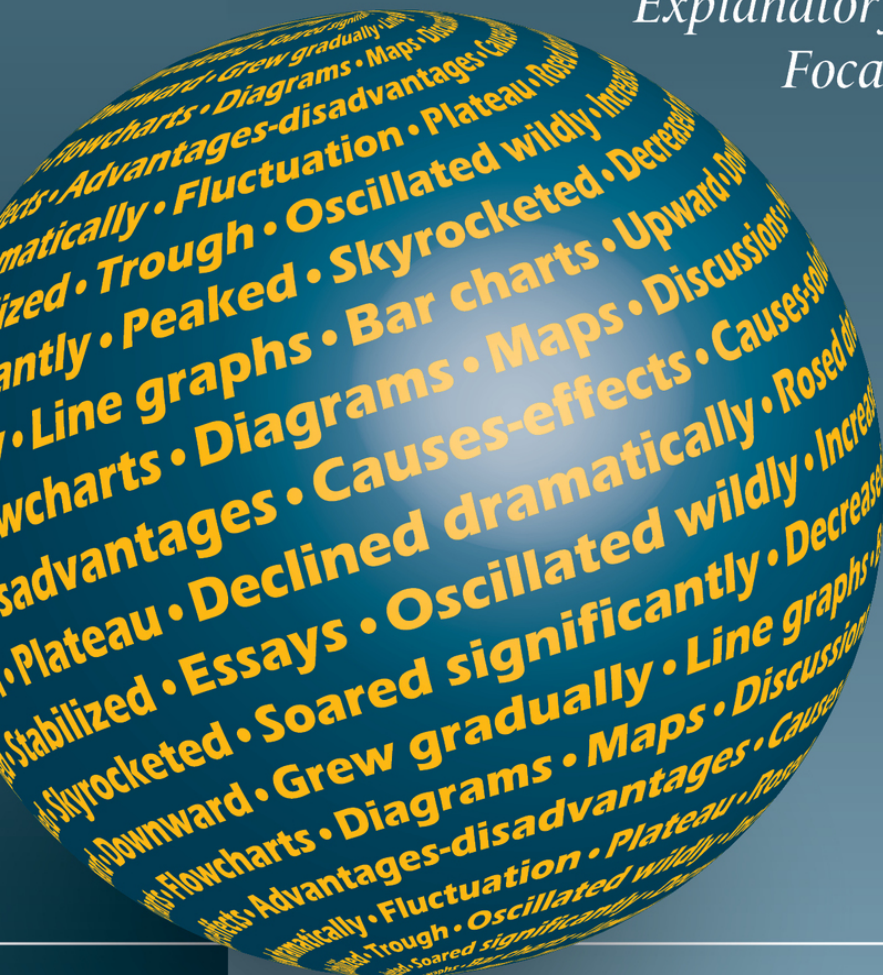


# IELTS



## *Focal grammar points*

## Examples



By: Arghavan Ghajar

# **The Easy Way to IELTS Writing**

**Academic module**

**by:  
Arghavan Ghajar**

## *About the author*

*Arghavan Ghajar is a passionate, resourceful, and innovative IELTS teacher whose profession has been evolving around teaching this specific course for the past 12 years. She is an award-winner English teacher for best IELTS instructions in Vancouver, Canada, where she currently resides.*

*For everyday tips on the IELTS test, follow Arghavan on Instagram @:*

*THE.EASY.WAY.TO.IELTS*

*All the trends, graphs, charts, tables, diagrams, maps, their corresponding writing samples, and all essays are created by Arghavan Ghajar in this reference book and are subject to copyright.*

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## Introduction

“The easy way to IELTS writing” is a reference book mainly designed to target the notorious challenges in the IELTS writing test. IELTS stands for International English Language Testing System, a language proficiency test required by all universities and colleges worldwide. For most IELTS candidates, writing is by far the most formidable section to tackle. The main reason for this is that the IELTS writing test requires specific academic structures and approaches with which many candidates are not familiar.

This reference book focuses on both IELTS writing tasks and aims to help higher-achiever candidates master their writing skills and feel confident to write about any topic and stand out with triumph through practical and comprehensive sample writings and examples.

“The easy way to IELTS writing” is the result of 20 years of devotion to teaching ESL and IELTS preparation courses. This compilation of knowledge and experience originates from an extensive focus on developing a well-built curriculum based on a great deal of research conducted on standard IELTS books and test requirements. This IELTS curriculum has helped many brilliant students improve their IELTS writing skills and achieve high overall scores for over a decade.

Writing is renowned for being a challenging skill to advance for many IELTS candidates; however, following impactful instructions provided in this book will equip them for the exam, qualifying them to further their academic goals at highly reputable educational institutes internationally.

Adhering to the test requirements, writing tools, tips, and techniques taught in-depth through sample writings in this book will undoubtedly support diligent and ambitious candidates to obtain their dream IELTS writing scores. Not being familiar with the required structures, organization, and paragraphing are only a few primary reasons preventing IELTS candidates from achieving the writing scores they deserve.

This book walks you through a smooth path to get acquainted with various practical methods to approach different types of questions for task 1 and task 2 in the IELTS test. Pivotal grammatical points and lexis you need to focus on to reach your goals are all addressed in this book through simple

examples and sample writings, all created by myself. This book will prepare you to communicate your thoughts in the written word with confidence.

“The easy way to IELTS writing” is a token of my appreciation to all supportive individuals who have encouraged me to push my boundaries to attain higher objectives. I hope my efforts would shed light on the path for those who are determined to learn and practice how to write flawlessly for the IELTS test.

Prosperity is the definite outcome of perspiration.

*With warmest regards,*

*Arghavan Ghajar*



## The IELTS Test

**IELTS** stands for **International English Language Testing System** used globally for various purposes. The test evaluates candidates' English proficiency level regarding the receptive skills of reading and listening and the productive skills of speaking and writing. There are two modules in the IELTS test: Academic and general. The listening and speaking parts are identical for both modules; however, reading and writing portray the two modules' main differences. This book focuses on the writing skill for the academic module. In this module, the writing section consists of two tasks: task 1 is a short report on a graph or a diagram of some kind, and task 2 is an essay. This reference book reviews both tasks and their requirements.

# Writing Task 1

## Differences between academic and general modules

As mentioned above, one of the main differences between the “Academic” and the “General module” of the IELTS test falls on writing, especially task 1. In the “Academic module,” candidates require to write a short report on a line graph, a bar chart, a table, a pie chart, a diagram, a flowchart, or a map for task 1, while in the “General module,” candidates write a letter, which can be formal, semi-formal, or informal.

## The academic module

In the academic module, candidates need to develop a minimum 150-word report on graphs, charts, diagrams, or maps, and there is no upper word limit. I have categorized them under three different groups based on their similarities in organizing the given information and the range of required language and focal grammar. This categorization makes them easy to comprehend. Following the defined structures based on the IELTS writing band descriptors, which will be explained shortly, gives birth to the ultimate organization and coherence, leading to clarity in transitioning numbers, figures, and trends into written language.

This task will assess candidates’ ability to describe the main features of a chart, a graph, or a diagram in a comparative and or descriptive style using specific vocabulary. Task 1 comprises around 35% of the overall writing score, and as it is a short writing, it takes up approximately 20 minutes of the total 1-hour writing time.

## Task 1 categorization

The **three groups** of academic writing tasks go as follows:

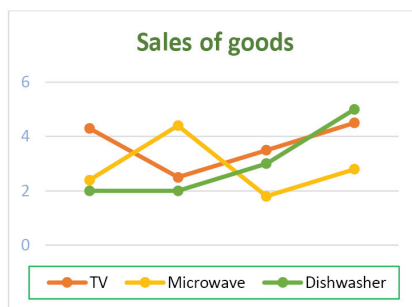
1. Line graphs, bar charts, pie charts, and tables
2. Diagrams and flowcharts
3. Maps

**In the following pages, there are some samples for each category focusing on their major and specific features. Note that these designed samples are quite simple as my main intention for creating them is to show how to structure and organize them. They also show how to use the required language in describing trends and figures effectively. However, candidates may face more detailed tasks on the official IELTS test, but this should not impact paragraphing or any other writing aspects.**

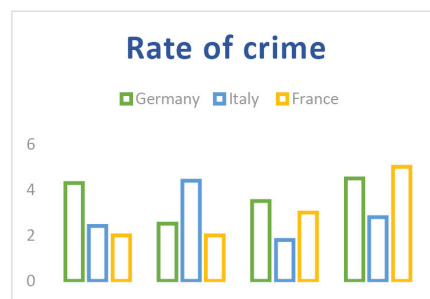
## **Line graphs, bar charts, pie charts, and tables**

As depicted below, in a line graph, trends are shown using lines, and in a bar chart, trends are compared using bars. In a pie chart, trends are given in percentages, while in a table, trends are the given numbers for each category. As mentioned earlier, these four possible questions for writing task 1 share quite a lot of similarities. Consequently, we take corresponding steps in describing them. Among these categories, “line graphs” are the easiest to describe as upward and downward trends with their fluctuations, and plateaus are clearly shown using lines.

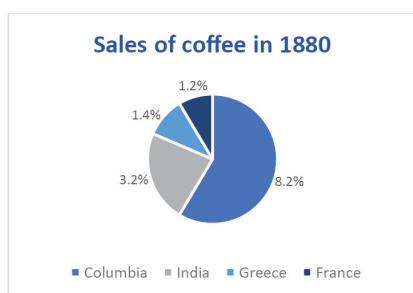
However, these trends and their changes are more subtle in bar charts, tables, and pie charts, where changes in trends are shown differently.



Line graph



Bar chart



Pie chart

schools	France	Italy	England
	private	236	550
public	269	352	155

Table

## Understanding trends

In writing task 1, it is crucial to understand trends and figures and how they change over a period to describe them using specific lexis for a high band score regarding vocabulary. The following pages focus on different trends, possible movements, and essential vocabulary in describing them.

### Upward trends

Upward movements show an increase in a number, a rate, or a percentage in a specific timeline. There is a wide diversity of nouns, verbs, and phrases to describe these trends.



### Nouns to describe upward trends:

**An increase/a rise/a growth/a raise/a climb/an upward movement/a surge**

### Verbs and phrases to describe upward trends:

**Increase(d)/rise(rose)/\* was raised/Go (went) up/grow (grew)/has (had) a growth/climb(ed)/surge(d)/(sky) rocket(ed)/soar(ed)**

---

**\* Note that the verb “raise” is used in the passive voice in task 1.**

---

**For example**

1. The figure has had an increase of approximately 10% since 2012.
2. The interest rate was raised by 2% over the decade.

## Downward trends

Downward movements indicate a decline in a number or figure. There is a list of words to describe these trends.



## Nouns to describe downward trends:

A decline/a fall/a drop/a decrease/a downward movement/a reduction/a dip/a half

## Verbs and phrases to describe downward trends:

Decline(d)/fall (fell)/drop(ped)/decrease(d)/had a downward movement/plummet(ed)/go (went) down/\* was reduced/plunge(d)/dip(ped)/halve(d)

---

\* Note that the verb “**reduce**” is used in the passive voice in task 1.

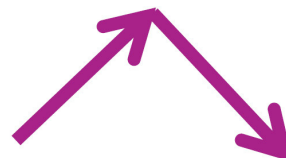
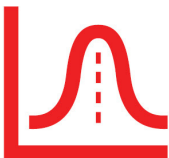
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## For example

1. The crime rate was reduced by 5% over the period.
2. The number of cars declined sharply to just above 20% in 2008.

## Peak/the highest point

Some trends show how a number or percentage reaches the highest point over a period; these points are known as peaks. There is a variety of options when it comes to describing them.



## Nouns, verbs, and phrases to describe a peak:

A peak/peak(ed)/reach(ed) a peak/reach(ed) the highest point/climb(ed) to a peak/come(came) first/had a peak/went up to a peak

### For example

1. The figure reached its highest point with 64% in 2000.
2. The number of married couples peaked at 78000 in 1980.

## Period of stability

A period of stability happens when there is no change in a figure or amount over a period. Using a variety of words and phrases would help avoid repetition.



## Nouns, verbs, and phrases to describe a period of stability:

A period of stability/a period of no changes/It did not change. /stabilize(d)/reach(ed) a period of stability/It did not move. /It shows/(ed) stability. /It remain(ed) stable. /remain(ed) steady /maintain(ed) the same level

### For example

1. The trend witnessed a period of stability until 1996.
2. The number of people traveling by car maintained the same level at 200 million from 1998 to 2002.

## Trough/the lowest point

A trough happens when a number, an amount, or a trend goes down to reach its lowest point.



## Nouns, verbs, and phrases to describe a trough:

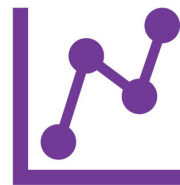
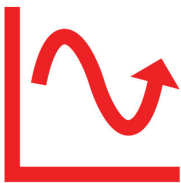
**A trough/the lowest point/It hit the lowest point. /It reached a trough.**

**For example**

1. The figure had a sharp fall to hit the lowest point, with 32% in 1879.
2. The trend for overseas students reached a trough in 2010.

## **Fluctuation**

Whenever a number or a figure keeps changing and goes up and down, it fluctuates.



**Nouns, verbs, and phrases to describe a fluctuation:**

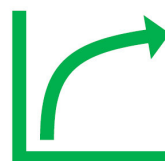
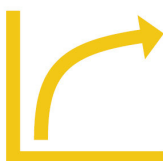
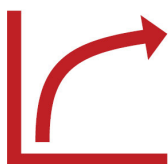
**A fluctuation/a variation/fluctuate(d)/vary (varied)/It showed changes. /change(d)/It was unstable. /It had a period of instability. /oscillate(d)/oscillation(s)**

**For example**

1. The interest rate oscillated wildly over the given period.
2. The trend for college graduates fluctuated marginally for the past three years.

## **Plateau**

Plateaus occur when a number stops going up or down and stabilizes for a while. There are some ways to describe these movements.



**Nouns, verbs, and phrases to describe a plateau:**

**A plateau/Plateau(ed)/reached a plateau/levelled off/levelled out/flatten(ed) out**

**For example**

1. The figure reached a plateau before going down considerably in 2000.
2. The amount of electricity consumption leveled out at around 35% at the end of the period.

