the free time to engage in hobbies and interests such as gardening, which they may not have previously had time for up to that point.

Yet there are significant disadvantages in forced retirement. Older staff members often have more experience, and may have no desire to leave their job. Requiring them to leave could mean a skill shortage for the company as well as a feeling of discontent from the employee. Added to that is the rising number of older people and the subsequent drain on resources if they are not working; if there are more elderly people on pensions or other benefits, the increased tax burden falls on the younger generation.

In conclusion, there are both social and economic benefits in allowing older people to remain in employment if so desired, so compulsory retirement would not be recommended.  
(266 words)

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## IELTS Task 2 Writing model answer 5

You should spend about 40 minutes on this task.

Write about the following topic:

***In schools, most courses finish with a final exam to assess a student's ability. However, some people do not do well in exams. Therefore, academic success should not be measured by exam performance but by an overall grade based on the whole period of study.***

***Do you agree or disagree?***

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

Write at least 250 words.

Formal testing has often relied on an end of year assessment of a candidate's knowledge, but in many respects this is perhaps unfair, as will now be explained.

The principle argument against using exams is that some students, although competent, simply do not respond well to formal testing. Exam nerves are common, and in extreme cases can cause a form of mental paralysis in which the

student is unable perform at all. In an average class of 20 or so students, there is statistically at least one or two students who do not manage the pressure of exams well, and fail to produce results that are a reflection of their true abilities.

Another strong argument is that some areas of study do not lend themselves to traditional exams. A clear example of this can be seen in certain trade based courses, where a long written examination is not an accurate method of assessment, and a more practical approach would be preferred. Carpentry, for example, would be best assessed by what the trainee has made over the course of study, not what they can write about in a two or three hour exam at the end of the year.



Granted, there are some fields of study that are perhaps best tested in the traditional style. For example, science or medicine based courses require a level of academic knowledge that can be evaluated through a formal assessment.

In conclusion, although certain subjects may be assessed in the traditional manner, it would perhaps be more balanced to assess a student's ability based on work they have completed over the whole period of study rather than a single written exam.

(276 words)

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## IELTS Task 2 Writing model answer 6

You should spend about 40 minutes on this task.

Write about the following topic:

***In many cities, there are areas of land that are used as parks. With increasing population levels, these areas would be better used to provide more housing.***

***Do you agree or disagree?***

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

Write at least 250 words.

In many major metropolitan areas, land is set aside for all members of the public to enjoy, and this is something that should remain as will now be discussed.



The main reason in support of retaining parkland is that it provides a communal area for people who may otherwise live in apartments or small houses without access to a garden. It has been well documented that time spent outdoors has clear health benefits, not only for exercise and fresh air, but also for mental health.



Another reason is that increasing populations in urban areas has a number of negative subsidiary effects, such as pressure on sanitation and clean water supplies. Replacing parks with more housing will only further compound this problem. In Mexico City, for example, the population is so dense that in many areas, delivery of fresh water supplies is under extreme pressure. On a related note, there is also an environmental advantage in having park land, as it is a source of oxygen production which may otherwise be lacking in urban areas.

Admittedly, the level of the population relocating to urban areas is increasing for employment reasons as there are often more jobs available, and for this to be possible, additional land will need to be used for housing and this needs to be sourced near the place of work to avoid excess travel. However, it is arguable that it would be better to create larger suburbs than overcrowd the centre of cities.

Overall, it is clear that there are no substantial advantages in removing these green areas, and given their advantages, they should be retained, and even expanded, wherever possible.

(273 words)

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## IELTS Task 2 Writing model answer 7

You should spend about 40 minutes on this task.

Write about the following topic:

***It is very important for people to be able to speak more than one language. Therefore, children should start learning a foreign language as young as possible.***

Do you agree or disagree?

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

Write at least 250 words.

Increasing globalisation has made it almost essential for many people to learn more than their native tongue so they can converse with people from other countries, and there are strong arguments to be made in support of acquiring second or even third languages as a young child, as will now be considered.



Perhaps the most persuasive reason is that children have a far better ability to learn when young compared to later on in life. Information is more readily absorbed and put into practice, and younger children are able to retain what they are taught. It has also been proven that when learning a language at a young age, a child is able to better pronounce words or sounds that may be absent in their own language.

In addition, younger children also have fewer external concerns to contend with. To illustrate, a parent with a job, bills and the responsibilities of looking after their children will be less able to focus on learning a new language compared to a child who is simply attending school. The younger the better, as this also means that they are not yet overwhelmed with homework and other preoccupations common to students in their early and mid teens.

Granted, there is an argument that attempting to learn an additional language at an early age may result in the child confusing the primary and secondary language, meaning they may not have as good a grasp on their home language as other children. However, this can be negated by having specific and separate classes for each language, improving skills in both.

In conclusion, assuming the classes are well taught, then the advantages outweigh the negatives.

(278 words)

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**IELTS Task 2 Writing model answer 8**

You should spend about 40 minutes on this task.

Write about the following topic:

***Driving a car is a valuable skill and should therefore be taught in schools.***

***Do you agree or disagree?***

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

Write at least 250 words.

There are many important life skills such as the ability to operate a vehicle that are developed both through childhood and early adulthood, but teaching these should not necessarily be left to education departments, as will now be argued.



The principal provider of knowledge to a child should be the parent, and although more academic subjects such as science and languages should be left to professionals, abilities like driving and swimming are best taught by parents, at least initially. If the parent feels they are not suited to the task, or the law in that country does not allow parents to teach their children to drive, then a driving instructor should be sought, not a school.

In addition, it could be argued that although operating a car is a useful skill, it is not essential and should be something that each individual decides rather than being a compulsory part of their education. Other subjects which provide a more rounded education should be emphasised, as this will allow the student to be able to find a position of employment more easily once they graduate from school or further studies.

However, an argument could be made that the ability to drive could be required in an emergency situation, and therefore should be taught. Yet situations where this would actually be required would be rare, and less valuable than other skills such as first aid.

To conclude, it would be better for schools to focus on academic topics, leaving the parents or the student to decide when and how to learn other skills like driving.

(261 words)

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## IELTS Task 2 Writing model answer 9

You should spend about 40 minutes on this task.

Write about the following topic:

***Compared to previous generations, an increasing number of people are traveling overseas for holidays.***

***Why is this? Is this a positive or negative trend?***

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

Write at least 250 words.

There are a number of factors which explain the rising tendency for people to take trips overseas for pleasure, and this has both advantages and disadvantages as will now be discussed.



Innovations in technology have made overseas travel not only faster, but also more accessible for those on a limited budget, meaning that in some cases a family can holiday in a different country with less inconvenience and a better price than staying in their home country. A flight from the UK to Spain, for example, can be accomplished in less time than it takes to get from one side of England to the other.

One of the clearest advantages here is that it gives people the opportunity to experience different cultures and customs, giving a broader perspective of the world. By visiting other countries, people become more understanding and tolerant of other cultures, and can learn to appreciate the cultural differences that exist. There are also benefits for the holiday itself, as many people tend to holiday in destinations that have better weather.

However, there are disadvantages for the country, as citizens are spending their money overseas rather than in the domestic market. However, this is negated by the fact that although people leave their own country for a holiday, other people visit their country for the same reason. In New Zealand, for example, money spent overseas by people leaving the country is replaced by those who visit the country for their holiday.

To conclude, advances in technology have given the consumer more choice in overseas holidays, and this has both positive and negative ramifications.

(266 words)

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## **IELTS Task 2 Writing model answer 10**

You should spend about 40 minutes on this task.

Write about the following topic:

***In some countries, people who are unemployed receive a sum of money each week in the form of a benefit. While some support this, other people believe that this money should not be given.***

Discuss both points of view and give your own point of view.

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

Write at least 250 words.

The payment of a benefit for those who are out of work is a sensitive issue with strong opinions for and against. This essay will now examine both sides of the argument and present a final conclusion.



Those in favour of this financial support argue that in some cases, it is not the fault of the unemployed person, and that the assistance is needed for them to survive while they continue to look for work. Without this, there is the potential concern that crime would increase due to a lack of alternatives. To illustrate, if a parent with dependent children could not find work and had no other help, they would have little option but to resort to theft to prevent their children from going hungry.

On the other hand, there are those that argue that paying someone who does not work simply encourages people to remain unemployed, especially when the alternative could be a relatively low paid job. There are situations where people are simply not interested in finding a position of employment as it offers very little additional money compared to doing nothing at home and receiving free handouts. This situation could escalate as people who are on a low income may resent paying a portion of their tax payments to support those who make little or no effort to find employment.

Considering both points of view, it seems that a compromise may be the best solution. Payment of the unemployment benefit should be limited to a short period of time, after which the amount received should be progressively reduced. This would encourage those receiving the benefit to be more proactive when looking for work.

(277 words)

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## IELTS Task 2 Writing model answer 11

You should spend about 40 minutes on this task.

Write about the following topic:

***Teenagers are spending an increasing amount of time on the Internet, and this is having a negative effect on their social skills.***

Do you agree or disagree?

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

Write at least 250 words.

It is not uncommon these days for younger people to spend an hour or more a day online, and although this does detract from time spent talking to family members, it is not necessarily affecting their social development as will now be discussed.



The primary reason to disagree with the statement is that a considerable amount of time that youngsters are on the internet is actually spent on social networking sites such as Facebook. As these sites are specifically designed for social purposes, the argument that social skills are declining would appear to be invalid. It is only when the time online is spent playing single player games or generally surfing for entertainment without interacting with others online that this could be considered unsociable.

In addition, an increasing dependence on the internet for a broad range of tasks from completing homework and studies to checking bank balances and searching for employment means that being online is often simply an alternative manner of working or completing necessary chores, and should not be considered related to social skills at all.

Admittedly, if too much time is spent online playing games or looking at websites, then there is the potential for surfers to become less able to interact with people directly. However, this can be negated by ensuring that time online is limited to a reasonable amount, and can even be controlled by using technology that actively records the amount of time online.

To sum up, it is not that the internet is causing us to become less sociable, it is simply that the nature of social interaction is changing.

(267 words)

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## **IELTS Task 2 Writing model answer 12**

You should spend about 40 minutes on this task.

Write about the following topic:

***What are the advantages and disadvantages of having older people living in the family home?***

Do you agree or disagree?

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

Write at least 250 words.

In many traditional cultures, members of the same family will live together from childhood to old age. In many cases, older family members living at home is a trend which has both positive and negative aspects.



A significant point in favour of this is that it provides a good support network for parents, both of whom may work outside of the home. Having grandparents on hand to look after the children can potentially provide a more stable environment as the child will have a familiar face at home until the parents have finished working.

Influence of the grandparents extends beyond simple babysitting, however. They are able to provide a source of advice and knowledge that can greatly benefit all members of the family



on a range of subjects, especially for when there are new born babies in the home as this can be a stressful time for new parents.

There are, of course, also disadvantages in having older people at home. There is the issue of space, as the family home may not be big enough to accommodate everyone comfortably. There is also the issue of deciding which members of the family should live together, as both the husband and wife may both have surviving parents.

To conclude, there are clear positives and negatives to having older members of the family living in the same house. Although at times there may be frictions typical when people live together, this is arguably outweighed by the advantages of the support and knowledge older people are able to offer.