## **Adjectives and adverbs in describing trends**

In writing task 1, using **adjectives and adverbs** in describing trends plays a fundamental role.

Generally speaking, we use adjectives to define nouns more clearly. For example, “a shirt” is just a noun and does not give us any specific information about it; however, by adding an adjective, we create a clearer image of the shirt as in “a floral shirt.” In comparison, adverbs define verbs more precisely. For instance, the verb “speak” merely shows a function. However, by adding an adverb, we define it more specifically as in “speak fluently.” The same rule is applicable while describing trends in a chart or a graph, making it easy to understand them. There are two categories of adjectives and adverbs to describe trends:

1. Adjectives and adverbs to describe the speed of a trend’s movement
2. Adjectives and adverbs to describe the degree of a trend’s movement

The most commonly used adjectives and adverbs in IELTS writing task 1 are as follows:

<b>Adjectives &amp; adverbs describing the speed</b>	<b>Adjectives &amp; adverbs describing the degree</b>
quick/quickly	huge/hugely
prompt/promptly	enormous/enormously
steep/steeply	significant/significantly



sudden/suddenly	noticeable/noticeably
swift/swiftly	considerable/considerably
abrupt/abruptly	marked/markedly
unexpected/unexpectedly	remarkable/remarkably
rapid/rapidly	dramatic/dramatically
sharp/sharply	drastic/drastically
wild/wildly	substantial/substantially
slow/slowly	moderate/moderately
steady/steadily	modest/modestly
consistent/consistently	slight/slightly
constant/constantly	minimal/minimally
gradual/gradually	marginal/marginally

## Noun and Verb Phrases

In addition to all the nouns, verbs, adjectives, and adverbs discussed so far, it is strongly recommended to use phrases in describing trends. These phrases are also known as “[noun phrases](#)” and “[verb phrases](#).” Both phrases are practical in writing task 1 as they provide precise descriptions regarding trends’ degree or speed of change. Moreover, these phrases add more variety to structures used in writing and help avoid repetition. Adding an adjective to a noun, a “noun phrase” is formed, while adding an adverb to a verb, a “[verb phrase](#)” is structured. Selecting an adjective or adverb depends on the main features of the trend. For instance, sometimes the degree of a change seems more important than how fast a trend changes. On other occasions, the way a trend changes or how fast it changes is highlighted.

### Noun phrases

A choice of an adjective that describes either the speed or the degree of a trend and adding it to an appropriate noun forms the so-called “[noun phrase](#)”.

<b>A/an + Adjective + Singular noun</b>
<b>Adjective + Plural noun</b>

### For example

1. There was a slight decline in the number of overseas students over the period.
2. The trend had a dramatic rise to 56% in the year 2003.
3. The figure showed minor fluctuations between 2008 and 2012.
4. The number of cars witnessed an enormous increase in 1980.

### Common noun phrases:

**A dramatic fall/a minor variation/a significant rise/a steady increase/a gradual growth/a constant decline/a major reduction/a huge decrease/a minor variation/a wild fluctuation**

### Verb phrases

Adding an adverb to a verb, which describes a trend, could be considered a useful structure, known as a “**verb phrase** .”

<b>Verb + Adverb/Adverb + Verb</b>
------------------------------------

### For example

- The rate of crime went up gradually in 2015.
- The number of bike lanes considerably increased in the following year.
- The figure for car theft suddenly surged in 1987.
- The proportion spent on food increased noticeably a decade later.

### Common verb phrases:

**Fell significantly/moderately dropped/rose minimally/increased slowly/rapidly declined/marginally decreased /varied modestly/fluctuated slightly/steadily grew/declined drastically**

---

**In most cases, noun and verb phrases describe upward and downward trends. Other trends do not require adjectives or adverbs much as they are clear on their own. For example, a peak,**

**a plateau, a period of stability, or a trough may occasionally require an adjective or an adverb for more clarity.**

---

## **Number and Amount**

In writing task 1, candidates must describe numbers and amounts of different kinds, such as percentages, proportions, numbers, and rates. Understanding their differences helps with smoother descriptions. Numbers, amounts, and percentages generally describe actual quantities of either things or people.

“**The number of...**” is used for countable plural nouns, such as cars, people, books, etc.

### **For example**

- The number of bike users in the city center rose moderately.
- The number of households with two cars declined gradually over five years.
- The number of children with obesity had a dramatic rise in 2003.

In the three examples above, “bike users,” “households,” and “children” are countable plural nouns, so “the number of” is used as a quantifier.

On the other hand, “**The amount of ...**” is used to address uncountable nouns, such as rice, oil, gas, food, energy, time, money, etc.

### **For example**

- The amount of energy produced rose significantly in 2009.
- There was a marginal decline of 1% in the amount of rice consumed over the past decade.
- The amount of time spent on computers did not change over the period.

In these sentences, “energy,” “rice,” and “time” are uncountable nouns, so “the amount of” is used as a quantifier.

---

**Note that the article “the” and the preposition “of” are always used with “amount” and “number.” However, if an adjective defines them more precisely, the definite article “the” changes to**

indefinite articles, “ an or a ” depending on the adjective’s initial letter that follows them.

---

### For example

- **The** amount of sugar vs. a large amount of sugar
- **The** number of stores vs. a significant number of stores
- **The** amount of food vs. an enormous amount of food

---

However, like many other aspects of grammar in English, there are some exceptions: If the “adjective” used before “amount” and “number” is one of the following words, the “definite article” does not change .

---

**Adjectives:** total/average/same/greatest/largest/maximum/minimum

### For example

- The total number of students fluctuated marginally.
- The average amount of sugar consumption increased slightly in the UK.
- The figure reached the maximum amount of annual production, with 44%.

---

Although an adjective defines “number/amount,” the definite article “the” has remained unchanged in all these examples.

---

## Percent, percentage, proportion, and rate

“The percentage” shows how a quantity is measured on a scale from 1 to 100 as in “a high/low percentage.” However, “percent” refers to a specific amount on this scale as in “35%.” Similarly, “the proportion” gauges a quantity in a general way that is not necessarily on a 1-100 scale as in “a large/small proportion.” On the other hand, “the rate” calculates the frequency as in “the crime rate.” In other words, percentage, proportion, and rate all describe quantities as part of a total.

### For example

- The percentage of families with two children has risen since 1970. (general information)
- There was a fluctuation in the percentage of students' weekly attendance in August. (general information)
- 38% of young adults prefer to be self-employed. (specific information)
- 23% of single parents did not have a job. (specific information)
- The highest proportion of the population received extended health benefits in 2010. (general information)
- The proportion of expenditure on housing had a minimal decline in 2005. (general information)
- Unemployment rates peaked at 32 million in Scotland in 1990. (specific information)
- The rate of crime was reduced over the period. (general information)

---

**As shown in the above examples, “percentage,” “proportion,” and “rate” are accompanied by the definite article “the” and the preposition “of” in most cases. However, if an adjective defines these words, “the” changes to “a/an” accordingly. This feature is quite similar to what was described previously regarding “the number of” and “the amount of.”**

---

### **For example**

- **The percentage** of female employees vs. **a high percentage** of female employees
- **The proportion** of imported goods vs. **an enormous proportion** of imported goods

### **Approximation**

It is crucial to use approximation vocabulary if the numbers and figures we describe are not exact. For instance, if the figure is “39%”, we can round it up using the vocabulary of approximation and describe it as “almost 40%”, or in case the figure on the graph or chart is hard to read precisely, and it is somewhat between 30% and 40%, we can use the vocabulary of

approximation and refer to it as “roughly 35%”. The following sentences show how to make use of the vocabulary of approximation:

### For example

- Approximately 10% of the population is over 75 years old.
- Almost all students attended the session.
- Around 40% of students passed the test.
- About a quarter of the females in the program received a promotion.
- Roughly half of the male candidates received approval.
- Nearly 30% of people voted for the election.
- Just below 20% of citizens were eligible for the application.
- Just above 15% of students were qualified to pass.

### Prepositions in describing trends

Using prepositions accurately plays a significant role in describing trends and charts as the meanings conveyed could slightly differ with different prepositions.

#### Prepositions “Between X and Y”/“from X to Y”

- The line graph shows the amount of household expenditure on different items between 1995 and 2005. (implying a period)
- The line graph shows the amount of household expenditure on different items from 1995 to 2005. (Implying a period)

---

**While the prepositions are different, these two sentences are the same in meaning.**

---

#### The preposition “in”

- There was an increase in the number of cars on the road in Britain.
- There was a decline in the percentage of cinema-goers.
- There was a rise in the amount of natural gas produced in 2010.
- There was a significant drop in shopping for luxury items.

---

**In all the sample sentences above, the preposition “in” shows a general change in something where no specific data is given.**

---

## The preposition “to”

- There is a marked reduction to 20% of the amount of time playing sports.
- The price of oil had considerable growth to 32\$ per barrel in 2007.

---

**Both sentences above show a decline or an increase to a specific amount , so the preposition “to” is used.**

---

## The preposition “at”

- The divorce rate was at its highest point in 2000.
- The figure stood at 56% in 1880 when it started to rise gradually.
- The number of cars peaked at 34 million in the following year.
- It went up gradually at a high rate.

---

**The preposition “at” is widely used when describing specific pieces of data . It also depends on some words such as “rate,” “level,” “height,” “speed,” “peak as a verb,” and “stand as a verb.”**

---

## The preposition “with”

- The trend reached its highest point with 45% in 1990.
- There was a remarkable decline to the lowest point, with 30% two years later.
- Germany came top in the table with 25 million travelers in 2006.

---

**In writing task 1, “with” is mainly used with superlative structures.**

---

## Prepositions “of”/“by”

- There was a substantial increase of 12% in the amount of household expenditure. (For example, the amount rose from 22% to 34%, which shows a 12% increase.)

- There was a minimal reduction of 2% in the annual income for X company. (For instance, the income fell from 34% to 32%, showing a 2% difference.)
- The interest rate reached a peak of 10% in 2005. (“of” is used with “peak” as a noun.)
- The employment rate was raised by roughly 5% in 2009. (For example, it went up from 12% to 17%, showing a 5% increase.)

---

**These two prepositions usually show the difference between the starting and the landing points of a figure on a trend.**

---

## The preposition “for”

- There was a comparison between the two groups for reading and playing sports as hobbies.
- The annual salary for the low-income group went up slightly.
- The percentage of absenteeism was much higher for male workers than female workers in 1960.
- The household expenditure on food accounted for the highest amount for the UK .

---

**Preposition “for” is used to address a category, group, or trend in writing task 1.**

---

## Comparative structures

As in writing line graphs, bar charts, tables, and pie charts, we need to describe numbers, percentages, and various types of figures; relying heavily on descriptive writing styles makes them to some extent confusing. Therefore, considering comparative structures is highly recommended in writing Task 1. Trends on a graph/chart are either similar or different in the way they change; describing trends in terms of similarities helps us focus on “comparison,” whereas grouping trends that show different directions is a focus on “contrast.”

Trends that show similar movements could be described in one paragraph, while other trends that have different movements could be put in a separate paragraph pointing at how differently they change. This way of organization helps with a clear description of trends. Using various comparative tools



prevents repetition in structure, which is significant in achieving a high band score. The following pages show the most common comparative structures.

## **Making comparisons**

1. Commonly used comparative structures such as, “Adjective+ er+ than”/“more+ adjective+ than” as well as their superlative versions, “the+ adjective+ est”/“the+ most+ adjective” could be completely practical in writing task 1.
  - The number of female students was higher than that of male students in 1995.
  - The trend for Spain had a more dramatic rise than that of France.
  - The figure for the US reached its lowest point, with 32% in 1880.
  - High school students had the most significant contribution, with 66% in July 2008.
2. There are also several **words and phrases** to use in making comparisons:

## **Compare (verb) something to/with something**

- The bar chart compares the percentages for the popularity of different school subjects.
- One way to assure is to compare the given data.

## **In comparison to/with something**

- In comparison with girls, boys of the same age group had a lower success rate.
- Workers in Italy had lower incomes in comparison to other European countries.

## **Compared with/to something**

- Compared with the year 2000, the number of high-school graduates had a rise.
- Compared to Europe , North America had a higher rate of unemployment.

---

**prepositions “to” and “with” make no difference in meaning in these sentences.**

---

### **Draw/make a comparison between X and Y**

- There is a comparison between Germany and the UK in terms of annual income.
- Annual net income draws/makes a comparison between the two countries .

### **As+ adjective+ as**

- Based on the given statistics, Germany is as cold as Italy in December.
- The trend for the US did not go as high as the trend for the UK.

### **Something is double, half, triple, or quadruple that of something else**

- The tulip garden had a double harvest that of the rose garden.
- The company’s profit was triple that of the year before after implementing new marketing strategies.
- The amount of time spent on reading was half that of the amount of time for playing sports.

### **Something doubles(d), halves(d), triples(d), or quadruples(d)**

- The figure for unemployment tripled due to the economic recession.
- The annual income for families with no children doubled in 2012.
- The rate for crime halved over the given period.

---

**Other words and phrases to show similarities are similarly, both X and Y, like, same as, in a similar way, in a similar fashion.**

---

- Similarly , Germany and France had a high rate of unemployment at 23%.
- Both the UK and France established strict social rules in 2015.
- Like the US , Canada contributed to the reconstruction of the affected areas after the war.
- The interest rate in Japan was the same as this figure in China in 2005.

## **Expressing contrast**

When trends take different directions, contrasting words and phrases are useful in describing them; however, words or phrases that show “the concession ,” such as although/even though/ nonetheless/nevertheless/in spite of/despite, etc. are not widely used in writing task1 as in this writing type, it is essential to distinguish differences between numbers and amounts rather than discussing contradictions in points of views. Some practical contrasting words and phrases are as follows:

### **In contrast:**

- In contrast , the figure for volleyball had a gradual decline.
- Swimming was the most popular sport for girls; in contrast , soccer came top for boys.

### **A contrast between X and Y**

- There was a stark contrast between the two teams.

### **In contrast to somebody/something**

- In contrast to the UK , Germany had the highest number of medals in 2010.
- 53% of the population in Korea was 50+ years old, in contrast to 23% of the teenage population.

## On the other hand

- Brazil had a slight reduction in the production of energy. On the other hand , the figure for Russia went up drastically.

## However

- Korea had an enormous rise in the number of post-graduate students; however , Japan experienced a slight reduction of 5% in this regard.