(256 words)

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## **IELTS Task 2 Writing model answer 13**

You should spend about 40 minutes on this task.

Write about the following topic:

***Medical procedures for cosmetic purposes should not be allowed.***

***Do you agree or disagree?***

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

Write at least 250 words.

There is a rising tendency for people of all ages to have surgery to improve their appearance, although there are a number of arguments against this as will now be examined.



The main reason that such procedures should be discouraged is that people should be more confident in themselves, and not be swayed by images in the media. People are constantly bombarded with pictures of people looking glamorous, but these photos have often been digitally altered for the best effect. Many young people, however, suffer from low self-esteem and feel that through operations they could look like the celebrities they see.

Another argument against cosmetic procedures is that this diverts resources from more necessary surgeries, which in turn causes longer delays for those in desperate need. Even though such procedures may be done privately, it still requires the attendance of medical staff that would perhaps otherwise be available to the public health system. This can be seen in the waiting lists in the UK, for example, where it can take several months or longer to have a hip replacement operation.

However, there are situations when cosmetic surgery can vastly improve the patient's quality of life, such as those who have suffered significant burns or other disfigurements. There are many examples of people for whom surgical work has allowed them to rebuild their life in ways which would have been exceptionally difficult or impossible otherwise.

To conclude, it would perhaps be better if cosmetic surgery was discouraged unless it offered significant improvements to the patient's quality of life, and should perhaps also be limited to people between a certain age.

(269 words)

You should spend about 40 minutes on this task.

Write about the following topic:

***Traditional methods of food preparation are becoming less popular.***

***Why do you think this is?***

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

Write at least 250 words.

Meals made in a time honoured fashion are not as common these days for a number of different reasons, as will now be explained.



The primary factor is that more modern variants of traditional dishes are often less time consuming to prepare. It is not

uncommon for both parents to work outside of the home, meaning that there is less opportunity for people to spend the hours required in shopping, preparing and cooking, so opting for a quick and easy meal is often preferred.

Another significant cause for this decline is that the skills that in previous generations were handed down from parents to children are no longer considered as valuable, and as such, many younger people simply lack the required knowledge. Already many traditional skills such as bread making are no longer passed on, and this is illustrated in the rising consumption of convenience food among younger people.

A third contributor to the fall in traditional food preparation is also related to the modern global nature of most societies. Historically, traditional meals were common because the required ingredients were all that was available locally. These days, however, most large cities have shops and restaurants with food from all over the globe. A clear example of this influence is in the United Kingdom, where the most popular takeaway food is Indian cuisine.

Ultimately, there are many factors both societal and economic that are leading to the decline in traditional meals, and this is a trend that is likely to continue into the future.

(254 words)

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## IELTS Task 2 Writing model answer 15

You should spend about 40 minutes on this task.

Write about the following topic:

***Traffic problems are increasing in most cities.***

***What can be done about this?***

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

Write at least 250 words.

Increasing urban populations have led to a corresponding increase in the number of vehicles on the road, resulting in rising congestion in city centres. There are a number of potential solutions to the problem, as will now be discussed.



Perhaps the first step to take would be to improve the availability of public transport and install bus lanes throughout the city. Whilst this would, in the short term, increase the pressure on the roads, it is likely to result in more people using public transport and leaving their vehicle at home. One way of encouraging people to adopt buses and trains is to lower the price and expand the timetable.

Following that, local councils or the government could make it more difficult for car drivers to use their car by either charging a levy or only allowing certain vehicles in city areas on

certain days. A similar system has been running in London for some time, and has resulted in fewer vehicles on the roads.

An alternative idea, one which is more extreme than levies and selective use, is to simply prevent private passenger vehicles from entering the city at all. By having only public transport options, there would be no problem with congestion and would allow for more pedestrian areas in the metropolitan areas.

To sum up, there are a range of options available to reduce the number of cars in the centre of cities, but ultimately they all rely on an increased public transport system and encouraging drivers and their passengers to use it.

(256 words)

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## **IELTS Task 2 Writing model answer 16**

You should spend about 40 minutes on this task.

Write about the following topic:

***Studying business or science related subjects at university level is more important than arts related courses like literature.***

***Do you agree or disagree?***

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

Write at least 250 words.

When considering tertiary level education, there is a school of thought that believes that studying more concrete topics such as commerce, physics or biology is more valuable to society than spending time focused on novels and other literary subjects. However, this argument is flawed for a number of reasons as will now be presented.



Although certain fields of study lead more directly into a position of employment, university education is valuable not only for the education learned but also as an indication that the person has the ability to learn, and as such it is irrelevant whether it is a career based course of study or something more intangible, like the arts. It suggests to potential employers that person can learn new skills, and this is often as important as what is already known.

Moreover, those that complete an arts related degree could potentially go on to be writers, poets or playwrights, for example, and thus contribute to society in a cultural form rather than financially or technologically. The opinion that the writer is of less worth than the scientist is very biased, especially when it comes to a contribution to society.

Admittedly, there is the point that science and business related education can financially benefit a country, whereas art and literature does not offer the same value economically. However, a country's wealth is not calculated in financial terms alone.

In sum, therefore, both types of education offer advantages to the country, so neither should be preference over the other as both have a degree of value to society.

(259 words)

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## IELTS Task 2 Writing model answer 17

You should spend about 40 minutes on this task.

Write about the following topic:

***People who start a university course but do not complete it should be fined.***

***Do you agree or disagree?***

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

Write at least 250 words.

Of the number of undergraduates that begin a course of tertiary study, there is a percentage of those that do not finish the course, but the argument that they should therefore be financially penalised is riddled with potential problems.



It needs to be considered first of all what motivated the student to leave their studies before they have graduated. If the decision was made due to financial constraints, then clearly adding an additional fine is simply adding to the pressure. For example, there are many older people who decide to go back to university but may already have a mortgage and dependent children, and may consequently find that their income is insufficient to cover their needs.

Moreover, rather than attempting to make the student pay, it might be better to consider whether the student was actually given sufficient support during their studies. There are situations where the student may feel that they are not following the course and are unable complete the required assignments, and therefore leave the course. Retention rates may be improved if there were personal tutors on hand to offer advice to those students who are losing confidence in their ability to remain on the course.

On the other hand, there is an argument that the risk of a penalty would dissuade people from starting courses that they were not particularly motivated to complete in the first place.

In conclusion, therefore, although the idea of being charged for non completion of a course would perhaps reduce the number of uncommitted enrolments, it is not an advisable solution for genuine students.

(263 words)

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## IELTS Task 2 Writing model answer 18

You should spend about 40 minutes on this task.

Write about the following topic:

***Computers have changed the way people study.***

***What are the advantages and disadvantages of using computers as study aids?***

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

Write at least 250 words.

Advancements in technology have made a significant difference to the way in which people are able to learn, and though this is mostly beneficial, there are also some negative aspects that will also be considered.



Beginning with the positive points, the ability to work on assessments and coursework on a computer means that work can be saved safely and transported from place to place. Before the arrival of computers, students traditionally had files and folders with their course notes, and this took up a considerable amount of room and was difficult to keep track of; now, complete lecture notes and much more can be stored on a flash drive that can be easily put in a pocket or bag.



In addition, lectures and learning material can be made available online, allowing for a multimedia educational environment. This is likely to engage a wider range of students as it has the ability to cater for a wider range of learning styles. For example, some students study best by repeatedly listening to a teacher, and this can now be achieved more conveniently by having videos available.

On the downside, there are occasions where information stored digitally can be deleted, overwritten or corrupted, all situations that do not occur on traditional paper based work. There is also the concern that material can be garnered from the Internet and passed off as the students own work, making plagiarism a potential issue. However, the concept of plagiarism has long been a problem, and there are computer programs available today that will pinpoint the source of non original work.

In conclusion, although there are potential disadvantages, they are outweighed by the positives.

(276 words)

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## **IELTS Task 2 Writing model answer 19**

You should spend about 40 minutes on this task.

Write about the following topic:

*Visa applications should be relaxed for people who want to study in another country.*

*Do you agree or disagree?*

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

Write at least 250 words.

For many people interested in studying abroad, one of the first problems they face is obtaining a visa to enter the country and, in many situations, the procedure is time-consuming and frustrating. As a result, there is a clear case for making visa applications less stringent.



However, there is also a potential for abuse of the system if made more lenient, and both of these options need to be considered.

In support of simplifying the visa application procedure, it must be remembered that obtaining a visa is one of the first steps towards studying in a foreign country. If this process is difficult then it can reflect poorly on the country the student is intending to go to. Moreover, once in the country, students often find it is less problematic to use the services of an immigration agent, to whom they surrender their passports and pay sometimes phenomenal sums of money. In the same way, this again reflects poorly on the host country.

Yet there is a point of view that suggests visa regulations should remain as they are, or even become stricter. It is inevitable that once a developed country opens its door to students, there will be some who will exploit the opportunity without any intention of fulfilling the study requirements of their visa.

To conclude, perhaps the best solution would be to allow the schools, colleges and universities that attract international students to have greater control over those students that arrive in the country. This would allow the institutions themselves to police the students while being overseen by the Immigration Services itself.

(265 words)

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**IELTS Task 2 Writing model answer 20**

You should spend about 40 minutes on this task.

Write about the following topic:

***As we move into the digital age, books and newspapers are becoming less important. Within the next 20 years, computers will have entirely replaced any other such form of media.***

***To what extent do you agree with the above?***

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

Write at least 250 words.

There is little doubt that computers and the internet have had an effect on more traditional forms of media, but it is unlikely that these more contemporary options will by the only choice available by the end of the next two decades.



Consider, for example, the impact that television had in the 1900s, and the fears that this would lead to the end of more traditional pastimes like reading. Yet books remain popular across all generations. For many employees, computers have become part of their working day, and as such they are not as keen to use them at home as well. Packing for a holiday, sitting by the bed, in the garden on a summer's day – these are all situations where books have remained, and almost certainly will remain, the media of choice. Even amongst the young, there has been resurgence of interest in reading, as the Harry Potter phenomenon illustrated.

The future for newspapers, however, is less clear. Certainly there is something of a ritual about collecting and reading the morning paper, be it over breakfast or on the way to work, but there is a clear possibility that the internet, which offers the most up-t-date news, the clearest pictures and the widest coverage, will soon replace this.

To summarise, therefore, while there have been rapid developments in the field of computing, it is arguable that the technology of the future and the media of the past are not

mutually exclusive but complement each other, although this is perhaps stronger for books than it is for newspaper.

(260 words)

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## IELTS Task 2 Writing model answer 21

You should spend about 40 minutes on this task.

Write about the following topic:

***Individuals should not be allowed to carry guns.***

***Do you agree or disagree?***

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

Write at least 250 words.

There are some who hold the opinion that gun ownership should be restricted, as it is in many countries, and that people in general should not be permitted to keep them. This is an opinion which can strongly be supported as will now be discussed.



A major reason why governments should not allow people to have guns is because of the potential for accidents. In America, for example, it is legal to shoot another person if they are found in a private home committing a crime, but this can lead to people dying over cases of mistaken identity. In addition, there are crimes where people act rashly or in anger, so guns that were intended for defence are often used aggressively.

There is also the intentional damage caused by guns. It is statistically evident that the number of gun-related crimes is higher in countries where firearm ownership is legal.

Countries like America, for instance, suffer from disproportionately high number of fatal shootings in comparison with most other countries.