## While/whereas

- The figure rose to 43% in 2005 while it went down noticeably to 32% two years later.
- At the beginning of the period, the trend had fluctuations, whereas it stabilized later on.

## Unlike

- Unlike the trend for Brazil , the trend for Portugal had an unexpected fall.

---

**Note that the phrase “On the contrary ” does not have extensive usage in writing task 1 as it is useful while expressing opposite opinions. Therefore, it does not describe numbers as they cannot be the opposite, even if they are quite different.**

---

## For example

- she loves sweet snacks like ice cream. On the contrary , her friend prefers savory snacks like potato chips. (different opinions/preferences)
- the annual gross income for Switzerland accounted for 853\$ million. In contrast , this figure for Italy had a dramatic decline to

11\$ million in 2008. (markedly different numbers, but not opposite)

## Tenses in task 1

In writing task 1, it is quite common to use the simple past tense; however, using the tenses depends on the given periods. When trends are generally or annually shown, present simple tense is best to use. In contrast, simple past tense should be the dominant tense if the period is related to the past. Sometimes, a graph shows a projection of the future, and in this case, it is better to use neutral future tenses as we are just referring to predictions based on statistics. In other words, it is better to avoid depending heavily on “will”, which accounts for around 70% chance of happening or “going to”, which implies the probability of around 90%. In writing task 1, we may need to point at predictions, which do not stand at higher than 50% chance of happening, so it is better to use future passive structures, such as “It is likely to”, “It is predicted to”, “It is expected to”, “It is projected to”, etc. instead of “will” or “going to” in these cases. Present perfect or past perfect tenses are also occasionally useful in describing trends.

### For example

- The trend goes up significantly in January. (This happens every year in January.)
- The figure had a gradual growth to 35% in 2005. (It happened in the past.)
- The percentage of car ownership is expected to peak by 2030. (It shows a future prediction.)
- The number of students has risen over the past ten years. (Present perfect shows the overall trend movement for the past ten years up until now.)
- The trend for self-employment had reached a plateau before it declined in 1995. (A plateau had happened (past perfect) before the decline happened (past simple) in the past.)

All the tools, including vocabulary and phrases to describe trends, prepositions, comparative structures, tenses, and vocabulary of approximation discussed so far, will provide candidates with enough knowledge and skills to confidently practice this writing type.

## Task 1 requirements

In the IELTS test, writing task 1 is assessed based on four main criteria defined in writing task 1 band descriptor, where each criterion accounts for 25% of the overall band score. These four criteria are as follows:

1. **Task achievement:** This category focuses on describing a chart or graph's main features, where there is a clear overview.
2. **Coherence and cohesion:** Coherence, also known as fluency, refers to sufficient paragraphing and logical organization of the given information, while effective use of linking devices and reference words makes the report seamlessly cohesive for a high band score.
3. **Lexical resources :** This criterion focuses on a wide range of specific vocabulary used to describe trends and figures, correct spelling, and proper usage of the main parts of speech (noun, adjective, verb, adverb).
4. **Grammatical range and accuracy :** A flexible and accurate use of different sentence structures, tenses, active and passive voices, and so on throughout the writing meets this requirement for a high band score.

## Organization and structure for graphs and charts

A clear organization of the writing helps candidates achieve a high band score for “coherence” as it makes it easier to follow the description of the data provided in graphs and charts or the sequence of steps in diagrams. In the academic module, following a 4-paragraph structure for writing task1 is recommended.

1. **Introduction:** This is a 1-sentence paragraph, which simply introduces and paraphrases the given topic. In most cases, verbs such as “show,” “give/provide information about,” and “compare” could be used to initiate this paragraph.
2. **Overview:** This is a 2-4 sentence paragraph, highlighting the chart or graph's main features in a general and comparative way. It is crucial to develop a clear overview.

3. **Body paragraph 1:** This paragraph focuses on an organized and detailed comparison and description of the given trends, figures, or numbers.
4. **Body paragraph 2:** This is similar to the first body paragraph. It is focused on details to describe other trends and how they change. Both body paragraphs are focused on the detailed description of the given information.

I have created some sample writings to elaborate on the data organization in charts and graphs in the following pages. These samples highlight line graphs, bar charts, pie charts, and tables, which are quite similar in terms of structure, the organization of the given data, using specific vocabulary and phrases to describe trends and figures, and the comparative language essential in describing them. It is noteworthy that the only requirement for this task is to write a short report on how the trends and figures change using the defined and expected language. As a result, it is crucial to avoid personal interest, judgment, or opinion in this writing type.

## **Line graphs**

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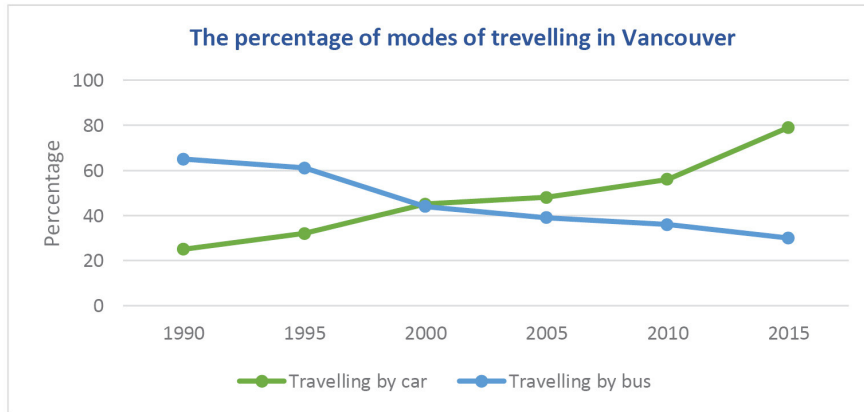
**In describing line graphs, changes in trends are easily recognized, making comparison and contrast a simple task while practicing specific vocabulary and phrases in various comparative structures.**

---

### **Topic #1**

The following line graph shows the percentage of two modes of traveling in Vancouver from 1990 to 2015.

Summarize the information by reporting the main features and making comparisons where relevant.



## Explanatory sample writing

### 1) Introduction

The introduction is a short paragraph to introduce the task while paraphrasing the given topic. (Paraphrasing includes using synonyms, similar words, or different sentence structures that will be discussed in more depth later in the section related to writing task 2.)

**The line graph compares the percentage of using two different means of transportation in Vancouver between 1990 and 2015.**

(The “line graph” is introduced. The verb “shows” is paraphrased to “compares.” The noun phrase, “modes of traveling,” is changed to “means of transportation.” The phrase “from 1990 to 2015” is paraphrased to “between 1990 and 2015.”)

### 2) Overview

This paragraph summarizes the main features of the graph in a comparative structure without giving details. Using the word “overall” at the beginning signals the role of this paragraph.

**Overall, the percentage of traveling by car had a dramatic increase while the figure for commuting by bus significantly declined over the period.**

(“overall” at the beginning of the paragraph signals the graph’s general outlook. There is a general and comparative sentence describing a contrast between the two trends; a noun phrase and a verb phrase have helped with a clear description.)

### 3) Body paragraph 1



There should be a focus on details, comparison, contrast, and specific vocabulary and phrases to describe trends in both body paragraphs. Starting the first body paragraph with a sentence initiator, such as “based on the given data”/“according to the information”/“regarding the data”/“based on the statistics,” etc., is recommended.

**Based on the statistics, traveling by car stood at roughly 25% in 1990, whereas almost 65% of Vancouver’s population considered commuting by bus. Over the next ten years, these numbers had drastic changes and ultimately met in the year 2000, when the trend for taking the bus went down gradually to approximately 45%. In contrast, the figure for traveling by car witnessed a significant growth to the same amount as the other trend simultaneously.**

(Detailed percentages and periods describe trends in comparative structures precisely; there is practical usage of the vocabulary of approximation, noun, and verb phrases.)

#### **4) Body paragraph 2**

In this paragraph, we can express contrast or make a comparison between the trends. As these trends continue their directions the same way for the rest of the period, we need to focus on the comparison. Signaling the comparison or contrast at the beginning of the second body paragraph helps with better cohesion.

**To draw a comparison, the figure for traveling by car had a steady rise to reach the highest point with 80% in 2015. In contrast, the percentage of people who took a bus noticeably dropped to nearly 30% at the end of the given period.**

(In both body paragraphs, there is a logical organization of the data. Using different comparative structures, details, such as dates and percentages, and academic vocabulary and phrases help with a clear description.)

---

**Note that there is no need to write about every single piece of data on a trend. However, it is essential to compare the beginning and ending points, significant changes, and turning points (where the trends change their directions).**

---

**This type of writing does not require a conclusion.**

---

#### **Sample writing**

The line graph compares the percentage of using two different means of transportation in Vancouver between 1990 and 2015.

Overall, the percentage of traveling by car had a dramatic increase while the figure for commuting by bus significantly declined over the period.

Based on the statistics, traveling by car stood at roughly 25% in 1990, whereas almost 65% of Vancouver's population considered commuting by bus. Over the next ten years, these numbers had drastic changes and ultimately met in the year 2000, when the trend for taking the bus went down gradually to approximately 45%. In contrast, the figure for traveling by car witnessed a significant growth to the same amount as the other trend simultaneously.

To draw a comparison, the figure for traveling by car had a steady rise to reach the highest point with 80% in 2015. In contrast, the percentage of people who took a bus noticeably dropped to nearly 30% at the end of the given period.

(160 words)

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**This writing sample accounts for a high band score. It has sufficient paragraphing and clear organization of the given data focusing on comparative structures for better cohesion. Using specific vocabulary and phrases has helped with a detailed description of the trends. (Academic vocabulary and phrases to describe trends are underlined in this sample.)**

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## **Bar charts**

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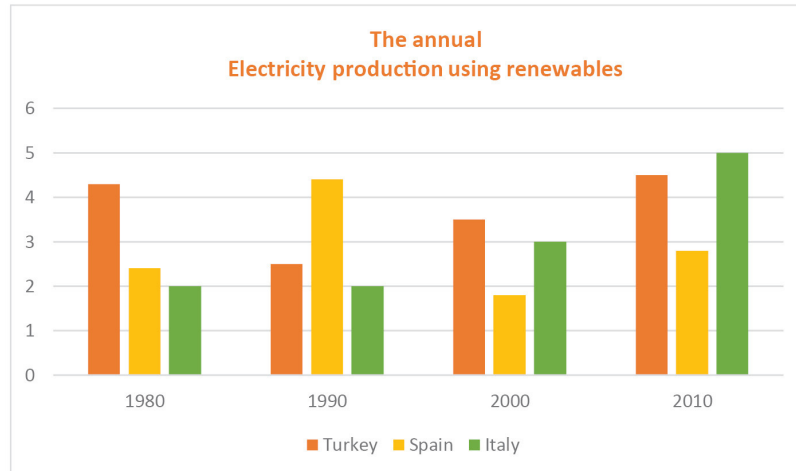
**Compared with line graphs, trends look different in bar charts, and their detailed description depends on identifying their similarities, differences, and how they change over the given timeline.**

---

## **Topic #2**

The following bar chart shows the amount of annual electricity production in millions of Kilowatts using renewables for three countries from 1980 to 2010.

Summarize the information by reporting the main features and make comparisons where relevant.



## Explanatory sample writing

### 1) Introduction

The bar chart provides information about the amount of electricity produced annually from alternative energy sources for Turkey, Spain, and Italy between 1980 and 2010.

(The “bar chart” is introduced. The verb “shows” is paraphrased to “provides information about”; the words “production,” “annual,” and “renewables” are changed to “produced,” “annually,” and “alternative sources of energy,” respectively. The phrase “from 1980 to 2010” is changed to “between 1980 and 2010”.)

### 2) Overview

Overall, both Turkey and Italy had an increase in their annual electricity production over the given period, whereas the trend for Spain showed some fluctuations.

(The word “overall” signals the purpose for writing this paragraph, and there is a general comparison among the trends using specific vocabulary.)

### 3) Body paragraph 1

According to the data, Turkey produced slightly above 4 million Kilowatts of electricity in 1980; however, this amount almost halved a decade later, when a gradual rise made it reach its highest amount of electricity production with nearly 4.5 million. On the other hand, Italy had much lower production of electricity at 2 million Kilowatts at the beginning of the period, and stabilized until 1990; however, in 2000, it

**experienced a gradual growth to 3 million in its annual production followed by a sharp increase to a peak of 5 million in 2010.**

(In this paragraph, each trend is described separately; however, the comparison and contrast between them are clear using different comparative structures, details, and specific vocabulary and phrases; there is flexible use of complex and compound-complex structures.)

#### **4) Body paragraph 2**

**In contrast, the trend for Spain varied drastically over the period. While its electricity production stood at just above 2 million in 1980, it surged significantly to a peak of over 4 million 10 years later; however, it plummeted to its lowest point with just under 2 million in 2000, but it then moderately climbed to under 3 million at the end of the surveyed period.**

(This paragraph shows a contrast between the third trend and the former two trends focusing on details, specific vocabulary, and comparative structures.)

#### **Sample writing**

The bar chart provides information about the amount of electricity produced annually from alternative energy sources for Turkey, Spain, and Italy between 1980 and 2010 .

Overall, both turkey and Italy had an increase in their annual electricity production over the given period, whereas the trend for Spain showed some fluctuations.

According to the data, Turkey produced slightly above 4 million Kilowatts of electricity in 1980 ; however, this amount almost halved a decade later , when a gradual rise made it reach its highest amount of electricity production with nearly 4.5 million . On the other hand, Italy had much lower production of electricity at 2 million Kilowatts at the beginning of the period , and stabilized until 1990 ; however, in 2000 , it experienced a gradual growth to 3 million in its annual production followed by a sharp increase to a peak of 5 million in 2010 .

In contrast, the trend for Spain varied drastically over the period . While its electricity production stood at just above 2 million in 1980 , it surged significantly to a peak of over 4 million 10 years later ; however, it

plummeted to its lowest point with just under 2 million in 2000 , but it then moderately climbed to under 3 million at the end of the surveyed period.

(209 words)

---

**This is an example of a high band score for writing task 1 as there is a clear overview, paragraphing, and organization of the given data. Details (numbers and periods) are sufficiently provided using specific vocabulary and phrases to describe trends throughout the writing. Comparative language has been effectively practiced in complex and compound-complex structures accurately. (Vocabulary of approximation and details are underlined in this sample writing.)**

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## **Pie charts**

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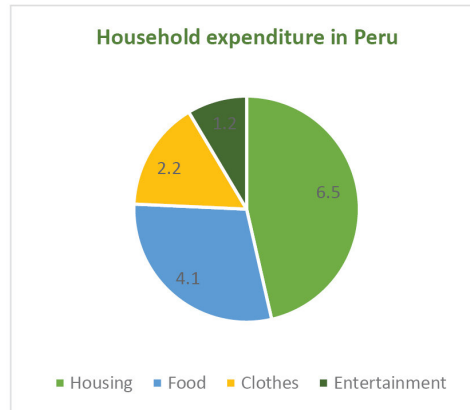
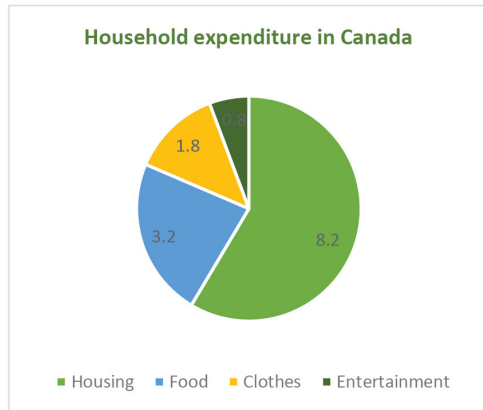
**Pie charts feature trends using percentages. Superlative structures, which focus on comparing the largest and the smallest sections, prove effective in describing them. However, keep in mind that it is easy to skip specific vocabulary in these writing types as trends look different than trends in line graphs and bar charts.**

---

## **Topic #3**

The pie charts compare household expenditures for Canada and Peru in percentage for the year 2000.

Summarize the information by reporting the main features and making comparisons.



## Explanatory sample writing

### 1) Introduction

**The pie charts give information on the percentage of household expenses for Canadians and Peruvians in 2000.**

(“The pie charts” are introduced. Effective paraphrasing is applied: the word “expenditure” is altered to “expenses”; the verb “compare” is changed to “give information on”; “Canada” and “Peru” as countries are paraphrased to “Canadians” and “Peruvians” as nationalities.)

### 2) Overview

**Overall, both countries spent the largest amount of their annual budget on housing. On the other hand, the lowest amount of money was allocated to entertainment for both nations.**

(The paragraph is started with the signal word, “overall.” There is a general comparison between the largest and the smallest units.)

### 3) Body paragraph 1

**Regarding the given data, both Canada and Peru spent the most significant amount of their annual income on housing with 8.2% and 6.5% respectively in 2000. Food accounted for the second-highest expenditure that was attributed in both countries. While this amount was 4.1% for Canada, it had a moderate reduction to 3.2% for Peru.**

(This paragraph focuses on a detailed comparison between food and housing as the largest expense for both nations. In describing pie charts,

superlative structures make effective comparisons.)

#### 4) Body paragraph 2

**In comparison, Canadians contributed 1.8% of their income to clothes, whereas this figure experienced a slight increase to 2.2% for Peruvians. Similarly, both nations considered the smallest proportion of their budget for entertainment. This trend stood at 0.8% for Canada; however, it had a modest growth to 1.2% for Peru.**

(Clothes and entertainment share some resemblance. This similarity makes a comparison. Comparative and superlative structures have facilitated the description of the data using specific vocabulary and phrases.)

#### Sample writing

The pie charts give information on the percentage of household expenses for Canadians and Peruvians in 2000.

Overall, both countries spent the largest amount of their annual budget on housing. On the other hand , the lowest amount of money was allocated to entertainment for both nations .

Regarding the given data, both Canada and Peru spent the most significant amount of their annual income on housing with 8.2% and 6.5% respectively in the year 2000. Food accounted for the second-highest expenditure that was attributed in both countries . While this amount was 4.1% for Canada, it had a moderate reduction to 3.2% for Peru.

In comparison , Canadians contributed 1.8% of their income to clothes, whereas this figure experienced a slight increase to 2.2% for Peruvians. Similarly , both nations considered the smallest proportion of their budget for entertainment. This trend stood at 0.8% for Canada; however , it had a modest growth to 1.2% for Peru.

(152 words)

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**Although comparing the lowest and the highest proportion is relatively straightforward in this type of writing, specific vocabulary and phrases to describe trends could be easily forgotten as they are not as visible as they are in line graphs and bar charts. Therefore, to achieve a high band score regarding lexical resources, they should be considered. Giving details in a variety of complex structures is also of great importance when it**

comes to grammar. **(Comparative structures are underlined in this sample writing.)**

---

## Tables

Tables are a bit more challenging to describe compared with the three other types discussed earlier. The main reason for this is that all we can see is numbers rather than visible trends. However, to achieve a high band score, candidates must recognize the trends and their changes to use specific vocabulary and phrases effectively. Comparing the highest and the lowest numbers and categories that are quite similar or hugely different could prove ultimately practical in organizing the data in tables.

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### Topic #4

The table shows the number of people who suffered from three kinds of diseases in millions in 4 countries in 1990.

Summarise the information by reporting the main features and making comparisons where relevant.

Country	Cardiovascular diseases	Diabetes	Obesity
The Us	4.6	2.2	7.1
England	6.6	4.5	4.8
Germany	6.3	3.1	5.8
Spain	5.9	2.3	4.4

### Explanatory sample writing

#### 1) Introduction

The table indicates data related to the number of people diagnosed with three types of ailments in the US, England, Germany, and Spain in 1990.

(The “table” is introduced; the verb “indicate” is specifically used to describe tables; the topic is paraphrased.)



## 2) Overview

**Overall, cardiovascular diseases affected the highest number of people in all countries, whereas diabetes was held accountable for the lowest number of cases of poor health conditions.**

(The signal word “overall” is used; the two main features of the table, “the highest and the lowest figures,” are compared in a general way without mentioning details.)

## 3) Body paragraph 1

**Regarding the given statistics, cardiovascular diseases affected most of the population in England, Germany, and Spain with 6.6, 6.3, and 5.9 million people, respectively. However, this figure had a noticeable reduction to 4.6 million Americans. In contrast, diabetes affected the lowest number of individuals in all these countries. The figure had a significant drop to 2.2 million for the US. In comparison, it was raised minimally for Spain, reaching the second-lowest number of diabetic patients with 2.3 million.**

(Note that although it is difficult to see the tables’ trends, it is still essential to use academic vocabulary and phrases to describe changes. However, there is no need to describe every piece of detailed information. In this paragraph, comparison and contrast are both used to describe data for the highest and the lowest numbers. Some details and specific phrases have helped draw a clear picture of the trends.)

## 4) Body paragraph 2

**Obesity came second for most countries except for the US, where the number of obese people reached a peak of 7.1 million. On the other hand, this amount noticeably declined to 5.8 million for Germany. Similarly, the trends for England and Spain showed a moderate decrease to 4.8 million for the former and 4.4 million for the latter.**

(This paragraph shows a contrast between the third and the other two categories described in the first body paragraph. Some comparative structures, specific vocabulary, phrases, and details have successfully described changes.)

## Sample writing

The table indicates data related to the number of people diagnosed with three types of ailments in the US, England, Germany, and Spain in 1990.

Overall , cardiovascular diseases affected the highest number of people in all countries, whereas diabetes was held accountable for the lowest number of cases of poor health conditions.

Regarding the given statistics , cardiovascular diseases affected most of the population in England, Germany, and Spain with 6.6, 6.3, and 5.9 million people, respectively . However, this figure had a noticeable reduction to 4.6 million Americans. In contrast, diabetes affected the lowest number of individuals in all these countries. The figure had a significant drop to 2.2 million for the US. In comparison, it was raised minimally for Spain, reaching the second-lowest number of diabetic patients with 2.3 million.

Obesity came second for most countries except for the US, where the number of obese people reached a peak of 7.1 million. On the other hand, this amount noticeably declined to 5.8 million for Germany. Similarly, the trends for England and Spain showed a moderate decrease to 4.8 million for the former and 4.4 million for the latter .

(188 words)

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**This is an example of a high band score for task 1; it clearly describes all trends and their changes using specific and academic vocabulary and phrases in complex structures. The data is sufficiently organized in four paragraphs, where comparative structures are highlighted. (Specific academic vocabulary and phrases to describe trends and figures for task 1 are underlined in this sample writing.)**

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## **Combinations**

In IELTS writing task 1, candidates may need to describe a combination of two different charts and or graphs. Regardless of their complicated appearance, describing these tasks is relatively straightforward. If that is the case, the given charts usually show several aspects of a related genre, but they are not the same. For instance, one chart may represent something in general, while the other focuses on some details related to it.

These tasks are almost the same as single charts or graphs in terms of organization. However, in the “introduction ” paragraph, both tasks should

be introduced. Similarly, in the “overview” paragraph, both charts’ main features should be outlined, and each “body\_paragraph” should be dedicated to one chart at a time using comparative structures. Comparing both charts with each other could be confusing as each of them shows a different aspect of something, and even though they are somewhat related, they do not provide identical pieces of information to be easily comparable. Although making unfair comparisons may be acceptable in other writing types, it is not recommended in IELTS writing task 1 as it may create confusion. Note that any combination of these four graphs or charts is possible.

## Combination #1

The line graph shows the number of people who traveled abroad in millions between 2000 and 2015, and the pie chart represents travel destinations for the year 2010.

Summarize the given information by reporting the main features and making comparisons where relevant.



## Explanatory sample writing

### 1) Introduction

**The line graph compares the number of tourists traveling overseas from 2000 to 2015, and the pie chart shows the percentage of traveling to 4 different countries in the year 2010.**

(Note that the line graph and the bar chart are both introduced; using synonyms and similar words, the topic is paraphrased to avoid repetition.)

### 2) Overview

**Overall, there was a slight increase in the number of men and women who traveled over the period. By far, Canada and England were the most popular countries to visit in 2010.**

(The line graph's trends are described, and the pie chart's main features are mentioned clearly in comparative structures.)

### **3) Body paragraph 1**

**Based on the line graph, the number of men traveling abroad accounted for over 4 million, almost double that of women in 2000. However, these trends had opposite directions in the next five years. Female travelers' figure had a sharp rise to a peak of just above 4 million while it plunged to half that of male tourists. In the following decade, men's trend gradually went up and recovered, unlike women's trend, which had a significant fall before rising to just under 3 million in 2015.**

(As the line graph shows frequent fluctuations, there are various contrasting structures. Some data has made the description clear, and various time expressions and a switch between noun/verb phrases have helped avoid repetition in style. Note that the paragraph is only focused on the line graph and does not mention anything about the pie chart; this is to avoid confusion.)

### **4) Body paragraph 2**

**According to the pie chart, Canada had the highest number of travelers, with 5.7% in 2010. In comparison, England was the second most popular destination, with 4.2% of tourists. In contrast, China and Japan were the least visited. The number of visits had a sharp decline to 1.6% for China. Similarly, it dropped noticeably for Japan, which received only 0.9% of the tourists' overall number.**

(The paragraph focuses on the pie chart using practical comparative and superlative structures. As the pie chart is not fully detailed, I decided not to skip any given data, but that is not mandatory if the task is fully detailed. There is an excellent focus on specific vocabulary and phrases to describe trends.)

## **Sample writing**

The line graph compares the number of tourists traveling overseas from 2000 to 2015, and the pie chart shows the percentage of traveling to 4 different countries in the year 2010.

Overall, there was a slight increase in the number of men and women who traveled over the period. By far, Canada and England were the most popular countries to visit in 2010.

Based on the line graph, the number of men traveling abroad accounted for over 4 million, almost double that of women in 2000. However, these trends had opposite directions in the next five years. Female travelers' figure had a sharp rise to a peak of just above 4 million while it plunged to half that of male tourists. In the following decade, men's trend gradually went up and recovered, unlike women's trend, which had a significant fall before rising to just under 3 million in 2015.

According to the pie chart, Canada had the highest number of travelers, with 5.7% in 2010. In comparison, England was the second most popular destination, with 4.2% of tourists. In contrast, China and Japan were the least visited. The number of visits had a sharp decline to 1.6% for China. Similarly, it dropped noticeably for Japan, which received only 0.9% of the tourists' overall number.

(214 words)

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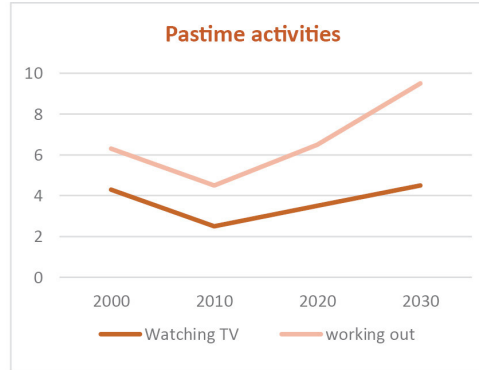
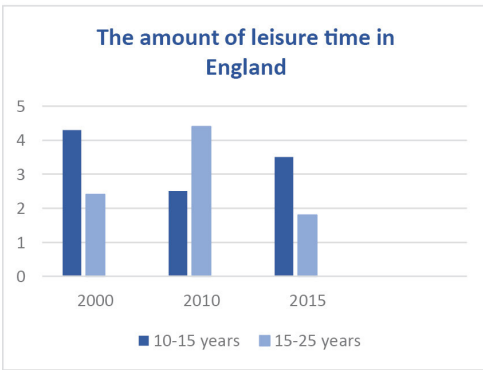
**This sample writing is entitled to a high band score as it has excellent coherence (fluency, organization of data, and paragraphing) and cohesion (logical development of the paragraphs and seamless use of linking devices). Specific vocabulary and phrases are highlighted in various comparative sentence structures flexibly and accurately. (Comparative language and structures are underlined in this sample writing.)**

---

## **Combination #2**

The bar chart shows the amount of leisure time different age groups in England had, and the line graph shows several types of pastime activities with a projection for the future.

Summarize the information by reporting the main features and making comparisons where relevant.



## Explanatory sample writing

### 1) Introduction

The bar chart provides information about hours of free time that two age groups spent in England from 2000 to 2015, while the line graph compares different types of leisure activities over the same period with a projection of the year 2030.

(The paragraph has introduced the bar chart and the line graph, and similar words and synonyms have paraphrased the topic to avoid repetition.)