Some people, however, argue that shooting is a sport, thus being prevented from owning their own firearm is both unjust and a violation of their rights. Yet this must be balanced with the overwhelming number of people who use these guns for criminal purposes.

To sum up, it is clear that the proliferation of guns leads to injury and death both intentionally and unintentionally. Although there are points to support gun ownership, they are weak in comparison to the rising tide of gun crime, a situation which will only continue to worsen under current laws.

(263 words)

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## **IELTS Task 2 Writing model answer 22**

You should spend about 40 minutes on this task.

Write about the following topic:

**Advances in technology and automation have reduced the need for manual labour.  
Therefore, working hours should be reduced.**

**To what extent do you agree?**

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

Write at least 250 words.

In many production-oriented factories, machinery has evolved to such a degree that the demand for physical labour has considerably reduced, leading to the suggestion of a reduced working week. However, there are several factors that need to be considered.



Primarily, the long-term impact of shorter working weeks needs to be considered. Although less time at work may sound appealing, the reality is that people may find that they have too much free time. Fewer working hours would presumably mean less income, so a situation arises where employees have more leisure time than their income can support. This has the potential to result in feelings of boredom, frustration or anxiety, all of which have possible side-effects for society as a whole.

Connected with this comes the social factor of self-esteem. Being made redundant can have a negative impact on many people, especially if the position is replaced with a robot. To illustrate, a staff member employed for cleaning purposes who is then replaced by an automatic cleaning system is unlikely to feel positive about their own sense of worth.

A solution that would benefit all those concerned would be to utilize the time no longer required for manual labour for something more productive. Instead of simply reducing the working week, a combination of industry and government support could allow for employees to receive further education and training, such as management skills or personal development courses. Even automated factories still require technicians, mechanics and designers to maintain and improve production.

To summarise, until such time as automation has reduced the working week for all types of employee, it would perhaps be counter-productive to reduce the working week of those involved in manual labour without providing an alternative simply because they are replaceable.

(290 words)

## IELTS Task 2 Writing model answer 23

You should spend about 40 minutes on this task.

Write about the following topic:

*Traffic congestion in major cities is an increasing problem, yet there is an environmental impact to be considered when building new roads.*

*What can be done about this problem?*

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

Write at least 250 words.

It is a well-known fact that of all the animal species on earth, humans are the most inconsiderate. Traffic pollution is getting worse, yet simply creating more roads, while being technically possible, has even more of a negative effect on the land, therefore other possibilities need to be considered.



One of the more obvious solutions to the problem would be to improve public transport and raise the expense of driving our own cars. Either by control or by funding, local governments could ensure that public transport becomes the most economical method of commuting to work. In one European country, local governments have pursued this scheme and the results have been so successful that they have actually reduced the number of roads into the city.

Another potential solution is to encourage working from home. The technology is readily available for most of us to do so, and is likely to be popular with a high percentage of

employees. The introduction of more flexible working hours is also a possibility that, although not actually leading to fewer cars on the road, would help congestion problems.

In many countries, local transport authorities have erected signs that provide information about road conditions, giving drivers the opportunity to find less congested routes to their destination. This system could be improved by more advanced technology in cars themselves.

Regardless of the final solution, it is becoming increasingly clear that traffic pollution is not simply a local issue but a global one, and unless alternative strategies are put into effect soon the damage may be irreversible.

(259 words)

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## **IELTS Task 2 Writing model answer 24**

**You should spend about 40 minutes on this task.**

**Write about the following topic:**

***In some countries, people who commit less serious crimes are made to undertake community service\* instead of a prison sentence. Some people believe that all people who have committed a crime should be sent to prison.***

***Do you agree or disagree?***

\*compulsory work helping the community, such as decorating public facilities, which they must carry out in their spare time for a given period.

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

**Write at least 250 words.**



There are certain situations in which the law has been broken where it is more appropriate to sentence the guilty party to community service rather than time in jail as the following essay explains.



Firstly, the penal system in many countries is under pressure.

In many cultures, crime rates are increasing, exacerbating this problem. Funding of correctional institutions is expensive and many believe that money spent would be better utilised in other areas, such as healthcare. It would be unacceptable for some criminals who pose a risk to society, such as murderers, to retain their freedom; however, demands on the prison system can be eased if minor criminals, shoplifters for example, are punished in a different fashion.

Community service is a viable alternative to a prison sentence, not only to ease the financial burden of a country's crime and punishment system, but also because while offenders are punished by having to sacrifice their free time, they also make a contribution to society. For example, if community service involved renovation of a youth centre in a deprived area, the local people could benefit enormously and costs of providing the facility would be decreased due to the free labour provided by those carrying out community service.

Admittedly, prison sentences for all crimes could reduce the incidence of crime over the long-term; however, many offenders may not be discouraged from breaking the law regardless of potential punishment as they may believe that they will never actually be caught.

To summarise, though prison sentences for all crimes could reduce the number of offences, there are stronger arguments for not imprisoning all offenders.

(268 words)

## IELTS Task 2 Writing model answer 25

You should spend about 40 minutes on this task.

Write about the following topic:

***Should arts-related entertainment venues such as museums and art galleries be free of charge for the general public, or should a charge apply for admittance?***

***Discuss this issue, and give your opinion.***

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

**Write at least 250 words.**

There is a strong argument to be made for charging an entry fee to public venues dedicated to the arts, but there is also a case in favour of making them free, as will now be discussed.



Primarily, the decision to charge for certain forms of entertainment yet offer others without cost to the visitor requires a degree of subjective judgement about their worth. For some, a museum is far more important than a trip to the cinema, yet it could be argued that they are equally deserving forms of artistic entertainment.

In addition, there are far more deserving areas that are in desperate need of funding, such as healthcare. The cultural importance of looking at art simply does not equate with the importance of ensuring that citizens are healthy. In many countries, a visit to a museum is free, yet the cost of a university education is prohibitive.

Yet these points must be balanced with the understanding that unlike other forms of entertainment, the number of people visiting museums who would be willing to pay a

significant entry fee is low. Given the choice of a museum trip or surfing the internet, the majority of people in recent generations would likely opt for the latter, meaning that the galleries would be forced to close if they were not funded.

To conclude, although there would be clear benefits to charging a fee for entry to such artistic venues, it is unlikely that one would be levied as this would almost certainly result in their closure. The best course of action at this point would be entry by donation, rather than a fixed fee.

(268 words)

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## **IELTS Task 2 Writing model answer 26**

You should spend about 40 minutes on this task.

Write about the following topic:

***An increasing number of families have computers at home.***

***What are the advantages and disadvantages of internet access for minors?***

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

Write at least 250 words.

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There is rising concern that being able to surf the World Wide Web poses significant risks to the younger generation, although there are a vast number of positive aspects, as will now be discussed.

In defence of unrestricted internet access, the use of technology as an education tool is undeniable. Through computers, children can



be presented with interactive and dynamic learning environments in which play and education can coexist. There are many websites which cater for the younger surfer yet still have a strong educational focus.

In addition, in an age of increasing information technology, the ability to navigate methods of communication as found on the internet is now almost essential for future growth and professional development.

There are, of course, legitimate concerns about what children could potentially be exposed to on the internet. Certain sites show content not suitable for such viewers, and some material is too often freely available even accidentally. There are also more predatory dangers for younger children in chat rooms and in online communication.

Not only this, but there are concerns that the sedentary nature of the internet does not motivate children to seek more traditional, healthier pastimes, and may also be adversely affecting their ability to socialise in face to face situation.

In sum, therefore, it is clear that there are advantages and concerns with regards internet access for younger users. The best course of action would seem to be allowing internet access to minors, but under controlled, supervised conditions and with a strict limit to the amount of time given.

(256 words)

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## **IELTS Task 2 Writing model answer 27**

**You should spend about 40 minutes on this task.**

**Write about the following topic:**

***The mark of a successful person is to be wealthy and have a successful career.***

***To what extent do you agree or disagree?***

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

**Write at least 250 words.**

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The measure of success is a subjective issue that some argue is represented by having both money and being successful in one's profession. However, there are many less tangible factors that are better indications of success, as will now be argued.



Primarily, a person can be said to have succeeded in life only if they are, for the majority, happy with their life. This does not necessarily require vast sums of money or even a rewarding job. It could derive from family and friends, from a feeling of being connected to the community around them. To illustrate, a rich person with a successful career cannot be said to be successful if he is lonely.

In addition, success is defined as meeting or exceeding set goals which may have nothing to do with finances or occupations. For example, people who climb mountains or sail solo across the sea. Neither of these challenges are directly linked with a profession or with money, yet meeting personal goals can make a person, by definition, successful.

However, to objectively measure success, wealth and career are two indicators that can be most clearly compared between people, so to that extent they can be considered representative of success. Yet even with the markers, it is difficult to judge what makes a career successful. A lawyer who wins all his cases even though he personally may feel he is supporting guilty people, would perhaps not feel his triumphs to be a success.

To sum up, although money and profession are perhaps easier to quantify as measures of success, they are not as significant as factors such as happiness and the achievement of one's own goals.

(256 words)

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## IELTS Task 2 Writing model answer 28

**You should spend about 40 minutes on this task.**

**Write about the following topic:**

***We have become a disposable society, preferring to buy new products rather than repair existing items.***

***Why do you think this is? How can this trend be reversed?***

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

**Write at least 250 words.**

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It has become common not to try to extend the life of items but rather to purchase replacements, and this can be attributed to a number of social changes, as will now be presented along with some thoughts on how this attitude can be altered.

Of the many reasons why society in general opts not to repair items, perhaps the most influential is changes in technology. Modernised production methods allow goods to be mass produced at a lower cost, but often at the expense of quality; this means that although they may not have the longevity of handmade items, they are cheaper and thus can be replaced. In addition, evolutions in technology are now rapid,



and the impulse to own the latest gadget encourages purchasers to continually buy new items. A clear indication of this is mobile phones, where in the last decade new features and abilities are released constantly.

To address this, there are a number of potential approaches. One is that governments could raise the level of tax on brand new items whilst lowering the taxation on repair shops, therefore supporting those who are happy with their existing technology and penalising those who constantly race to acquire the very latest model. In turn, this would encourage the companies producing such items to build them in a way that new developments can be incorporated into it, rather than requiring it to be disposed of.

To conclude, it is only by a change in attitude that we can decrease the continued consumption of new items and increase the retention of those that may need some repair.

(273 words)

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## **IELTS Task 2 Writing model answer 29**

**You should spend about 40 minutes on this task.**

**Write about the following topic:**

***In many countries, schoolchildren are required to wear school uniforms.***

***Do you think this should be enforced in all schools?***

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

**Write at least 250 words.**

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In many countries, pupils are required to wear uniforms when attending school, and this is something that should be enforced for the following reasons.



Primarily, students, especially those in their teenagers years, are under pressure both academically and socially; insisting on a standardised uniform within the school alleviates some of this as it means that the student does not have to worry about whether their peers think that they are dressed well or in the latest fashions. This has the added advantage for those from lower income families who may simply not be able to afford the clothes worn by those from more affluent families.

Not only does it remove the social pressure, but wearing a school uniform also has a psychological advantage, as the student is dressed in the mode of attire used for study. Much like wearing a suit and tie may signal going to work for many people, wearing a school uniform prepares the child for the day of learning.

However, this perhaps works best for younger students. By age 16 or 17, it may be appropriate for the student to wear more casual clothing when they reach their later teens, as the idea of ‘conforming’ by wearing a uniform could discourage the student from pursuing further education and this is often the time in which young adults are looking to establish their own clear identity. It is at this point that it may be more productive to allow more relaxed clothing such as jeans.

In conclusion, although a school uniform does have advantages at certain stages of a student’s academic career, there is also a time when the enforcement of a standardised set of clothing may be counterproductive.

(282 words)



## IELTS Task 2 Writing model answer 30

You should spend about 40 minutes on this task.

Write about the following topic:

*Education is very important. How can children who are disinterested in study be motivated to learn?*

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

Write at least 250 words.

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Starting as young as aged 5, students are often expected to maintain a desire to learn for upwards of 10 years. For some students, this inevitably leads to a lack of interest in education, as will now be discussed.



A primary reason why some students are not focused during class is the direct result of more traditional forms of teaching which lacks any real interactivity. More active participation by the student during classroom sessions will make the topic more engaging and subsequently motivates the participants to learn. Such interactivity can include field trips, student presentations and other students-driven learning.

There are also many different learning styles, and it would be unrealistic to expect all students to learn in the same manner. Certain subjects and pedagogical styles will suit some students better than others, so it is essential that a teacher vary their teaching style so as to interest the widest variety of students at least some part of each school day.

A final point is that the desire to learn is not simply an issue that should be addressed in schools. Like much of our behaviour, the influence of family, especially parents, is vital. By establishing an environment in which learning is considered positive, rather than simply a duty or necessity, motivation is far less of an issue. This can be achieved by rewarding learning, or the use of educational toys and games.

In short, the motivation of children in an educational context is a complex mix of providing a conducive home environment as well as the environment at school. With more focus on these areas, it can be expected that interest in learning, not only at school age but also throughout life, will continue.

**(285 words)**

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## **IELTS Task 2 Writing model answer 31**

**You should spend about 40 minutes on this task.**

**Write about the following topic:**

***International air travel has a negative impact upon the environment and should therefore be restricted.***

***Do you agree or disagree?***

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

**Write at least 250 words.**

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There are many strong arguments to be made in favour of any measure aimed at increasing environmental protection, yet imposing limitations on flights may not be the best solution, as will now be discussed.



Primarily, although air pollution is a significant factor, reducing travel by air would not necessarily reduce travel. Instead, people would likely rely even more on motor vehicles, even for longer journeys. This could actually lead to higher rates of pollution. To illustrate, it could potentially take over 300 private vehicles to transport the same number of passengers as can be carried on one flight.

Another issue to be considered is that air travel, although undertaken for many reasons, is a common method of transportation for business people. Reducing the number of flights may result in fewer business trips, which could then lead to less business, especially at an international level. Although this may be advantageous for the environment in the short term, it would not be a positive move for the global economy in the long term.

However, it could be argued that reducing flights may encourage business to be transacted in different ways, especially with increasing technologies. Yet this must be balanced with the environmental impact of discarded and obsolete communication devices, which could arguably pose an equal or greater ecological risk.

To conclude, although there is an impact on the environment, restriction on air travel does not offer the most appropriate solution to the problem. The best way forward is not limitation but research into cleaner, more environmentally friendly ways of air travel.

***(285 words)***

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## **IELTS Task 2 Writing model answer 32**

**You should spend about 40 minutes on this task.**

**Write about the following topic:**

***We never know when the natural disaster will shatter an area and that is why the government should take every precaution to protect its citizens from natural disaster.***

***To what extent do you agree or disagree with the statement?***

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

**Write at least 250 words.**

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One of the primary responsibilities of government is to ensure that its citizens are safe and protected, and as such it is arguable that this should include consideration of environmental calamities, at least to a certain degree as will now be presented.



Primarily, the purpose of societies forming under a government is that this central authority can provide a level of security against forces beyond the average person's control. This involves the establishment of procedures and from early warning systems for tsunamis, hurricane shelters and systems for emergency support .

In addition, the government should strongly encourage and support schools and other institutions to provide sufficient education and training to ensure people are prepared for natural disasters. For example, teaching early age school children to find shelter in a doorway or under a table during an earthquake has a direct impact on the number of casualties a natural disaster can cause.

However, this is not to say that the government has the sole responsibility for such preparations. Home owners, parents and citizens of all kinds should also be prepared for unforeseen major events. Simple acts such as having torches with batteries, a supply of fresh water, a radio and some blankets is something that can be done by the majority of people, giving them a much higher chance of surviving a range of natural disasters.

In sum, the first responsibility lies with the government in the form of planning and education, but each citizen is also required to contribute some time and effort to safeguard against unforeseen natural events.

*(259 words)*

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### **IELTS Task 2 Writing model answer 33**

**You should spend about 40 minutes on this task.**

**Write about the following topic:**

***Modern appliances in the home have become more common, leaving no doubt that advances in technology have improved our lifestyle.***

***Do you agree or disagree?***

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

**Write at least 250 words.**

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The impact of innovations and inventions in people's daily lives has increased dramatically. Most homes these days have, at the very least, a washing machine and a microwave, yet this has had both positive and negative effects, as will now be presented.



Primarily, the fact that these appliances have to be paid for, serviced, repaired and replaced means that consumers need to work to maintain this cycle. For example, in some countries the average machine is two or three weeks' wages for most people. Considering the product's life span, it can be estimated that many people are working at least two or three days a year simply to cover the cost of the appliance, a calculation which is multiplied by all the appliances we acquire.

In addition, an increasing number of appliances are for purposes that were not previously considered necessities, but through marketing techniques, manipulative advertising and human nature many are now keen to acquire them. Electric juice makers are a perfect example.

Of course, there are appliances which in their basic format have improved our lifestyle simply because of the labour they save. The machine, which saves hours every week on handwashing, is an example of this. It is only when such appliances develop functions beyond their basic use, that they become more expensive but more desirable because of the addition of these extra options that most people never use.

It can therefore be concluded that only by carefully considering the use and relevance of the appliances purchased that they can improve a person's general lifestyle.

*(258 words)*

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## **IELTS Task 2 Writing model answer 34**

**You should spend about 40 minutes on this task.**

**Write about the following topic:**

***It is the responsibility of governments to ensure that environmentally friendly policies are adopted.***

***To what extent do you agree?***

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

**Write at least 250 words.**

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The general public has become increasingly aware of environmental issues, and this has led to a demand from some that the government become more involved. Indeed, it could be argued that green issues have been excessively debated. While concern for the environment is very important, a more relaxed approach to problems may have better results.



One significant way in which environmentally sound policies could be followed is by a better standard of education about the issues in question. Granted, this approach may take a degree of organising, yet educating not just children but whole communities would perhaps be more of an incentive than simply passing new laws.

Naturally some people would argue that without passing laws which are enforceable, people would not actively become involved in more environmental approaches. This is true to a point although as people often act only in self-interest; however, through education people will be able to understand that environmental protection is in their own long-term interest.

Balancing this, there is a point beyond which even dedicated communities cannot lead to a better environment, such as in the field of industry. It is on this scale that governments

should be legislating, making it financially worthwhile for industry to operate as cleanly as possible or be faced with stiff penalties.

To summarise, the government should use its authority to govern industrial pollution but should at the same time encourage a better standard of education. By having an industrial and community plan, it would be considerably easier to embrace more environmentally sound policies.

*(253 words)*

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## **IELTS Task 2 Writing model answer 35**

**You should spend about 40 minutes on this task.**

**Write about the following topic:**

***The difference between popular culture and more traditional culture is vast.***

***Discuss.***

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

**Write at least 250 words.**

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The modern and the traditional are often seen, if not as exact opposites, then at least as areas of contrast, and many people hold this to be true of culture. Although there are clear points to support this opinion, there are also a significant number of points that argue against it, as will now be discussed.





The culture of today revolves heavily around changes in technology. Mobile phones, for instance, have become an almost essential part of younger people's lives, and in this regard it can be said to be an example of the difference. Yet under the surface, it can be seen that this modern trend is actually little more than another method of communication, albeit less personal than speaking face-to-face. In a similar way, home computers and the Internet, a clear part of modern culture, can be considered to be simply an extension of reading. Using a monitor and mouse rather than a book does not make the two incompatible.

There are some who claim technology is making people less sociable, that culturally communities are isolating themselves with modern appliances. Yet it must be understood that the world can now be seen as a global village, a world wide web which allows people to interact globally.

In conclusion, it is not that the cultures of the past and today are so different, it is simply the methods used to express those cultures which have changed. A culture should be flexible, adapting itself to each new generation; if not, then its worth is limited only to historians.

**(258 words)**

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## **IELTS Task 2 Writing model answer 36**

**You should spend about 40 minutes on this task.**

**Write about the following topic:**

***In many countries, government sponsorship of the arts costs millions in taxpayers' money. There are many more important things to spend money on.***

***Do you agree or disagree?***

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

**Write at least 250 words.**

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There are some who claim that it is important to maintain the arts and an equal number of people who are opposed to continued government funding. This essay will argue in favour of the latter point for a number of reasons.



The strongest point is that money spent on the arts could have been used for considerably more vital purposes. While the arts are important to a country's identity, it must also be given that a nation's health and wellbeing should be paramount. To illustrate, the idea that elderly people are forced to wait for essential operations whilst the money required to increase available medical provision is spent on opera and ballet is plainly immoral.

In addition to health concerns, there are also more deserving social causes for the money that should be considered before the arts. Homelessness, unemployment, education levels and the crime rate are just some of the issues which deserve to be addressed before money is spent on what is essentially little more than entertainment.

A third factor is that some people have no interest in preserving or funding the arts, feeling that they have little practical value. If the arts are so much in need of sponsorship, then perhaps this is a reflection of their lack of popularity, in which case they should not be supported. The money could go to more popular events instead.

For each of these reasons, it can be concluded that there is little reason to continue funding the arts. Yet perhaps a compromise could be reached by which those keen to maintain the arts could raise a percentage of their own funds and the government could reduce its level of sponsorship

**(276 words)**

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## IELTS Task 2 Writing model answer 37

You should spend about 40 minutes on this task.

Write about the following topic:

*The number of car accidents is increasing annually. This is the result of poor driving skills.*

*Do you agree or disagree?*

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

Write at least 250 words.

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When reading a local newspaper, it is common to see articles about serious car crashes. The reasons for car crashes vary, but at its root the problem is usually bad driving as will now be explored.

Over the last decade, it has become more commonplace to travel longer and longer distances, journeys which can cause fatigue in drivers. Accidents arising from this are the result of not adhering to the practice of taking breaks and therefore poor driving habits are to blame. The same indirect cause can be seen when bad weather is blamed for accidents and yet the driver did not allow for the conditions of the road in either the speed or manner of his or her driving.

Developments in car production have also indirectly led to accidents. Despite cars becoming ever safer, they have also become faster, with better acceleration and, for impatient or inconsiderate drivers, this has led to problems. This can be witnessed at most intersections regulated by traffic lights; stopping on an orange light is increasingly rare as drivers attempt to cross before the light changes to red.



Yet there is a point that needs to be included when considering the cause of accidents: the number of vehicles on the road is rising, and therefore a rise in the number of car accidents is statistically inevitable.