### 2) Overview

Overall, the amount of free time had a reduction for both age groups regardless of some fluctuations. On the other hand, different types of activities are likely to experience a rise by 2030.

(The signal word, “overall, ” has initiated the paragraph; the bar chart’s main features are compared. It also offers a prediction about the line graph.)

### 3) Body paragraph 1

According to the bar chart, the amount of free time fluctuated wildly for both categories. 10-15-year-olds spent over 4 hours on daily leisure activities in 2000, while this figure noticeably declined to almost 2.5 hours for 15-25-year-olds. In contrast, the older age group was entitled to the highest amount of free time with 4.5 hours a day in 2010 in contrast to nearly half that of the younger age group, who experienced another increase to 3.5 hours of free time in 2015. On the other hand, the figure hit the trough at under 2 hours simultaneously for the older age group.

(There is a detailed comparison between the trends provided in the bar chart.)

#### 4) Body paragraph 2

**Based on the line graph, working out accounted for a higher percentage compared with watching TV. Just above 4% and 6% of the population preferred watching TV and working out respectively in 2000. Both trends dropped drastically in 2010; however, they recovered quickly. Working out is predicted to reach a peak of around 10% by 2030. In contrast, watching TV is likely to grow slowly to reach the same level as in 2000.**

(The trends in the line graph are precisely compared using various comparative structures. Details and specific vocabulary and phrases are accurately practiced. There is a smooth transition into neutral future tenses (...is predicted to/...is likely to ). Some details for 2010 are skipped, which is quite acceptable as providing fully detailed descriptions is not highly advised concerning time management.)

#### Sample writing

The bar chart provides information about hours of free time that two age groups spent in England from 2000 to 2015, while the line graph compares different types of leisure activities over the same period with a projection of the year 2030.

Overall , the amount of free time had a reduction for both age groups regardless of some fluctuations. On the other hand, different types of activities are likely to experience a rise by 2030.

According to the bar chart , the amount of free time fluctuated wildly for both categories. 10-15-year-olds spent over 4 hours on daily leisure activities in 2000, while this figure noticeably declined to almost 2.5 hours for 15-25-year-olds. In contrast, the older age group was entitled to the highest amount of free time with 4.5 hours a day in 2010 in contrast to nearly half that of the younger age group, who experienced another increase to 3.5 hours of free time in 2015. On the other hand, the figure hit the trough at under 2 hours simultaneously for the older age group.

Based on the line graph , working out accounted for a higher percentage compared with watching TV. Just above 4% and 6% of the population preferred watching TV and working out respectively in 2000. Both trends dropped drastically in 2010; however, they recovered quickly . Working out



is predicted to reach a peak of around 10% by 2030. In contrast, watching TV is likely to grow slowly to reach the same level as in 2000.

(248 words)

---

**This sample writing meets all the requirements for a high band score. It has great cohesion and coherence, a clear overview, and ultimate accuracy. There are various sentence structures, specific vocabulary, and detailed information to describe trends effectively. (Specific academic vocabulary and phrases to describe trends are underlined in this sample writing.)**

---

### **Essential to note:**

The six writing samples that are described in depth in this section share a few common points, which are crucial to consider while practicing IELTS writing task 1:

1. All writing samples include four paragraphs: introduction, overview, two body paragraphs (Organization of the given data and paragraphing are the two key features that help with better coherence, resulting in ultimate clarity and a high band score.)
2. In all the above sample writings, comparison (showing similarities) and contrast (expressing differences) are being highlighted using different structures and phrases. Comparative structures provide these types of writings with more fluency and make them easier to understand.
3. In all the sample writings, specific academic vocabulary and phrases describe trends and their changes. Keep in mind that in describing pie charts and tables, there is an overload of numbers and figures, and it is somewhat difficult to see the trends through them; however, it is crucial to use specific lexis to describe trends for a high band score.
4. In all these writings, details, such as dates, numbers, and percentages are used as much as needed. Note that it is not mandatory to use all details; however, it is crucial to describe all the given categories, mentioning a few details about each of them. How detailed the writing is, depends on how detailed the task is. If the task is not fully detailed, try to include as much detailed information



as possible to meet the word limit requirement. On the other hand, it is acceptable to skip some pieces of information for fully-detailed tasks to keep them to the point.

## Diagrams and flowcharts

This section looks at the other two possibilities for writing task 1, diagrams and flowcharts. These tasks usually represent how something is produced or how something works in either a **linear process**, which is a series of sequential steps leading to a production of some kind, such as the process of making paper, or a **circular process**, where the first and last steps meet at some point. An example of this is the lifecycle of an insect.

Diagrams and flowcharts resemble each other in organizing the given steps and applying the required vocabulary, grammatical range, and structures.

However, the main difference between diagrams and flowcharts is that diagrams are usually illustrated, so the steps involved in a process are elaborated using pictures, while various steps of a flowchart are usually described using short phrases or some keywords.

Paragraphs' organization in this task is quite similar to charts and graphs discussed in the previous section, a 150-word report in four paragraphs. The main difference between them, however, is the range of vocabulary and grammatical structures. In this type of writing, using "**passive voice**" is highlighted. Similarly, "**non-defining relative clauses**" play a significant role here as they enhance cohesion and minimize repetition. As there are no trends or numbers involved here, there is no need to use "specific vocabulary for trends" any longer, but it is crucial to use **sequencing words or phrases** to signal the beginning of a new step in a process for better cohesion.

## Organization and structure for diagrams

Just like graphs and charts, there are four paragraphs describing diagrams:

### 1) Introduction

In this paragraph, the task should be introduced while the given topic is paraphrased. The best verbs to introduce diagrams are: "**illustrate**," "**represent**," and "**show**." For flowcharts, which come without pictures, verbs such as "**describe**" or "**show**" are typically used. This selection has to do with the connotation of these words. For example, the verb "illustrate"

should not introduce a line graph, a table, or a flowchart, where there are no pictures.

## 2) Overview

This paragraph focuses on **the first** and last steps of a diagram/flowchart and the **number of steps** included. If there are too many steps or it is hard to know the exact number of steps precisely, it is better to skip it and mention the number of steps in a more general way. For instance, “**in a few steps**” could substitute “in 8 steps”. There are no major features in these writings as all the steps are equally important; this is one main difference between process diagrams/flowcharts and graphs/charts.

## 3) First and second body paragraphs

Both body paragraphs mainly focus on the steps involved in the process, and it is essential to logically organize the existing steps into two paragraphs for better coherence. Therefore, each body paragraph should portray a clear image of a few closely related steps using passive voice, sequencing words, and “non-defining relative clauses” accurately. These clauses are grammatical tools to help candidates extend sentences to meet the word limit as it might sometimes be challenging to reach 150 words in this type of writing, unlike charts and graphs, which are likely to exceed the number of required words. “Non-defining relative clauses” are also valuable complex structures in academic writing and account for a high band score regarding grammar. They also provide better cohesion. In comparison to charts and graphs, all the steps in a diagram or flowchart should be described, while personal opinion, judgment, and analysis are all avoided.

## Requirements for diagrams and flowcharts

### 1) Passive voice

As mentioned earlier, using passive voice is a critical feature in this type of writing. The main reason for this is that in describing diagrams, the “subject” is not focused; instead, “the product” is highlighted. Consequently, there is little usage of “active voice” in writing diagrams in general.

As a quick review, the passive voice is formed by removing the “subject” from the active voice, adding a “to be” verb, and changing the sentence’s

main verb to the past participle form. Revising the most common “verbs” and their “past participle” forms could be an asset in describing diagrams.

### For example

- They make cars in factories. (active voice ; there is a subject, “they,” who do something.) Cars are made in factories. (passive voice , there is no subject; the object or the agent, “cars” has replaced it; the sentence shows that something is done rather than who does it; “to be” verb, “are” and the past participle, “made” are put in the sentence to form the passive structure.)
- Workers manufacture wooden frames in a few steps. (active voice)  
Wooden frames are manufactured in a few steps. (passive voice)
- They collect paper from recycling sites. (active voice)  
Paper is collected from recycling sites. (passive voice)
- They are processing the raw material using special machinery. (active voice)  
The raw material is being processed using special machinery. (passive voice)

---

**Note that although there are different tenses for “passive voice,” in writing task 1, we mainly use “present simple passive” or “present continuous passive” as a process is always done the same way and it is not described in a specific time frame, so other passive voice tenses are not widely required.**

---

## 2) Relative clauses

Relative clauses are dependent clauses that start with a relative pronoun such as, which , that , who , where , when , and whose to give information about the word they describe. They are great grammatical tools that help writings in three main ways: firstly , they are used to shorten and extend sentences as two writing techniques used for different purposes. Secondly , they provide better cohesion in writing. Thirdly , they are great examples of “complex structures,” which account for a high band score in the IELTS test. They are also admired in any type of academic writing. There are two types of relative clauses:

**“ Defining relative clauses ,”** which provide essential information about the noun they refer to, and they cannot be omitted from the sentence as they are a part of it. As a punctuation rule, there are **no “commas”** before and after defining relative clauses. These clauses are not extensively used in writing diagrams and flowcharts as they mainly help with concise writing, which may better fit writing task 2. In this type of writing, we may need to extend sentences to meet the word limit requirement.

### **For example**

- The pen which is on the table is mine. (The relative clause provides essential information separating “the pen” from other pens.)
- The tree that is in the middle of the garden does not grow well. (The relative clause gives essential information about “the tree” to be recognized in the garden among other trees.)

**“ Non-defining relative clauses ”** give additional and non-essential information about the noun or phrase they refer to, and there are **“commas”** before and after them based on punctuation rules if they are put in the middle of an independent clause. Therefore, the whole relative clause could be omitted from the sentence without making changes to its meaning. In case they end the sentence, using a comma before them is mandatory. Note that the relative pronoun **“that”** cannot be used in these types of clauses.

---

Non-defining relative clauses are functional structures in writing diagrams, flowcharts, and maps as they provide additional information about something for better clarity. They also enhance cohesion, and as they extend sentences, meeting the word limit would not be problematic in this type of writing any longer.

---

### **For example**

- Paris, which is the capital city of France , is a popular tourist attraction. (The relative clause gives additional information about the subject, and in case it is removed from the sentence, the

meaning of the sentence would not be affected. Note that there are two commas before and after the relative clause.)

- Her mother works in an IT company, which is located in Germany. (The relative clause gives non-essential information about a workplace and could be omitted from the sentence without harming the sentence structure or its meaning. There is a comma before the relative clause separating it from the main clause.)

### 3) Sequencing words

Implementing sequencing words and phrases is quite necessary for describing diagrams or flowcharts as they show a clear transition among steps to make them easier to follow. Furthermore, they provide writings with better cohesion.

**The most common sequencing words are as follows:**

**To begin/first/firstly/first of all/second/secondly/then /next/after that/following this/following that/at this point/subsequently/before/after/thereafter/lastly/finally**

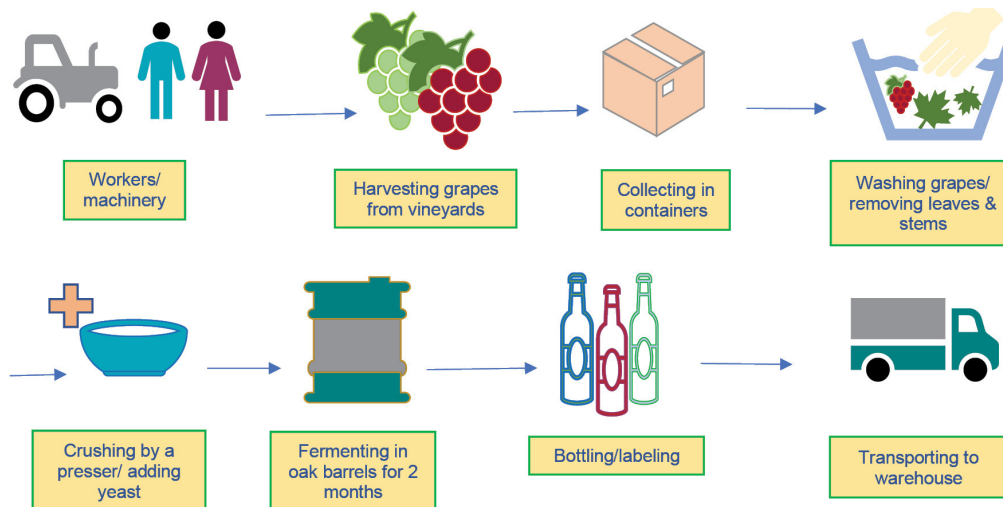
These sequencing words are usually put at the beginning of a sentence, followed by a comma. Among these words and phrases, “**then**” is the only one that can be put between the two parts of a passive verb, and there is no need to use a “comma” in this case.

**For example**

- Firstly, the raw material is transported to the factory.
- Secondly, they are processed in high-temperature ovens.
- Subsequently, they are molded.
- They are then transported to the warehouse. (“Then” is placed between the two parts of the passive voice, and no commas are required in this case.)

### Linear diagrams

The following diagram shows steps in producing wine in a small winery. Summarize the information by reporting the main steps.



## Explanatory sample writing

### 1) Introduction

**The diagram illustrates how wine is made in a small-scale winery.**

(The verb “illustrate” has introduced the paragraph as it is elaborated through pictures; synonyms have effectively paraphrased the topic.)

### 2) Overview

**Overall, a few steps and some automated machines are involved in wine production, starting with harvesting grapes and ending with transporting wine bottles to the warehouse.**

(The signal word, “overall,” has initiated the paragraph; the beginning and the ending steps are mentioned leaving details out; as some stages are a combination of a few smaller ones, the number of steps is introduced in a general way.)

### 3) Body paragraph 1

**First of all, grapes are harvested from the vineyard either by workers or by special machinery. Following this step, the gathered crop is put in containers. Next, grapes are washed, and leaves and stems are removed from vines by hand before the grapes are crushed by a presser to produce grape juice.**

(Sequencing words are well-practiced, showing the order of the steps plus adding cohesion to the writing. Passive voice is appropriately used.)

### 4) Body paragraph 2

**At this point, yeast is added to the grape juice so that it is fermented. The juice is poured in barrels, which are made of oak wood to complete the process of fermentation. The resulting liquid is then left in barrels for two months to be completely fermented. When the wine is ready, it is poured into bottles, which are labeled before being shipped to the storage unit by trucks.**

(Two non-defining relative clauses have used the provided information in the diagram helping with cohesion and meeting the word limit requirement; passive voice and sequencing vocabulary are highlighted throughout the paragraph. There is no personal information, judgment, or analysis.)