Generally speaking, then, it can be said that poor driving is the root cause of most accidents, although whether this is causing an increase in accidents or whether it is simply the rising number on the road that is increasing would involve considerable research.

**(266 words)**

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## **IELTS Task 2 Writing model answer 38**

**You should spend about 40 minutes on this task.**

**Write about the following topic:**

***What factors do you think are important in promoting a higher standard of education?***

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

**Write at least 250 words.**

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Globally, there is an increasing requirement for ever-higher levels of education, with many students opting to study overseas to ensure they have the best available opportunities. This has been the result of a number of both external and internal influences as will now be presented.

Internally, there have been a number of definable factors. With the governments of most nations eager to have more educated citizens, more funding has also been allocated to education. Given this, it follows that there is the potential for increased resources, which

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would then inevitably allow for a higher educational level. Better teacher training, thus allowing for better teachers, has also been influential.

Externally, the job market often requires potential employees to have qualifications and certificates, often at the expense of experience, which has resulted in pressure from students to raise the educational level. With many industries and companies becoming increasingly specialised, there has also been a demand for equally specialised courses and higher education programmes. This in turn has led to a higher standard of education. In addition, the majority of people find a correlation between their expected salary and their educational achievements, and this naturally acts as a factor in promoting further education.

One final factor which can be considered is that a higher standard of education has been directly affected by abusing the government's interest in educating its citizens, as this allows for people to remain studying for some considerable time with the only goal being to maintain a stress-free life of a student. However, the costs of student loans is now reducing this negative factor.

In conclusion, it can be observed that there are a number of both internal and external factors contributing to a higher level of education.

**(288 words)**

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## **IELTS Task 2 Writing model answer 39**

**You should spend about 40 minutes on this task.**

**Write about the following topic:**

***A course of study that has no direct employment opportunities serves no purpose.***

***To what extent do you agree with the above?***

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

**Write at least 250 words.**

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For many people, the main purpose of education is to provide the necessary knowledge and training to obtain a job, yet there are also people who hold that any further education can be said to have potential in the job market. Agreeing with this latter view, this opinion will now be supported.

Primarily, there is the difficulty in knowing exactly which course of study is likely to have clear employment possibilities. For those students opting to study arts subjects such as English literature, there is no direct path; potential opportunities could include becoming a librarian, author or teacher but none of these can be said to be direct. Yet there is undeniable value in studying these subjects, as they allow for a more open-minded view of the world, an attitude which could later be useful in a business setting.

Another point to consider is the job market itself. With many industries in a constant state of evolution, studying for a particular path of employment may be redundant as the industry could well have changed direction by the time of graduation. Moreover, at the time of entering university, the majority of people do not have a clear career path and thus they choose those study courses that appeal to them rather than those that offer a clear future.

To sum up, perhaps the best solution would be to adopt a more developed system of apprenticeships and work training, so that students can be moulded alongside changes in the industry, while those students with unfocused or general employment plans can continue with the current system.

**(263 words)**

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**IELTS Task 2 Writing model answer 40**

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**You should spend about 40 minutes on this task.**

**Write about the following topic:**

***As we move into the digital age, books and newspapers are becoming less important. Within the next 20 years, computers will have entirely replaced any other such form of media.***

***To what extent do you agree with the above?***

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

**Write at least 250 words.**

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There is little doubt that computers and the Internet have had an effect on more traditional forms of media, but it is unlikely that these more contemporary forms will be the only option available within two decades.

Consider, for example, the impact television had in the mid-1900s, and the fears that this would lead to the end of more traditional pastimes like reading. Yet books remain popular across all generations. For many employees, computers have become a part of their working day, and as such they are not always so keen to use them at home as well. Packing for a holiday, sitting by the bed, in the garden on a warm summer's day – these are all situations where books have remained, and almost certainly will remain, the media of choice. Even among the young, there has been something of a resurgence of interest in reading, as the Harry Potter phenomenon illustrated.

The future for newspapers, however, is less clear. Certainly there is something of a ritual about collecting and reading the morning paper, be it over breakfast or the way to work, but there is a clear possibility that the Internet, offering the most up-to-date news, the clearest pictures and the widest coverage, will soon replace this.

To summarise, therefore, while there have been rapid developments in the field of computing, it is unlikely that the technology of today and the media of the past are mutually exclusive. As such, it is unlikely that society will see the disappearance of traditional media, and certainly not within the next 20 years.

**(261 words)**

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## **IELTS Task 2 Writing model answer 41**

**You should spend about 40 minutes on this task.**

**Write about the following topic:**

***Journalists often claim that people have the right to know everything. Are there any situations in which the freedom of the press should be limited?***

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

**Write at least 250 words.**

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Freedom of information is considered to be an indication of an open and democratic country, yet this claim is often abused by those in the media as a way of exploiting people or situations. There are many cases in which journalistic freedoms are taken too far and some clear cases in which this should be limited.

Primarily, security must be considered. If an elected government is appointed the task of governing the country, there are likely to be times when information must be considered secret for the good of the nation. This could be in military, technological or innovative fields.

In addition, there is also the personal aspect to consider. Journalists, especially those working for the tabloid papers, are not concerned about the mental and emotional anguish

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they might cause with certain stories. For example, people who have suffered a personal tragedy or loss are followed, questioned and photographed at a time when they are emotionally vulnerable. It is for the protection of such individuals or families that freedom of the press should face limitations.

However, there are occasions when misdemeanours or crimes have only come to light through investigative journalism. It is unlikely that any government would publicly acknowledge an error if it was felt it would otherwise not become common knowledge.

Overall, it would seem that limitations put on freedom of the press should be based on respect for the consequences, a situation that would be best served by limiting media access only to what will cause undue harm.

**(251 words)**

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## **IELTS Task 2 Writing model answer 42**

**You should spend about 40 minutes on this task.**

**Write about the following topic:**

***Children watch too much television. As a result they are losing important social skills What can be done about this?***

***To what extent do you agree with the above?***

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

**Write at least 250 words.**

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For many working parents, a quick and simple solution to keeping their child occupied involves simply sitting them in front of the television, and many people have pointed out the potential loss of other skills that excessive television viewing can cause. However, this argument is flawed in a number of respects, as will now be explained.

Learning how to behave within society is first acquired by copying the actions of those around us. Traditionally, this was generally from parents or siblings, but as single-parent families and one-child families have become more common, it is inevitable that other sources are needed, and for this the television has a constructive purpose. Television offers children exposure to other races, nationalities and perspectives which they might otherwise not have had

The argument that children become less creative through watching television is also inaccurate as children have been able to learn from what they watch. Children's television shows, for example, can teach children to make toys and games by recycling items found in the home. Added to this, programmes watched can give children a common topic of conversation.

Admittedly, there is a risk of a negative impact from television if children are allowed to watch whatever programmes they wish, where the content may not be suitable and images may be disturbing to younger viewers. However, this can be tempered by a parent or guardian allowing only suitable programming.

In conclusion, there is a definite case to be built against the assumption that television has a negative influence on children's social abilities. Yet there is also some justification for concern in situations where parents allow children to view programmes which unintended and unsuitable for them. What is needed is careful monitoring of what children watch.

**(289 words)**

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**IELTS Task 2 Writing model answer 43**

**You should spend about 40 minutes on this task.**

**Write about the following topic:**

***Traffic congestion in major cities is an increasing problem, yet there is an environmental impact to be considered when building new roads.***

***What can be done about this problem?***

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

**Write at least 250 words.**

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It is a well-known fact that of all the animal species on earth, humans are the most environmentally damaging. Traffic pollution is getting worse, yet simply creating more roads (while technically possible) has even more of a negative effect on the land, therefore other possibilities need to be considered.

One of the more obvious solutions to the problem would be to improve public transport and raise the expense of driving personal vehicles. Either by control or by funding, local governments could ensure that public transport becomes the most economical method of commuting to work. In one European country, local governments have pursued this scheme and the results have been so successful that they have actually reduced the number of roads into the city.

Another potential solution is to encourage working from home. The technology is readily available for most of people to do so, and is likely to be popular with a high percentage of employees. The introduction of more flexible working hours is also a possibility that, although not actually leading to fewer cars on the road, would help congestion problems. In many countries, local transport authorities have erected signs that provide information about road conditions, giving drivers the opportunity to find less congested routes to their destination. This system could be improved by more advanced technology in cars themselves.

Regardless of the final solution, it is becoming increasingly clear that traffic pollution is not simply a local issue but a global one, and unless alternative strategies are put into soon the damage may be irreversible.

(257 words)

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## **IELTS Task 2 Writing model answer 44**

**You should spend about 40 minutes on this task.**

**Write about the following topic:**

***Drug addiction is becoming an increasing problem. In order to reduce this problem, caught using drugs should be automatically sentenced to time in prison.***

***Do you agree or disagree?***

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

**Write at least 250 words.**

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When considering what punishments should be delivered for certain crimes, there are a number of factors that need to be considered, such as the extent of an individual's involvement in drugs, as will now be explained.

Drug addiction can begin for a number of reasons, and although drug abuse is illegal, the factors which cause the addiction need to be considered. Young people may find themselves pressured by their peers into experimenting with drugs, or some may even seek the narcotic value of the substance as an escape from a particularly harsh reality.

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If the only intention was to remove anyone guilty of a crime from society, then this could be considered effective. Yet in cases where there are extenuating circumstances, prison is unlikely to offer a true solution to the problem, and can often be a regressive step as the cause of the drug abuse is not addressed. The solution is more likely to lie in education and support, not prison.

However, for those who have been offered rehabilitation but continue to abuse drugs, a jail term needs to be considered, not only as they are breaking the law but also to act as a deterrent for future potential addicts. If the abuser is also engaged in supplying drugs to others, then a prison sentence should be required.

In conclusion, if it can be ascertained that the person caught using drugs has a reasonable chance of being rehabilitated without resorting to prison, then this is the route that should be taken.

**(252 words)**

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## **IELTS Task 2 Writing model answer 45**

**You should spend about 40 minutes on this task.**

**Write about the following topic:**

***Attitude is as important as knowledge in a test situation.***

***To what extent do you agree?***

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

**Write at least 250 words.**

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Students react in different ways to different pressures, but for many people examinations and tests are a time of nervousness and panic. It is here that it could be argued that these are not a true test of a subject but of the candidate's character, a point of view which will now be considered.

Candidates taking a test with no understanding of the subject are unlikely to do very well. Without understanding what they are being asked to respond to, they are forced to rely only on common sense, presenting an answer that may be correct. In comparison with studious and prepared candidates, it is obvious that the latter would perform better.

However, a counterargument can be made by considering nervous candidates who have little confidence. Such people could find themselves unable to organise of their thoughts, finding that the time allotted for the test has gone before having time to write more than a few lines. Now compare the candidates who have written fluently and at length with candidates who have managed only a few lines, and it becomes considerably more difficult to assess whether attitude is superior to knowledge.

Candidates with a confident attitude consequently have the possibility of attaining a similar grade to those less confident but with knowledge of the subject being tested. Overall, therefore, what is needed in a test situation is a balance between the two, in which the information gleaned from studying is balanced with a positive and organised approach to the test. (263 words)

**(250 words)**

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## **IELTS Task 2 Writing model answer 46**

**You should spend about 40 minutes on this task.**

**Write about the following topic:**

***Nowadays we are producing more and more rubbish.***

***Why do you think this is happening? What can the government do to help reduce the amount of rubbish produced?***

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

**Write at least 250 words.**

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There is no doubt that modern society creates more refuse per person than previously. This essay will first consider some of the influences that have caused this, then suggest some ways that the authorities can promote a reduction in this increase.



The main cause for the increased amount of waste produced is largely the result of excess packaging that is common in society today. A simple fast food meal has bags, wrappers and containers that are in use for just a few minutes before being discarded. There is also a rising trend towards disposable items which are designed to have a short life before being consigned to the dustbin. Common examples include razors, bottles and plastic bags.

Another major cause for the rise in refuse can also be linked to technology. Computers, tablet devices, mobile phones and more are considered old and obsolete, often within only a few years of use. These devices are often not recycled but are simply abandoned to lie in landfills.

It is perhaps with this second point that the government can be the most proactive. By encouraging recycling, either by better programmes of education or more available facilities, more of the material that would otherwise be dumped could be recycled and put back into use. There is also the possibility for local councils to charge more for refuse collection services, thus making adding a financial incentive for people to recycle more assiduously. Admittedly, this could lead to more illegal dumping as people attempt to avoid paying additional costs.

In summary, there are varied reasons as to why the amount of waste produced is increasing, but there are also avenues the government could consider in order to reduce this.

(283 words)

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## IELTS Task 2 writing sample answers Band 5

### Band 5 essay 1

The answer below has been rated purely based on the public IELTS descriptors. Click the word or words in red to see the correction, and scroll to the bottom of the page to read our comments on the report.

You should spend about 40 minutes on this task.

Write about the following topic:

***In some countries, people who commit less serious crimes are made to undertake community service\* instead of a prison sentence. Some people believe that all people who have committed a crime should be sent to prison.***

***Do you agree or disagree?***

*\*compulsory work helping the community, such as decorating public facilities, which they must carry out in their spare time for a given period.*

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

Write at least 250 words.

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Many countries around the world have conventions for the *[delete this – you are referring in general to people who have committed minor crimes]* people who have committed minor *['minor']* crimes to be sent involving *[this is unclear – it could say ‘directed to do’]* community services such as working in the *[delete this]* community houses, neighbourhood houses, cleaning and take *['or taking']* care of public parks. This is a positive way of dealing with the minor *['minor']* criminals in order to push them in right *['the right']* direction. When people commit certain crimes *['crimes']*, it's *[don't abbreviate in IELTS – write the full words (it is)]* not a wise decision for them to give prison sentence *['a prison sentence']* due to many negative reasons *[the reasons are not negative – this could be ‘effects’ or ‘consequences’]*. Even though some people do believe that these individuals should be in the *[delete this]* prison, it's *[don't abbreviate in IELTS – write the full words (it is)]* not possible to agree with them *[this is too strong – it is possible. Change the sentence to ‘there is a strong argument against this’]*.

The truth *[this is not a formal phrase for IELTS – better to say that ‘It is commonly accepted that’]* is inside the prison premises people *['inmates']* can be mixing with each other for different reasons. As a scenario *[this needs to be followed by a comma]* even though a person do not *['does not’ is grammatically correct, but ‘may not’ would be better]* feel to be in a part of a certain group, due to the power, ability, physical, and other factors he has to alliance *[ally]* with the *[delete this]* others in order to survive within the prison system. Therefore, minor *['minor']* crime victims *[they aren't crime victims, they are criminals]* may start companionship with the major and high criminal profiles and it can lead to make situations bad to worst. *[this is too long and unclear – the writer needs to get to the point quicker and in a simpler manner]* They may persuade and *['be persuaded to']* learn advance *['more significant']* crimes or may connect with the unwanted *[change to ‘undesirable’]* people in side *['inside’ (one word)]* the prison or through them out side *['outside’ (one word)]* as well. Moreover *[this needs to be followed by a comma]* within the prison system the ability *[this word is normally used for a positive attribute – better would be ‘potential’]* to loos *['loose']* self esteem and self worth can be greater then *['than’]* his own community. Thus *['Although']* there could be some issues and comments from the society, still it's a grate *[this should be spelled ‘great’, but would still be too informal for*

**Task II]** opportunity to remain in the society *[this is repetition]* and do social work with their own time.

(256 words)

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Comments:

The main problem here is paragraphing. The introduction is too long, accounting for nearly 100 words, followed by a single paragraph. There needs to be at least two body paragraphs (preferably 3) and a conclusion, all clearly differentiated from each other.

There is also a lot of repetition in your work – minor crimes, for example appears multiple times in the essay.

The final sentences suggests that the writer was about to prepare a concession paragraph (*'still'*) but this isn't clearly given.

The essay does not balance the arguments with considering either the victims' point of view or how the local community can benefit from the work the criminals are required to do under community service.

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## **IELTS Band 5 essay 2**

You should spend about 40 minutes on this task.

Write about the following topic:

***There are many benefits to a good education. Therefore, a university education should be offered to all students, not just students with good high school grades.***

***Do you agree or disagree?***

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

Write at least 250 words.

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Education is often given to the children from their parents *[This is not relevant to the topic and is arguably not true]*. It brought *[can bring]* many advantages to people who have graduated in college such as having a job *[being easier to obtain a job]*.

I agree *[in IELTS Task II, avoid using 'I' – change to something like 'it can be argued that']* that universities *[the question is about a university education, not giving people universities]* should be offered to all the *[delete 'the' – it is students in general, not specific students]* students and not just those who get a good high school grades *['a good high school grade' OR 'good high school grades']*. Education has many benefits to us *[delete this]*, most especially nowadays when we are *[delete this]* applying for a job. Usually, the person that will hire you *['employer']* will be looking at the educational background. Schools should treat students equally, in the sense that they should also give a chance to those students who do not have good grades because I believe *[this is too personal – change to something like 'there is a strong case to say that']* that the students that have low grades are *['can sometimes be']* more successful than those who have high and good *[just choose one of these]* grades.

For example, I was a Medical Technology before I entered in the field of nursing. I had very low grades but the Dean of Nursing give me a chance to shift to nursing students *['become a nursing student']* and so I did transfer to nursing *[delete this – it is redundant]* and had *['scored' or 'obtained' would be better]* good grades. I had finished *[delete this – the past simple is correct, not the past perfect]* the course and graduated then eventually *['course, graduated and then eventually']* became a registered nurse *[this paragraph is too personal – see comments below.]*

In addition, the *[delete this – you are referring generally]* universities could also help our *['the']* country by letting many students have a chance *[this is too informal and would be*

*better as 'the opportunity'*] to enter their school the essay is about allowing entrance to university, not school. By doing so, there will be many professionals and more people will have a chance to work in other countries it is not immediately clear until later in the paragraph how this helps the country that allows students into university. For instance, nurses are very in demand [*'in high demand'*] abroad. Lots of the [*delete 'the'*] nurses go overseas to work for experience and better income. In return they send [*'they may send'*] money to this family [*'their families'*] and with this our economy will improve.

In conclusion, each university should not choose students but they should be equal because everything in the world is equal this is arguably not true and overly dramatic for IELTS and so universities should allow people who have low IQs [*this is a very different argument to whether those with low grades should be allowed to study*] or low grades.

(293 words)

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Comments:

This is a good length. However, the language used to present the writer's opinions is often too informal for a Task II essay. It is important to avoid personal pronouns (I, we, you etc) and emotional expressions. Although the instructions for the Task say that you should 'include relevant examples from your own experience', this should not be presented in such a personal manner.

The essay also needs some balance. The writer has argued why people with good grades should enter university, but have not covered why they should NOT be allowed in. For example, the cost or the motivation to do well at school could have been mentioned.

There are also areas where the grammar is unclear, and the wrong word format is used ('Medical Technology' should be 'Medical Technician').

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### Band 5 essay 3

You should spend about 40 minutes on this task.

Write about the following topic:

***The mark of a successful person is to be wealthy and have a successful career.***

***To what extent do you agree or disagree?***

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

Write at least 250 words.

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Nowadays, both education and experience are regarded as useful for success, two separate clauses cannot be joined with a comma – either a full stop or semi colon ( ; ) some people say that education is much better than experience, while others think that experience is much more useful, thus many people have different ideologies concerning the matter of jobs for younger students. So thus ***[delete 'thus']*** these both ***['both these']*** views will now be discussed.

Firstly, let's speak about ***[this is too conversational for Task II – it needs to be more formal]*** academic education. Almost eighty percent of the ***[delete this]*** people believe that education is needed to pursue a good career avoid using random, unsupported statistics, and thus ***[this linking word is being overused in this essay]*** the result of ***['as a result']*** many youngsters are given academic education, be it at home or school. Education is said to be the source of power; if a person has good ***['a good']*** education and is very literate, then wealth and respect is always ***[this it too strong – it is not always there]*** there for him. 'Knowledge is power', is a very famous quote, it is easily understandable don't use generic quotations in Task II, it means that education and literacy always ***[this is too strong –***

'often'] gives you *[avoid personalisation – change to 'a person']* wealth and respect. So thus *[delete – repetition]* education is very useful and so it promises a very successful life.

Then comes the argument of experience, *[you can't combine two independent clauses with a comma – either use a semi colon or start a new sentence]* again experience is also a very useful thing *[avoid empty language like 'thing' – change to 'quality' or 'tool']*, which is seen and counted *[delete this – it is overly long]* among employers. The jobs which offer the most *[most what? Be specific – money, opportunities, fulfilment]* require, usually, a minimum of at least 4-8 years experience, again, avoid random statistics so thus *[repetition]* many youngsters and teenagers are given the experience of work, so that later on they don't *[avoid abbreviations in Task II – write the full words (do not)]* have trouble in seeking jobs, later *[this has already been said at the beginning of the sentence.]* So normally experience too gives aid for *[this is not commonly used in this context – 'can support']* people who need a job, and makes *['can make']* a good combination with education.

Lastly I would just like to say that *[too informal]* both education and both experience are good and useful in their own way, and our *[are]* not better than each other, they are equally good, and make an extremely useful combination a lot of repetition here.

(281 words)

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Comments:

The word count is good, but the main problem is that the writer has not addressed the topic. The Task required a response about whether success can be measured by having wealth and a good career, but the writer has focused on education and experience. Some sentences also need to be presented in a more formal manner ('First, let's speak about....')

There are errors with punctuation that make the essay difficult to follow at times (such as the first line of the introduction).

The essay also needs more examples to support the points made in the paragraphs.

However, some good vocabulary has been used.

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## IELTS Task 2 writing sample answers Band 6

### Band 6 essay 1

The answer below has been rated purely based on the public IELTS descriptors. Click the word or words in red to see the correction, and scroll to the bottom of the page to read our comments on the report.

You should spend about 40 minutes on this task.

Write about the following topic:

***Education is very important. How can children who are disinterested in study be motivated to learn?***

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

Write at least 250 words.

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Living in the competitive world, better education always ***[this is too strong – it's not always]*** comes with ***['leads to a']*** higher living standard ***['standard of living' is the most common construction]***. How to improve ***['Improving' – how to improve is more of a question form]*** the education in children, especially the one ***[ones]*** who does ***['do']*** not like studying, is a problem for education ***['the education']*** industry in every country ***[this is too strong – it's not every country, but could be 'most countries']***.