### **Sample writing**

The diagram illustrates how wine is made in a small-scale winery.

Overall, a few steps and some automated machines are involved in wine production, starting with harvesting grapes and ending with transporting wine bottles to the warehouse.

First of all, grapes are harvested from the vineyard either by workers or by special machinery. Following this step, the gathered crop is put in containers. Next, grapes are washed , and leaves and stems are removed from vines by hand before the grapes are crushed by a presser to produce grape juice.

At this point, yeast is added to the grape juice so that it is fermented . The juice is poured in barrels, which are made of oak wood to complete the process of fermentation. The resulting liquid is then left in barrels for two months to be completely fermented . When the wine is ready, it is poured into bottles, which are labeled before being shipped to the storage unit by trucks.

(159 words)

---

**This sample writing has thoroughly addressed the task; there is an appropriate use of the passive voice and non-defining relative clauses producing a few complex structures. There is sufficient paragraphing and clear organization of various steps throughout the writing. Sequencing words and other cohesive devices entitle this writing to a high band score. Note that there is no extra information of any kind; the writing only reports the given steps. (Passive voice is underlined in this sample writing.)**

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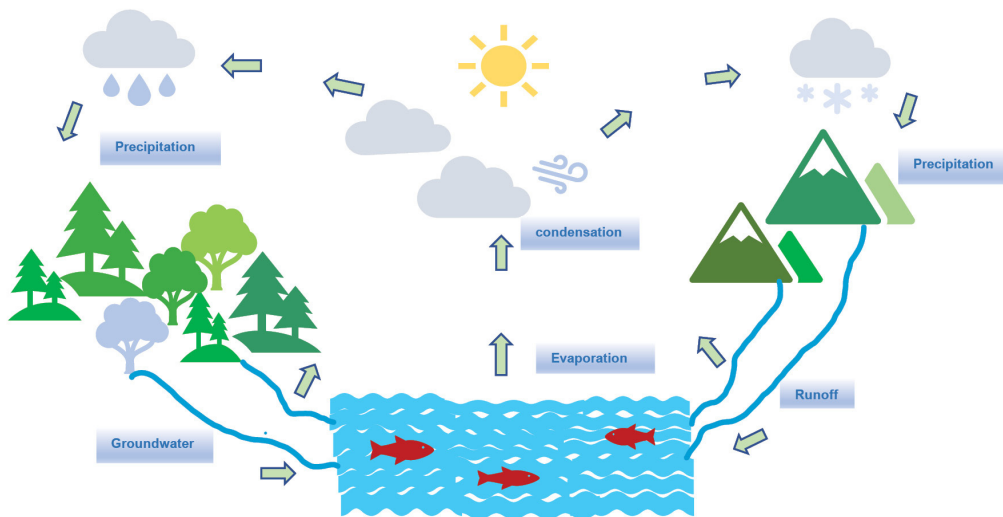


## Circular diagrams

Sometimes diagrams show a cycle, where the beginning and the ending steps meet at some point. The organization of these types of diagrams is the same as the linear diagrams. There is no difference between the two types of diagrams in terms of structure, grammatical range, or other writing aspects.

The following diagram shows the cycle of water in nature.

Write a report by summarizing the main steps.



## Explanatory sample writing

### 1) Introduction

**The diagram illustrates how water, which originates from seas and oceans, goes through a natural cycle to produce rain and snow.**

(The verb “illustrates” has introduced the task; two steps, the beginning, and the ending, are mentioned based on the information from the diagram.)

### 2) Overview

**Overall, the water from oceans and seas is evaporated to form clouds before falling on the ground as rain and snow in different regions.**

(The overview paragraph summarizes what mainly happens in the cycle without giving details.)

### 3) First body paragraph



**Based on the given diagram, the runoff water, which mainly comes from snow-capped mountains, groundwater, and the water from seas and oceans, is evaporated by the heat from the sun, producing water vapor. The resulting steam is then condensed to form clouds. Following this step, the newly formed clouds move to mountainous areas, where there is snowfall. They are also blown to forested land, where it rains most of the time.**

(This paragraph outlines various steps in forming clouds and what happens when there is precipitation in different areas. There is an appropriate use of the passive voice, sequencing vocabulary, and non-defining relative clauses.)

#### **4) Second body paragraph**

**As a result of precipitation in the form of either rain or snow, runoff water flows on the ground creating rivers and water streams, which eventually find their way to seas and oceans, where the cycle repeats itself.**

(This paragraph is mainly focused on the second part of the cycle using non-defining relative clauses and the appropriate use of active and passive voice for this type of writing.)

#### **Sample writing**

The diagram illustrates how water, which originates from seas and oceans , goes through a natural cycle to produce rain and snow.

Overall, the water from oceans and seas is evaporated to form clouds before falling on the ground as rain and snow in different regions.

Based on the given diagram, the runoff water, which mainly comes from snow-capped mountains, groundwater, and the water from seas and oceans, is evaporated by the heat from the sun, producing water vapor. The resulting steam is then condensed to form clouds. Following this step, the newly formed clouds move to mountainous areas, where there is snowfall . They are also blown to forested land, where it rains most of the time .

As a result of precipitation in the form of either rain or snow, runoff water flows on the ground creating rivers and water streams, which eventually find their way to seas and oceans , where the cycle repeats itself .

(154 words)

---

The sample writing has a clear organization and a logical paragraphing: an introduction, an overview, and two body paragraphs. Passive and active voices are appropriately practiced; sequencing words and phrases are frequently used to enhance the writing's cohesion and show different steps. A few “non-defining relative clauses” are added to help meet the word limit. (“Non-defining relative clauses” are underlined in this sample writing.)

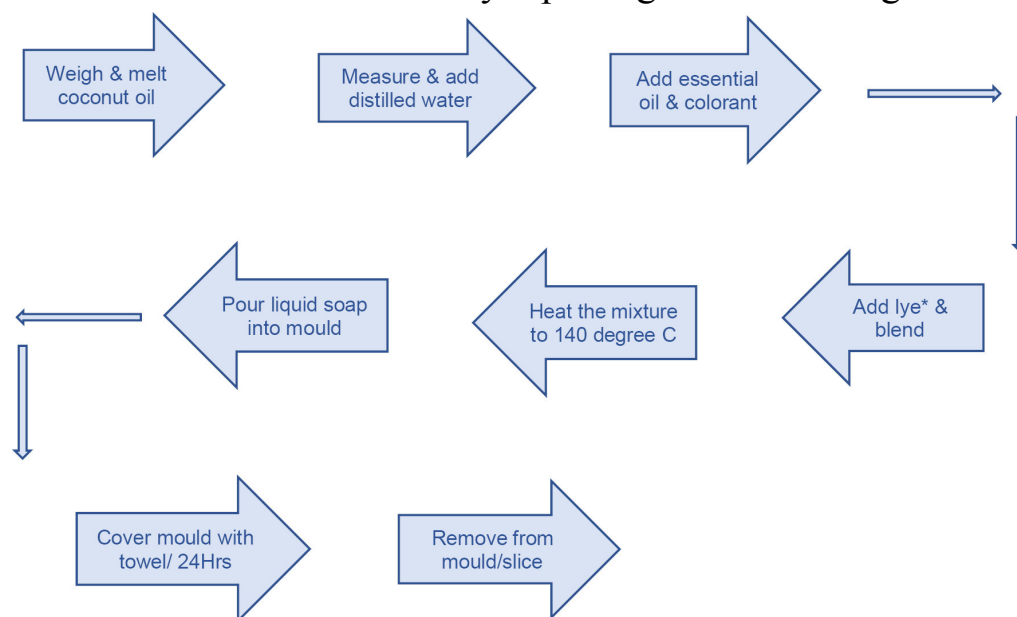
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## Flowcharts

As mentioned earlier, flowcharts are quite similar to diagrams as they show something is made in a process; however, they are not illustrated; instead, the steps in flowcharts are described using simple words and short phrases.

The flowchart below shows how handmade soap is produced.

Summarize the information by reporting and describing the main steps.



\* Lye is a chemical substance used in the production of washing products, such as soap.

## Explanatory sample writing

### 1) Introduction

The flowchart describes how soap is handcrafted using a few ingredients and some tools.

(The flowchart is introduced using the best verb, “describe, ” for this type of writing; synonyms and similar words paraphrased the topic.)

## 2) Overview

**Overall, soap is made in 8 main stages, from preparing the ingredients to cutting it into pieces for home use.**

(The signal word, “overall, ” has started the paragraph; there is an overview focusing on the number of steps, the first and the final steps.)

## 3) Body paragraph 1

**First of all, coconut oil is weighed and melted. At this point, distilled water, which is precisely measured, is added to the melted oil. Following this step, some essential oil and a colorant of choice are whisked into the other ingredients. After that, lye, which is a chemical substance used in the production of washing products, is added before all the ingredients are mixed using a blender.**

(The first few steps, which are all focused on mixing ingredients, are described in the passive voice; sequencing words and non-defining relative clauses are adequately practiced. The provided definition about “lye” is used in a non-defining relative clause to add extra information.)

## 4) Body paragraph 2

**In the subsequent step, the mixture is heated up at 140-degree centigrade to be melted before being poured into a mold. The mold is then covered with a towel to keep the heat for 24 hours. Lastly, the soap, which is removed from the mold, is cut into slices before being used for personal consumption.**

(A variety of sequencing words and a relative clause are used to ease the description of the process and enhance cohesion; passive voice is highlighted.)

## Sample writing

The flowchart describes how soap is handcrafted using a few ingredients and some tools.

Overall, soap is made in 8 main stages, from preparing the ingredients to cutting it into pieces for home use.

First of all , coconut oil is weighed and melted. At this point , distilled water, which is precisely measured, is added to the melted oil. Following this step , some essential oil and a colorant of choice are whisked into the other ingredients. After that , lye, which is a chemical substance used in the production of washing products, is added before all the ingredients are mixed using a blender.

In the subsequent step , the mixture is heated up at 140-degree centigrade to be melted before being poured into a mold. The mold is then covered with a towel to keep the heat for 24 hours. Lastly , soap, which is removed from the mold, is cut into slices before being used for personal consumption.

(155 words)

---

**The sample writing has a clear and logical paragraphing and organization of steps (the raw ingredients and the processed substance after being heated); it fully describes the flowchart using passive voice, sequencing vocabulary, and complex structures flexibly. Great cohesion, coherence, and advanced structures entitle this writing to a high band score. (Sequencing words and phrases are underlined in this sample writing.)**

---

### **Essential to note:**

1. All the provided samples follow the recommended 4-paragraph structure. The given steps are all organized logically, and there is an overview resulting in a high band score in terms of task achievement and coherence.
2. Passive voice is highlighted in all the samples.
3. Non-defining relative clauses are appropriately used for better cohesion and to help meet the word-limit requirement. They also provide writings with valuable complex structures for a high band score regarding grammar.
4. Sequencing words are sufficiently practiced enhancing cohesion and clarifying various steps of diagrams.

### **Maps**

Maps are the other possible questions in IELTS academic writing task 1. There are different types of maps: sometimes, there is one map, and a comparison between two locations on the map is required. On other occasions, there are two or three maps of a region, where comparing changes over a period is needed. There should be a logical and clear organization of the given information in four paragraphs for ultimate coherence in either case. In this type of writing, a combination of comparison and description is preferred. As far as grammar is concerned, both passive and active voices and non-defining relative clauses are valuable in this writing type. Moreover, the language of location , appropriate prepositions , and vocabulary to describe specific and general changes are significant for this category. It is pivotal to pay attention to the given time frames for the proper use of tenses as there is a transition from simple past tense to present simple tense or future tenses most often.

## **Organization and structure for maps**

### **1) Introduction**

In this paragraph, the map is simply introduced using verbs such as “represent ,” “show ,” or “illustrate .” Moreover, the given topic should be paraphrased to avoid repetition.

### **2) Overview**

The overview paragraph focuses on some noticeable changes between the two maps or the only given map’s main features in a general way. For example, it implies the map has become residential or industrial , or if the area has significant developments of some kind.

### **3) Body paragraphs**

These two paragraphs should be logically organized based on some general changes, followed by detailed and specific changes. For instance, a map could generally show how a region is modernized, while specific changes could focus on additional features, such as introducing highways and well-equipped healthcare facilities to the area.

## **Describing general changes**

In describing maps, it is necessary to identify changes in general. The following examples show how to address general changes.

### For example

- From 1990 to 2015, **the city center witnessed significant developments.**
- **The town was modernized considerably** over the period.
- During the 20 years, **the residential area was completely transformed.**
- Between 1995 and 2000, **the industrial area was reconstructed.**
- The area **lost a massive portion of its greenspace due to deforestation.**

### Describing specific changes

It is essential to take details into account in describing specific changes. These changes usually happen to buildings, forests, greenspace, roads, streets, and leisure facilities. Using appropriate language to describe these changes is incredibly important.

### For example

- Shops **are removed and replaced** with a department store.
- The pier **was reconstructed** over the river.
- The factory in the city center **was knocked down and relocated** to southern areas.
- The warehouse **was demolished** , and new apartments were built.
- The forest was **chopped down and replaced** with farmland.
- The trees **were cut down** to make way for a new railway.
- The road **was extended** , and the bridge was **expanded** .

---

**In all these examples, passive voice, which has common usage in describing maps, is used. However, the active voice could also be integrated.**

---

### For example

- **They developed** a park along the river.
- **They have set up** a golf course next to the restaurant.
- **They converted** the cinema into a pub.

## Describing locations using directions and prepositions

It is quite necessary to describe different locations using directions (north, south, east, west, northeast, southwest, etc.) and prepositions of location accurately for better clarity. The following sentences show how to be precise with locations.