When the ***['a']*** child is too young to understand the importance of studying, it is really hard ***[this is too informal – 'particularly difficult']*** to have the motivation. At the ***['an']*** early stage, in junior primary school for example, a little discipline is necessary. Though studing

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*['studying']* like reading and counting maybe not as interesting as watching cartoons, spending some time on these boring *[this is not academic – 'less interesting']* subjects should be compulsory. These measures will give them the ability to enjoy learning activities in coming future *['in the future']*, when they will be *['are likely to be']* more confident to explore the unknown area *['unknown areas']*.

However, to increase the confidence *[it is not clear yet why the paragraph is referring to confidence rather than motivation and interest]* in studying, the most important *['important factor']* is encouragement, especially in senior primary school and secondary school, when the children need to expand their knowledge dramatically. Most of the student *['students']* are disinterested in learning because of lack of confident *['a lack of confidence']*. If an encourage *['encouraging']* environment is provided, they will *['may' – will is too strong]* have fun *['be more entertained' would be more formal]* in studying and enjoy the feeling of achievement, hence will be motivated to learn more. In consequence, a better education level can be expected.

Moreover, academy *['academic study']* does not necessary *[necessarily]* have to be boring *[not a formal word]*, it can be fun. For young children, knowledge can be taught in *['taught using']* cartoons. The Blue Cat series is a successful sample *['example']* in China, which putting 'which' here means that what follows refers to China, not the Black Cat serial is a 'an' educational program enjoyed by many children in China. In order to get better result in *['results from']* children, knowledge can be delivered via children's favourite cartoon characters. For the teenager, the idols in the entertainment industry play a big role *[this sentence and the next could have been combined with 'and as such']*. They should be encouraged to send the correct messages to their fans.

In conclusion, compulsory education is necessary at an early stage of studying, while encourage *['providing an encouraging']* enviroment *['environment']* and teaching in more entertaining ways are extremely important.

(310 words)



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Comments:

At 310 words, this is longer than the ideal range of 260 – 280 words. Although this is not directly a problem, it does give the examiner more chances of finding errors or penalising you for not being sufficiently concise.

There is a mix of different levels of vocabulary where a more formal vocabulary should be used throughout (avoid words like 'boring').

An example is provided to demonstrate the point in the third paragraph (the Blue Cat series) but the writer has not given other examples for the first two paragraphs, and the topic sentence, development and support are not always clear.

The essay often uses dogmatic statements that are not always true and would be better modified slightly ('every county' > 'most countries')

However, the essay is relevant to the topic and the use of linking words is generally accurate and varied.

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## **Band 6 essay 2**

The answer below has been rated purely based on the public IELTS descriptors. Click the word or words in red to see the correction, and scroll to the bottom of the page to read our comments on the report.

You should spend about 40 minutes on this task.

Write about the following topic:

***In some countries, people who commit less serious crimes are made to undertake community service\* instead of a prison sentence. Some people believe that all people who have committed a crime should be sent to prison.***

Do you agree or disagree?

\*compulsory work helping the community, such as decorating public facilities, which they must carry out in their spare time for a given period.

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

Write at least 250 words.

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There is a significant difference between all sorts of crimes; as a consequent ***['consequence']***, there should be a variety ***['variation']*** in punishment system ***['options' – they are not really systems]***.

Firstly ***[although this is not wrong, it would be more academic to use words like 'Primarily']***, there are various ***[the root word (variety/variation) has already been used in the introduction – show a range of vocabulary with something like 'a number of']*** reasons behind committing a crime; furthermore ***[what follows is clarification of the same idea, so 'to illustrate' suits better]***, we have to ***[avoid 'we' – 'it is important to']*** distinguish between a criminal killer ***[change this to 'a murderer']*** and poor ***['a poor']*** man who stole in order to survive. That is, temptations which urge a person to do something illegal are numerous; therefore, criminals should be treated according to their specific cases.

Secondly ***[not wrong, but would be better as 'In addition']***, those who have committed less serious crimes should not be mixed with those who did less ***['more']*** serious crimes. Simply because ***[delete these words]*** the reason is that this mixture can lead to other worst ***['worse']*** problems which should be avoided. For instance, those who caused less serious

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problems have the potential to be *['become']* skilled criminals if they are put in prison together with others, as they will have the opportunity to criminal *['acquire criminal']* skills.

Thirdly *[not wrong, but would be better as 'Another point to consider is that']*, it is a good idea to take benefit from this kind of people by involving them in community *['the community']* in order to undertake some services. This can be regarded as part of punishment *['their punishment']* and is far better than sending them directly to prison as the society they are in can benefit from work they perform during their sentence.

To sum up, People *[no need for a capital 'P']* have different reasons why they commit a crime; also there are ranks of crimes. In addition *[this needs to be followed by a comma]* undertaking community service as an example of punishment for less serious criminals is a very good step which must be taken seriously. Furthermore, it's cruel *[this isn't academic – 'unjust']* that all people who have committed differing crimes are punished equally by putting them in prison.

(259 words)

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Comments:

The essay uses simple linking words (first, second third), rather than the more academic options of 'Primarily' and 'In addition'.

The writer has touched on some ideas, but they are not fully developed. For example, in the first body paragraph, the writer states that there are different motives for criminal actions but then doesn't relate this to community service, only that criminals should be treated according to their actions. Paragraphs need to specifically tie in with the question.

A Task II conclusion should be the writer's final statement on the matter, not simply a restatement of earlier points – there should be a recommendation or a speculation.

However, the writer does use some good vocabulary and some accurate grammar, although a higher score would be awarded for more academic structures such as relative clauses (sentences that add extra information with who, that or which).

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### **Band 6 essay 3**

The answer below has been rated purely based on the public IELTS descriptors. Click the word or words in red to see the correction, and scroll to the bottom of the page to read our comments on the report.

You should spend about 40 minutes on this task.

Write about the following topic:

***International air travel has a negative impact upon the environment and should therefore be restricted.***

***Do you agree or disagree?***

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

Write at least 250 words.

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It is reasonable to argue that flying by plane [***'aeroplane/airplane' – 'plane' is an abbreviation***] has negatively affected the air quality. Despite this, the minimizing of plane services is not possible [***it is possible – better would be 'advisable'***] and there are many reasons to justify this point of view.

Primary of all [***Just write 'Primarily'***], people have enjoyed the convenience of flying by plane which includes flexible itinries [***'itineraries'***], a variety of destinations, time saving and

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to some *['for some people,']* cheap tickets. Thus, it is out of the question *[this is too strong – 'unlikely' would suit better]* for many that people would consider other eco-friendly alternatives. In addition, for many flying by plane is the only solution to travel for *[Separate these two into their own sentences – '...travel. For...' or '...travel; for...']* example, many immigrants travel overseas to visit their families each year.

Also, one reason that makes it hard *['challenging' would be more academic]* to limit the number of airplane flights is that individuals have made their choice when they choose flying instead of other travelling viable alternatives such as trains. Although it has scientifically been proved *['proven']* that aeroplanes are the most significant polluters because of the release of carbon dioxide in the atmosphere *['atmosphere']* and the negative *['negative']* effect it has on the ozone layer, people starting from presidents *['a wide range of people' would be clearer]* use the *[delete 'the']* air travel mercilessly *['frequently']*. To illustrate *[the statement that follows does not illustrate the point about a wide range of people using air travel]*, travelling by plane domestically should be reduced whenever possible.

Admittedly, it *['there']* is a point to be made in support of opinion *['the opinion']* that air travelling *['air travel' or 'travelling by air']* should be restricted by raising the prices of tickets because this would encourage people to travel less; however, this would exempt just *['only reduce']* certain segments of society from travelling by plane.

In brief, there are serious problems connected with air travelling such as release *['the release']* of carbon dioxide and the damage of ozone *['to the ozone']* layer. In the meantime, there are many commodities *[this isn't clear – what commodities?]* offered by airplane services to individuals, therefore chances to limit the use of planes are rare now and are likely to continue to be rare *[change this to 'continue to be so' to avoid repetition]* in the future.

(290 words)

Comments:

The main problem here is that the writer's organisation is not clear. It seems that there is no clear point of view apart from the introduction, and the topics of the paragraphs are not addressing of whether air travel should be restricted but whether it can be restricted.

There are some good examples of vocabulary and grammar, but also some instances where the spelling is incorrect or language used is not sufficiently formal for a Task II essay ('use the air travel mercilessly' for example).

The introduction, however, is good.

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## IELTS Task 2 writing sample answers Band 7

### Band 7 essay 1

The answer below has been rated purely based on the public IELTS descriptors. Click the word or words in red to see the correction, and scroll to the bottom of the page to read our comments on the report.

You should spend about 40 minutes on this task.

Write about the following topic:

***The mark of a successful person is to be wealthy and have a successful career.***

***To what extent do you agree or disagree?***

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

Write at least 250 words.

Many people argue that success in life is related to being rich and having a successful career *[this is taken directly from the title – it is important to paraphrase]*. However, in my opinion *[this would be better phrased as ‘it could be argued that’]*, there are several other factors that have to be considered, as I will now explain *[‘as will now be explained’ is more academic]*.

Primarily, the definition of success can be extremely controversial. There can be as many types of success in life *[this is a repeat of the opening phrase used in the introduction]* as there are people. For example, the meaning of success for some people living in the countryside might be vastly different from these *[‘those’]* living in the big *[‘major’ would be more academic]* cities. In general, people in the countryside thrive for *[‘thrive on’ or ‘strive for’]* social respect, *[no need for a comma here]* and family values rather than monetary accounts *[this isn’t clear – it could be ‘monetary gain’]*. They seem to be happier when they feel respected by their relatives, or their ideas *[‘opinions’ suits better]* are considered highly among their community.

Moreover, a considerable portion *[‘proportion’]* of people find their satisfaction in good education. They have eagerness *[‘an eagerness’]* to learn and gain more knowledge. They believe *[these sentences could be combined – ‘...knowledge, believing’]* that knowledge *[use a reference word to avoid repetition – ‘this’]* is power and a way to lighten their minds and lives. To illustrate, many scientists have devoted their lives in *[‘to’]* research to make a discovery or an invention, and even though *[‘though’]* these people did *[‘may’]* not have luxurious lives, not many can argue that they were not successful.

Furthermore, in many cases, we judge others *[‘people are judged’ – avoid using we]* by their outside appearance; that they are successful because they own, for example, a big *[‘large’ is a little more academic]* house, an expensive car, or a good business. But *[‘However,’]* owning these items would not always make them feel successful unless for instant *[‘instance’]*, their family life is stable, their health is in good shape, or they really feel satisfied with what they have.

To conclude, I believe that there are many factors that should be taken into account besides wealth and successful career *[this is directly from the title]* before judging that *['whether']* a person is really successful in his life.

(291 words)

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Comments:

Although certain phrases could have been more academically expressed, this is a well presented response to the task and is laid out in logical paragraphs.

Avoiding the use of the personal pronoun 'I' would make the essay more academic, as well as upgrading some of the vocabulary (e.g. 'big cities' could be expressed as 'larger urban areas').

Linking words could also be improved, especially avoiding beginning a sentence with 'But'.

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## **Band 7 essay 2**

The answer below has been rated purely based on the public IELTS descriptors. Click the word or words in red to see the correction, and scroll to the bottom of the page to read our comments on the report.

You should spend about 40 minutes on this task.

Write about the following topic:

***In some countries, people who commit less serious crimes are made to undertake community service\* instead of a prison sentence. Some people believe that all people who have committed a crime should be sent to prison.***

***Do you agree or disagree?***



***\*compulsory work helping the community, such as decorating public facilities, which they must carry out in their spare time for a given period.***

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

Write at least 250 words.

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Many individuals think that the best way to punish those who get engaged in ***['engage in']*** any kind of crime should be to sent ***['send']*** them to jail ***['prison' – prison and jail have a different purpose]***. I totally disagree ***[try to avoid using personal pronouns – this could be 'However, there is a far stronger argument to be made against this']*** and the following essay will explain why.

Unless murder is concerned ***['the crime involves murder']*** or equally heinous acts, people who commit more minor crimes should be given another chance to correct their behaviour. Isolating a person in the jail ***['prison']*** seems to solve the problem but to ***['for']*** some there are better solutions to make criminals think critically about their actions, such as assigning them to complete community hours ***['assigning community hours for them to complete']***.

Another point to be considered before sending a person to prison, specifically teenagers, is to evaluate the level of crime. There are a considerable number of delinquents that get engaged ***['become involved']*** in anti-social behaviour; for example ***[this needs to be followed by a comma]*** fighting and shoplifting amongst youngsters is something common to be seen ***['has become common']***. However, bringing these people to prison most likely would not benefit to ***[delete this]*** improve their behaviour but ***[change this to 'as much as the']*** inclusion of youth counsellors would ***['which could']*** be considered a great deal of help.

Admittedly, a point that could be made in support of the opinion that criminals should be sent to prison is that these people ***[needs to be followed by a comma]*** while suffering the

*['serving their']* sentence in jail *[delete 'in jail']* and being deprived from many privileges would better think to *['think better of']* commit *['committing']* a crime for a second time; however, the life experiences has shown *['the statistics show']* that a person causes crime again *['many criminals reoffend']* and ends up in jail *['is returned to prison']* more than once.

To conclude, it is better for people who commit crimes such as theft or similar to be addressed *['required']* to work in the community during their free time. By doing so the individuals work would serve a good purpose and the government would have to spend less on jails *['imprisoning those who break the law']*.

(274 words)

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Comments:

There are some clear strengths to this essay – the writer directly answers the question, the paragraphing is clear and the final body paragraph (the concession paragraph) is well argued.

However, there are a few issues with the choice and range of vocabulary (e.g. 'Jail' where 'prison' would have been more appropriate).

There are also a few errors in grammar ('should be to sent them..'). There are also some sections where the writing could have been more academic ('ended up in jail').

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**Band 7 essay 3**

The answer below has been rated purely based on the public IELTS descriptors. Click the word or words in red to see the correction, and scroll to the bottom of the page to read our comments on the report.

You should spend about 40 minutes on this task.

Write about the following topic:

***Some people believe that children spend too much time watching television or playing computer games. They feel that this time could be used more productively.***

***Do you agree? How do you think children should spend their free time?***

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

Write at least 250 words.

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Given the current situation ***[this needs to be more clearly explained or removed – what current situation? Better to start ‘Given the advent of new technologies...’]*** and the advent of new technologies and means of entertainment being available easily, children tend to overdo or get engrossed with ***[‘get engrossed in and subsequently overdo’]*** activities that suit them the best. However, the other point of view can also be argued.

In the present scenario of a ***[‘an’]*** urban life style ***[‘lifestyle’]*** where both member ***[‘members’]*** of the family are often working long hours to cope up with the ***[‘meet their’]*** financial commitments. In this situation, a child who is happy to spent ***[‘spend’]*** time watching television or playing on a computer leaves the busy parent with more free time, and therefore can ease the angriness ***[‘tension’]*** would be more academic that may otherwise develop.

In addition, children always ***[this is too strong – ‘can’]*** learn useful skills, especially with regards computer use. As information technology is increasingly ***[‘increasingly’]*** important in our daily lives and professional lives, the ability to operate digital devices with easily

*['ease']* is increasingly important and as such is a skill best learned at young *['at a young']* age.

However, there is arguable *['it is arguable']* that the child will not develop important social skills, as well as having a horrible *['too informal for IELTS – 'poor']* effect on their health, as they spend increasing amounts of time inside. Yet this can be destroyed *['negated']* somewhat by parents setting time limits on using *['usage']*, and encouraging children to spend at least some time outside in more energetic pursuits or errands.

To conclude *['this needs to be followed by a comma']* it is in our *['too personal – you could say 'the parents' hands']* in directing children's to the right areas than having to let them choose and criticise them for their actions. Although technology can potentially be overused, it also has a useful place in the developed and entertained *['development and entertainment']* of young people.

(260 words)

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Comments:

This essay is well structured and well presented with a good range of grammar.

However, some of the vocabulary could be more academically presented ('a horrible effect on health').

There are repeated errors with the word family used (developed instead of development).

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## IELTS Task 2 writing sample answers Band 8

### Band 8 essay 1

The answer below has been rated purely based on the public IELTS descriptors. Click the word or words in red to see the correction, and scroll to the bottom of the page to read our comments on the report.

You should spend about 40 minutes on this task.

Write about the following topic:

**Education is very important. How can children who are disinterested in study be motivated to learn?**

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

Write at least 250 words.

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There is a significant number of young students who are not motivated enough in their school studies; however, there are many ways which contribute in 'to' making school subjects likeable; a comma here, not a semi colon as the following essay will explain.

First of all [*Primarily would be more academic*], it is reasonable to argue that it is teacher's [*a teacher's' or 'teachers'*] responsibility to enhance children's strongest skills; start a new sentence here Moreover [*For example,*] evaluating and praising students for their [*their'*] good work or effort could benefit in building their [*their'*] self-esteem and become [*helping them become'*] more interested in school. A teacher who knows that a particular child might not be as good in math, but very talented in drawing could allow the child to post his drawings on the wall. This could encourage him to help other children as well. [*This point needs to be developed more – how can it encourage him to help other children? ]*

Another point that could be considered is that, depending on the age of children, school and study should be represented as an interpretation of learning and play; Full stop here For instance, young children who are less interested in studies are likely to be more interested in playing. In that way, play would help to impart academic information on those children in unnotable way [*games could be used to discreetly impart academic information'*].

Finally, an additional factor in helping some students to be more interested in their studies is teachers. Educators who have not [*do not have*] sufficient knowledge about the subject they teach are not likely to encourage those children. It is a fact [*generally accepted* – *it's not a fact*] that an energetic teacher who possesses enough talent will [*can*] make teaching fun and desirable for most students.

In brief, the three reasons represented above could help greatly in drawing some children's attention into studying school subjects. Recognising [*Recognising*] children's best quality [*qualities*], enhancing and giving incentives for their contribution in class as well as having professional teachers, could benefit enormously children's interest in school.

(272 words)

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Comments:

There are some spelling errors that have affected the vocabulary level of the essay, but in general it is well written with good paragraphs each with a clear and relevant point. There are some good examples of more advanced sentence structures.

Despite some errors with punctuation (particularly semi-colons), the organisation and presentation are well managed

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## Band 8 essay 2

The answer below has been rated purely based on the public IELTS descriptors. Click the word or words in red to see the correction, and scroll to the bottom of the page to read our comments on the report.

You should spend about 40 minutes on this task.

Write about the following topic:

**An increasing number of families have computers at home.**

**What are the advantages and disadvantages of internet access for minors?**

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

Write at least 250 words.

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Although there are a number of disadvantages in relation to the usage of internet *[‘internet usage’]* by youngsters, the positive effects are outweighed by the negatives, as will be discussed below.

Primarily, access to internet in the comfort of home is likely to be a factor that leads to the increase of knowledge in a variety of fields. Not only is scheduling homework *[this is a little unclear – families don’t schedule homework]* made easier in the case of families owning a computer with internet access, but, in addition, there is no *[‘is almost no’]* field where the proper information is not available online; *[This sentence is getting overly long – start a new sentence here]* in some cases, the way it is presented is even more appealing to a youngster. To illustrate, many websites are interactive, *[replace the comma with ‘and’]* brightly coloured, offering the youngster a multitude of ways of learning. Moreover, knowledge of how to use the internet effectively is fast becoming an essential skill throughout *[throughout what? the world? life? This needs a little more development]*, so is best learned early.

There are reasons to suggest there are also disadvantages to online access, in particular if it is facilitated within a known environment *[this isn’t clear – if it’s a known environment, why is it a disadvantage?]* It could be argued that youngsters are less prone to engage in face-to-face social activities, as a result of spending too much time indoors.

However, a number of solutions could be proposed to limit the negative effects of the internet access; *[change this to ‘such as’ or similar]* the use of software that registers or

limits the availability of certain types of websites is often recommended. Furthermore, the amount of time spent indoors could be easily limited [*easily be limited*] by parents.

In brief, provided there is an adequate control on the part of the children's [*of children by*] older relatives, in relation to the amount of time spent online and the content accessed, the technology in question is not only beneficial, but also necessary, and it allows the youngsters to broaden their education and perspectives.

(289 words)

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Comments:

In the second body paragraph, the argument isn't very clear with regards being 'facilitated within a known environment', but in general the response is well constructed and supported.

There are some errors with using the article and the word 'internet' ('access to internet') and also some areas where the vocabulary is either missing or inappropriate ('youngsters are less to engage'). However, there are some academically constructed complex sentences.

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### **Band 8 essay 3**

The answer below has been rated purely based on the public IELTS descriptors. Click the word or words in red to see the correction, and scroll to the bottom of the page to read our comments on the report.

You should spend about 40 minutes on this task.

Write about the following topic:



**Should arts-related entertainment venues such as museums and art galleries be free of charge for the general public, or should a charge apply for admittance?**

**Discuss this issue, and give your opinion.**

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

Write at least 250 words.

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This essay presents a discussion about art galleries and related entertainment and whether it is fair to charge a fee or not get access to *['to access' is more formal]* them, followed by a personal opinion.

A charge should apply *['be applied']* in order to get access to some forms of art entertainment this needs to be followed by a comma for instance a presentation of foreign arts and crafts. This incurs a cost to bring and present them in your *['the exhibitors']* own country so a fee must be charged to finance the expenses of bringing different type of cultures to another country. For example, an exposition of ancient Egyptian jewellery in the United States generates a cost for Egypt for transport *['transporting']* these various items and an expense to the United States museum who will be displaying them.

On the other hand, heritage collections and cultural festivals should allow of *[delete this]* free access to the general public in their own country for they represent the history of their own people and this promotes a better understanding of the true meanings of a particular national culture. For example *['For instance' – for example has already been used]*, national museums where important documents are stored which represent the foundations of the actual political and legal system of a country or ancient crafts which depict our predecessors *['predecessors' – needs the plural apostrophe at the end of the word]* way of life.

My personal opinion is that a charge or fee for admittance should be applied when foreign collections or artistic presentations are shown. Also, it can be applied to national museums

and galleries but only if the money gathered is reinvested in the preservation of such institutions or the promotion of similar places.

(252 words)

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Comments:

The argument is clearly presented and gives two good points before moving to the personal point of view. There are some issues with punctuation, but a wide range of vocabulary and grammar have been used, and the length is appropriate for the task.

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