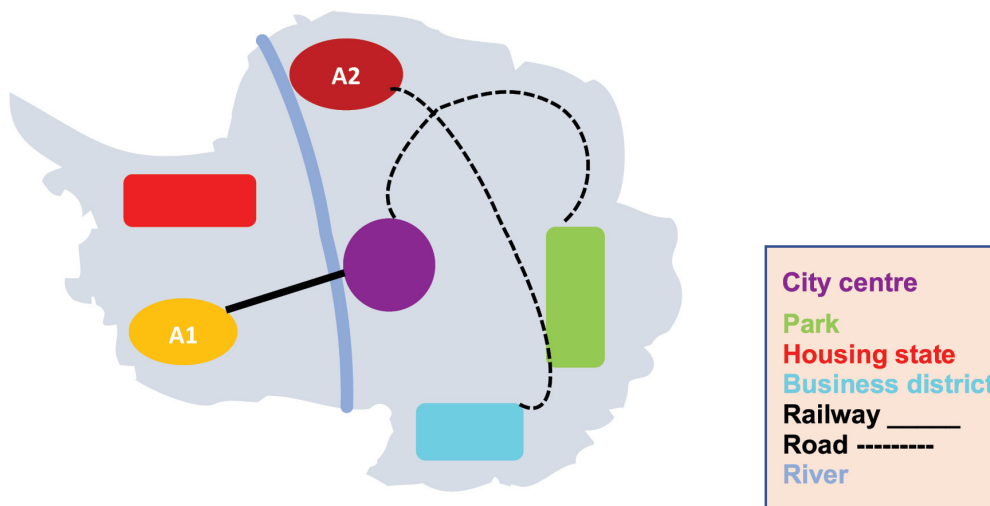
### For example

- The forest **to the north of the river** was cut down to make way for a new road.
- The residential area **in the southwest** of the city was reconstructed.
- The hotel **to the east of the park** was converted into a shopping mall.
- The restaurant **beside** the park was replaced by a gym.
- The airport **to the north of the city center** was relocated to the side of the farmland.
- The river **in the north of the island** was redirected to the ocean.
- The park is situated **in the western** regions.
- A factory is constructed **in the East** .

## One-map structures

The following map shows a city where two locations, A1 and A2, are proposed to build a school.

Write a report by describing and comparing both locations.



## **Explanatory sample writing**

### **1) Introduction**

**The map illustrates the structure of a city, where two proposals, A1 and A2, are considered for the construction of a school.**

(The map is introduced using the verb “illustrate .” Similar words and synonyms have successfully paraphrased the topic.)

### **2) Overview**

**Overall, A1 and A2 are situated in the vicinity of the residential area and the city center. A1 is in the southwest of the city, and A2 is placed in the northern regions. Both locations are far from the park in the east and the business district in the south.**

(The paragraph is started with the signal word, “overall .” There are two general statements about the two locations and their positions concerning other regions on the map.)

### **3) Body paragraph 1**

**A1, which is roughly situated in the southwest of the city, is accessible to the city center through a railway, which crosses a river just before it enters the city center. This river runs through the city from north to south. A1 is also adjacent to a housing state in the northwest; however, there is no direct road to this area from A1. The city center is linked to a park, which is in the eastern regions.**

(The paragraph focuses on A1; there is a detailed description of the location regarding its surrounding area. A few “non-defining relative clauses ” are used for better cohesion. Both passive and active voice are practiced; prepositions of location precisely describe different areas.)

### **4) Body paragraph 2**

**In contrast, A2 is positioned in the north of the city beside the river. Although it is near the housing state, there is no direct access to this area. A2 is not linked to the city center either. However, there is a road connecting this spot to the business district, which is located in the south of the city.**

(There are some comparative structures along with the description of the location. Focusing on A2 makes the paragraph quite clear. The language of



location and appropriate prepositions describe different spots.)

### Sample writing

The map illustrates the structure of a city, where two proposals, A1 and A2, are considered for the construction of a school.

Overall, A1 and A2 are situated in the vicinity of the residential area and the city center. A1 is in the southwest of the city, and A2 is placed in the northern regions . Both locations are far from the park in the east and the business district in the south .

A1, which is roughly situated in the southwest of the city, is accessible to the city center through a railway, which crosses a river just before it enters the city center. This river runs through the city from north to south . A1 is also adjacent to a housing state in the northwest ; however, there is no direct road to this area from A1. The city center is linked to a park, which is in the eastern regions .

In contrast, A2 is positioned in the north of the city beside the river. Although it is near the housing state, there is no direct access to this area. A2 is not linked to the city center either. However, there is a road connecting this spot to the business district, which is located in the south of the city .

(208 words)

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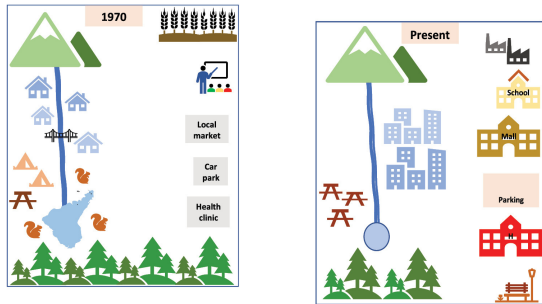
**This sample writing has a clear and logical organization and paragraphing; it shows a flexible use of the prepositions of location and directions. Linking devices have enhanced cohesion, while advanced and complex structures are frequently practiced for a high band score regarding grammar. (Directions and prepositions of locations are underlined in this sample writing.)**

---

### Two-maps structures

The following maps depict changes that have occurred in a small village over a period.

Summarize the information by selecting the main features and making comparisons.



## Explanatory sample writing

### 1) Introduction

**The two maps illustrate how a village has changed from 1970 up until now.**

(The task is introduced while paraphrasing the given topic to avoid repetition.)

### 2) Overview

**Overall, there have been significant changes transforming the area into a modernized region. The village is now more industrial than in the past.**

(The signal word “overall” has started the paragraph; two comparative structures show general changes. Present perfect passive and present simple are used accurately.)

### 3) Body paragraph 1

**In 1970, the village used to be more natural-looking with a vast forest in southern parts, which is now partly cut down to be replaced by a park in the southwest. The river, which runs from the mountain, used to flow into a large lake, which is now shrunk into a pond. Moreover, the woods would provide a natural habitat for wildlife, which is now being pushed away due to deforestation. Another noticeable change is the campsite around the lake, which is now limited to a day-use picnic area.**

(The paragraph starts with a focus on general changes that happened to the natural environment. There are a few “relative clauses” to provide advanced structures. There is a smooth transition between the past and present tenses; passive and active voices are both used flexibly.)

### 4) Body paragraph 2

**The village now looks more urbanized. In the past, a small population used to live on both sides of the river, which was accessible by a bridge. However, the bridge is now removed, and houses are replaced by apartment buildings to the river's right side. In the northwest, the farm is converted into factories. Moreover, the school to the south of the farm is now transformed into a large college. The local market next to the school is also turned into a shopping mall. The clinic to the north of the forest is altered to a hospital. Besides, the car park between the clinic and the market is expanded.**

(A general statement focusing on detailed changes regarding urbanization has initiated the paragraph. A wide range of structures , relative clauses are used. Appropriate language to describe changes, passive voice, and correct tenses are highlighted.)

### **Sample writing**

The two maps illustrate how a village has changed from 1970 up until now. Overall, there have been significant changes transforming the area into a modernized region . The village is now more industrial than in the past.

In 1970, the village used to be more natural-looking with a vast forest in southern parts , which is now partly cut down to be replaced by a park in the south-west . The river that runs from the mountain used to flow into a large lake , which is now shrunk into a pond . Moreover, the woods would provide a natural habitat for wildlife, which is now being pushed away due to deforestation. Another noticeable change is the campsite around the lake, which is now limited to a day-use picnic area.

The village now looks more urbanized . In the past, a small population used to live on both sides of the river , which was accessible by a bridge. However, the bridge is now removed , and houses are replaced by apartment buildings to the river's right side . In the northwest, the farm is converted into factories. Moreover, the school to the south of the farm is now transformed into a large college. The local market next to the school is also turned into a shopping mall. The clinic to the north of the forest is altered to a hospital. Besides, the car park between the clinic and the market is expanded .

(235 words)

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**This sample writing meets all the requirements for a high band score; there is sufficient and logical paragraphing for ultimate coherence; advanced vocabulary and complex structures are flexibly and accurately practiced. Non-defining relative clauses play a significant role in creating cohesion in this writing. (Specific language to describe changes, prepositions, and directions are underlined in this sample writing.)**

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### **Essential to note:**

In the sample writings provided in previous pages, there are some common points to be considered for a potentially high band score while practicing maps:

1. Both samples follow the four-paragraph structure and include a clear overview resulting in great coherence.
2. Both descriptive and comparative structures precisely describe the map's main features.
3. There is a balance between active and passive voices providing the writings with a smooth and natural tone.
4. Complex structures, particularly non-defining relative clauses, are accurately and appropriately practiced for a high band score for grammar.
5. Focusing on specific vocabulary, using directions, and location prepositions have enhanced the sample writings' clarity leading to a high band score regarding lexical resources.

## Writing task 2

### Differences between academic and general modules

In both academic and general modules, candidates need to develop a minimum 250-word essay in about 40 minutes for task 2, which makes up around 65% of the overall writing band score. Note that there is no upper word limit. Candidates may be assigned to an argument, a discussion, an advantage-disadvantage, a cause-effect, or a direct-question essay. However, there are some slight differences between the two modules. For instance, topics are usually about more common situations in the general module: family, society, school, sports, etc. However, in the academic module, questions cover a broader spectrum and more academic topics, such as causes and effects of global warming, an argument on space tourism, or advantages and disadvantages of modern farming methods.

### The academic module

In the academic module, candidates should write an essay on specific and academic topics, which require a broad array of topic-related vocabulary and a variety of sentence structures for a high band score. As a result, improving vocabulary and grammar is a must. Reading various magazine articles about diverse topics, which may show up on the IELTS test, could facilitate this process. Although there are different types of essays, the structure, organization, and paragraphing are almost the same for all of them. Following these structures, sufficient paragraphing and proper organization of opinions and examples lead to clear essays, and consequently, success in achieving a great band score. Another critical factor here is “time management.” Bear in mind that task 2 takes up around 40 minutes.

### Task 2 requirements

In the IELTS test, writing task 2 is scored based on four defined criteria, where each criterion accounts for 25% of the overall writing band score. Understanding these band descriptors and following them will lead to a high band score.

1. **Task response** simply means that the question(s) raised in the topic is/are fully answered, and the writer has a clear position throughout; main ideas are all relevant, well-developed, extended, and supported through explanations and examples.
2. **Coherence and cohesion** refer to fluency (external framework) and unity (internal framework) in writing. In other words, coherence (fluency) means opinions and examples are logically progressed and organized into a sufficient number of paragraphs. For optimum cohesion (unity), a wide range of linking devices and referencing words should be flexibly used throughout the essay. These tools help writers avoid repetition and communicate what they mean clearly and seamlessly.
3. **Lexical resources** or in simple language, “vocabulary” should be used with their precise meaning. Correct use of “collocations,” “academic expressions,” “word formation,” and “correct spelling” are the main features of great academic writings.
4. **Grammatical range and accuracy** refer to accurate usage of various sentence structures (simple, compound, complex, compound-complex), correct use of tenses, punctuation, spelling, active/passive voices, and conditionals.

The following pages focus on each criterion, breaking them into smaller segments for better analysis and excellence in task 2.

#### 1) Task response

Reading the topic carefully, understanding the question(s), identifying the type of essay, addressing all parts of the task thoroughly, presenting a position clearly, and developing well-supported and relevant ideas throughout the essay will lead to a high band score for this category.

#### 2) Coherence and cohesion

Coherence (fluency) and cohesion (unity) are essential aspects of any academic writing; they are also assessed throughout the IELTS writing test.

**Coherence (fluency)** is the overall structure and logical organization and paragraphing of the essay. Adhering to a 4-paragraph structure and the logical development of each paragraph will enhance the essay's fluency.

**Cohesion (unity)** is the natural flow and seamless connection of ideas among sentences and paragraphs. In cohesive writings, ideas are logically and smoothly linked using **cohesive devices** and **referencing words**.

However, overusing linking words will lower the band score as the writing will lose its natural flow and sound mechanical. An alternative way to achieve coherence in writing is to **avoid repetition** of structures and vocabulary. These features are looked at more precisely in the following pages:

## Cohesive devices

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### Linking words

Linking or transition words are extremely useful in IELTS writings as they help link ideas, sentences, and paragraphs. However, understanding their precise meaning is crucial for ultimate accuracy. It is noteworthy that overusing them or misusing them will make writings confusing and lower the band score. These words do not need to be always placed at the beginning of sentences causing repetition in structures. However, if that is the case, they are followed by a “**comma**,” and if they link two clauses to form a complex structure, they are usually put between “**two commas**” or between “**a semicolon and a comma**” based on punctuation rules. There is a list of the most common linking words and phrases in the table below:

<b>Agreement/Addition/Similarity</b>	In addition (to)/similarly/comparatively/also/furthermore/moreover/additionally/equally/as well as
<b>Disagreement/Contradiction</b>	Although/in contrast/on the contrary/in spite of/ despite/however/on the other though/ regardless/whereas/while
<b>Cause/Purpose/Condition</b>	Owing to/due to/because of/with this in mind/for the purpose of/on the condition/ if/unless/in view of/on account of
<b>Example/Support/Emphasis</b>	For example/for instance/such as/namely/to illustrate this/in other words/to put it is to say/truly/indeed/surely/certainly/in fact/ particularly
<b>Effect/Result/Consequence</b>	As a result/consequently/as a consequence/ therefore/hence/accordingly/under circumstances/so/thus
<b>Generalization/Conclusion</b>	Generally speaking/all things considered/given these points/overall/on the whole/in conclusion/to summarize/to conclude
<b>Time/Sequence/Chronology</b>	In the meantime/in the first place/as soon as/meanwhile/since/at the same time simultaneously/to begin with/prior to/after/ before

### For example

- It furthermore creates more economic growth in the region. (No comma is required.)
- Furthermore, it allows for more economic growth in the region. (A comma is required.)
- However, it has a few benefits for local people. (A comma is required.)
- Flights are costly; however, many consider them as their first option. (A semicolon and a comma are needed.)

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### Referencing words

Referencing words help a smooth backward or forward to ideas or concepts already mentioned in writing or are about to appear. However, in most cases, referencing words refer to something that is already mentioned. These words help avoid repetition and give writings more clarity and better cohesion. “Referencing words” are classified under five main categories:

<b>Subject/object pronouns</b> (In academic writing, it is recommended to focus on impersonal pronouns (It, They, and Them ) rather than the personal pronouns (I/You/She/He/Her/Him/Us)	<b>Subject pronouns:</b> I/you/he/she/ <b>it</b> /you/we/ <b>they</b> <b>Object pronouns:</b> me/you/him/her/ <b>it</b> /you/us/ <b>them</b>
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<b>Possessive pronouns</b> ( show ownership and the most common ones in academic writing are the impersonal pronouns, such as <i>Its</i> , <i>theirs</i> , and <i>their</i> .)	My/mine/your/yours/her/hers/his/our/ours/ <b>their</b> / <b>theirs</b> / <b>its</b>
<b>Demonstratives</b> (They are used to refer to something previously mentioned, and this avoids repetition.)	<b>This/that</b> (singular)- <b>these/those</b> (plural)- This design /Those images <b>Such</b> ( <b>Such</b> usually follows a singular or plural noun, and together they refer to an idea or a concept that is formerly mentioned.) e.g., such ideas, such methods, such a decision
<b>Comparatives</b> (They are used as either pronouns or adjectives.)	Other/another/both/the same/better/more/ earlier/later/previous (They all need to follow a noun.) Another means of transportation Earlier methods of painting
<b>The definite article</b>	“ <b>The</b> ” is often used to refer to something already introduced in the text, preventing repetition.

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## Paraphrasing

Both measures mentioned above are great ways to help avoid repetition. However, paraphrasing methods, such as using synonyms, similar words, opposites, different word forms, and alternative word orders in sentences, are also essential academic writing techniques to enhance cohesion and overall writing quality. This useful skill is an asset in all parts of an essay: writing an introduction and introducing the topic, rewriting the main idea at the end of body paragraphs, and restating the writer’s position in the conclusion. There are various methods of paraphrasing, and the most common ones are as follows:

### • Using synonyms/similar words/opposites

Using synonyms is one of the easiest ways of paraphrasing; however, note that the precise meaning of words should be considered at all times. Also, keep in mind that in most cases, words have more than one primary meaning. Therefore, using them appropriately is crucial. While using this method, “**collocations**,” which are a combination of words used together, should be excluded as they are understood and defined in a specific way, so paraphrasing them is not advised. For instance, natural disasters, air pollution, and global warming are collocations, so we do not use synonyms to paraphrase them.

#### For example

- Most people who attended the seminar were married .
- The majority of those who took part in the seminar were not single .

In the above sentences, two synonyms and an opposite word have paraphrased the sentence while the meaning and structure are kept unchanged.

### • Using different word forms

Sometimes paraphrasing could just happen by changing the word form (one part of speech to another), for instance, changing a “noun” to an “adjective” or a “verb” to an “adverb.”

#### For example

- There has been a rapid increase in the number of bikes.
- The number of bikes has been rapidly increased .



In these sentences, the adjective “rapid” has changed to the adverb “rapidly,” and the noun “increase” has changed to the verb “increased.”

- **Changing active voice to passive voice or vice versa**

Changing voices in a sentence simply changes the word order, which is considered an excellent paraphrasing tool.

**For example**

- The economic crisis affects millions of people every year. (active voice)
- Millions of people are affected by the economic crisis every year. (Passive voice)

In this example, the active verb “affects” has changed to the passive verb, “are affected.” As a result, the sentence structure and word order have changed.

- **Changing sentence structure using different linking words**

Similar linking words could change the structure of a sentence. Although these words are similar in meaning, they follow different structures.

**For example**

- Because the total number of students has declined , most schools are bankrupt.
- Most schools are bankrupt because of a decline in the total number of students.

In the first sentence, “because” follows a phrase, while in the alternative sentence, “because of” follows a noun changing the sentence structure.

### 3) Lexical resources

In the IELTS writing task 2, there is an extensive range of topics, such as **wildlife** , **environmental issues** , **economic crisis** , **space exploration** , **natural disasters** , **technology** , **crime** , **etc** . Therefore, improving vocabulary skills and being familiar with topic-related words and phrases , different word forms , collocations , advanced expressions , and spelling are of great significance. All these tools help candidates avoid using too **common words** or **repetitive language**.

- **Topic-related vocabulary**

Candidates are expected to discuss a wide range of topics using advanced expressions and vocabulary to achieve a high band score for lexical resources. For example, if the topic is about “the environment,” advanced words and collocations such as flora and fauna, dense vegetation, soil erosion, degradation, natural habitat, native species, deforestation, etc., should be flexibly used throughout the essay. Therefore, practicing topic-related vocabulary is crucial.

- **Common words**

Some words are marked as **overused** and are not highly admired in academic writing. As a result, it is best to replace them with more advanced vocabulary for a high band score in writing task 2. There is a selection of some common words and their alternatives in the table below:

Overused words	Alternatives
Very (adverb)	Extremely/extensively/significantly/tremendously/incredibly/unusually
Said (verb)	Alleged/argued/replied/stated/mentioned/commented/ demanded
Good (adjective)	Excellent/exceptional/phenomenal/splendid/marvelous/ satisfactory
Funny (adjective)	Amusing/entertaining/engaging/hilarious/laughable/ humorous



<b>Big (adjective)</b>	Considerable/enormous/gigantic/immense/massive/colossal/ sizable
<b>Bad (adjective)</b>	Awful/defective/inadequate/unacceptable/faulty/inferior/ erroneous
<b>Important (adjective)</b>	Dominant/foremost/predominant/principal/indispensable/ essential

## • Collocations

Collocations are 2 or 3 words that commonly go together and sound natural to native speakers. In other words, collocations are chunks of language that always go together. Thus we do not paraphrase them, but using them is crucial in writing. There are various patterns of collocations. Some of these patterns with a few examples are as follows:

### Verb-noun collocations

- The government should **raise awareness** regarding global warming.
- It **raises** an ethical **question** .
- The submitted applications should **meet the requirements** .
- It is hard to **make ends meet** these days.
- Students need to **make an effort** to succeed.

### Verb-adverb collocations

- Using available resources is **highly recommended** .
- The city council **condemned** new changes **strongly** .
- They **totally agreed** with his idea.
- The research team **announced** their triumph **proudly** .
- The company **benefited enormously** from the situation.

### Adjective-noun collocations

- The tutor gave him **invaluable advice** .
- There is a **strong possibility** that economic trends change.
- The country has a **rich culture** .
- She plays a **crucial role** in her father's company.
- There is **heavy traffic** during rush hours.

### Adverb-adjective collocations

- she was **completely satisfied** with her test results.
- It was **rather cold** for that time of the year.
- They are **fully aware** of the consequences.
- It is **perfectly normal** to be nervous for a test.
- He was **utterly delighted** to see her.

### Noun-noun collocations

- **Air pollution** is one of the dire environmental hazards.
- They need a **building permit** to construct a house.
- **Natural disasters** claim a significant number of lives every year.
- **Acid rain** is one of the leading causes of erosion.
- People with a **learning disability** need a particular education program.

### Verb-preposition collocations

- They should **spend** less money **on** hobbies.
- The company has **invested in** a new project.
- They both **agreed on** the topic.
- She needs to learn how to **depend on** herself.
- It is not easy to **concentrate on** reading with a lot of background noise.

### Adjective-preposition collocations

- She is **jealous of** her younger sister.
- Is he **eligible for** this job posting?
- She is **familiar with** the local culture.
- He is **interested in** cycling.
- They were **anxious about** their test results.

### Noun-preposition collocations

- Having real friends is one of the **advantages of** being honest.
- She has a great deal of **difficulty with** the new computer system.
- There is a considerable **difference in** current trends for housing.
- The government has a great **responsibility for** peoples' safety.
- He had a rough **transition to** the new situation.

### Other common collocations

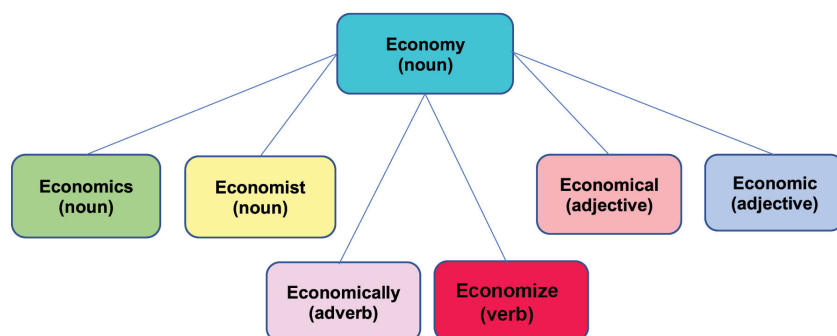
- It is essential to **do homework** .
- Some people do not believe in **getting married** .
- This chapter is **coming to an end** soon.
- This technique **saves time and money** .
- She **has** a great deal of **experience** in teaching.
- Their main goal is to **make a** substantial **profit** at any cost.
- **Take your time** ; I am not **in a rush** !
- Her dog has **gone missing** .
- His mindful comment **caught her attention** .
- She has **lost/gained** a lot of **weight** .
- Do not **miss the opportunity** to travel when there is a chance.
- Can you **keep a secret** ?

•

### Word formation

Another practical way to improve vocabulary and grammar is to be familiar with different word forms. This skill has a great significance in the IELTS test. In both writing tasks, it is a tool that facilitates paraphrasing in case coming up with synonyms is out of reach. Furthermore, using different word forms provides writings with various sentence structures. Besides, candidates should also show flexibility around word forms in the speaking part of the IELTS test for a high band score. This technique is also used to paraphrase questions in the IELTS test's reading and listening sections. Hence, gaining practical knowledge of word forms plays an indispensable role in the IELTS test.

The following diagram shows different word forms for the word "**Economy** ."



These examples show how to use various forms of the word “economy”:

- The **economy** is facing a recession due to poor global trades. (noun/subject)
- He studied **economics** so that he could work as an **economist**. (noun/noun)
- The current **economic** situation is not promising. (adjective/related to the economy)
- Fluorescent lamps are more **economical** than regular light bulbs as they consume little amount of energy. (adjective/related to saving energy and or money)
- Running the business was no longer **economically** viable. (adverb/related to money)
- Some people try to **economize** on heating, as a result jeopardizing their health in winter. (verb/to save)

The following table shows a few words and their relevant forms:

Verb (base form)	Noun	Adjective	Adverb
To inform	Information	Informative Informed Informational	Informatively
To succeed	Success	Successful	Successfully
To urge	Urgency	Urgent	Urgently
To apply	Application Applicant	Applicable Applied	Applicably
To necessitate	Necessity	Necessary	Necessarily

#### 4) Grammatical range and accuracy

It is vital to use grammar accurately; this includes correct use of **tenses**, **active and passive voices**, **subject-verb agreement**, **conditionals**, **modals**, **prepositions**, **articles**, and various **sentence structures** in both writing tasks. A thorough review of all these grammar points is strongly recommended to achieve a high band score for grammar. There is a quick look at each of these aspects of grammar in the following pages:

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#### Tenses

Depending on the type of writing, various tenses, such as present simple, past simple, present perfect, present perfect continuous, or future tenses, might be required. In most cases, a combination of a few tenses is dominant in a single piece of writing, and in this case, a smooth transition among them is essential.

#### For example

- In summer, sales usually soar, but the state had announced a sudden drop in sales a few months before it happened; however, based on current trends, they will increase gradually by the end of the year.

(There is a natural and smooth transition among present simple, past perfect, past simple, and future tense in the above example.)

- 

### Active and passive voice

In well-structured academic writings, a balance of both active and passive voices can be tracked. While “passive voice” is practical in formal writing, the unnecessary passive voice will be penalized.

#### For example

- The garden was trimmed by me before they arrived. (unnecessary passive voice)
- I had trimmed the garden before they arrived. (appropriate active voice)
- The painting is done by an anonymous local artist. (appropriate passive voice.)
- An anonymous local artist has painted it . (appropriate active voice)

- 

### Subject-verb agreement

A common area of grammatical mistakes is around subjects and their following verbs. Subjects and verbs should always agree in terms of being “singular” or “plural.” A singular subject takes a singular verb, whereas a plural subject takes a plural verb. Note that uncountable nouns and singular indefinite pronouns, such as “everyone,” “someone,” “anyone,” “somebody,” “something,” “anything,” “nothing,” etc., take singular verbs.

#### For example

- Chemistry is a fun subject to study. (singular subject and singular verb)
- Firstly, glass is collected from recycling sites. (uncountable noun and singular verb)
- Some countries are developing their tourism industry. (plural subject and plural verb)
- Parents do their best to raise their children. (plural subject and plural verb)
- Nobody is home. Everyone is out on a picnic. (Singular indefinite pronouns and singular verbs)
- Many people travel these days. (Plural indefinite pronoun and plural verb)

- ### Conditionals

Conditionals are great examples of complex structures that are essential in writing task 2. They are preferably used as a part of an explanation or an example in body paragraphs. Depending on the situation, zero conditionals, conditional types I, II, or III could clarify an idea in a body paragraph. Using conditionals, more advanced alternatives such as, unless, otherwise, provided that, etc., should also be considered.

#### For example

- If students study hard, they get great results.

(Zero conditional is formed by “If+ present simple, + present simple.” This structure is useful in describing routines/facts/real and possible situations .)

- Unless the government acts now, the economy will suffer an irreversible crisis.

(First conditional is formed by “If+ present simple, + future.” This structure describes real and possible situations. )

- Provided (that) farming methods were automated , food production would be faster.

(Second conditional is formed by “If+ past simple, + would+ base form of the verb.” This typical complex structure describes hypothetical, unreal, but possible situations. )

- If he had studied science instead of math, he would have been a doctor now.

(Third conditional is formed by “If+ past perfect, + would+ have/has+ pp” . This conditional type is useful in describing situations that are **unreal** or **impossible to change** as they happened in the past, such as **regrets** .)

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## Modal verbs

Modals are functional grammar tools, which make it easier to express probability, ability, obligation, or necessity. Some common modal verbs are **can** , **could** , **should** , **may** , **might** , **must** . Note that after all modals, **infinitives without “to”** should be used.

### For example

- He **can** paint well. (ability/skills/present tense )
- She **could** achieve a higher goal. (probability/ability/past tense )
- You **should** try windsurfing. (suggestion/present-future )
- You **should** see a doctor if you are sick. (advice/necessity/present tense )
- I **might/may** go shopping tomorrow. (possibility/future )
- They **must** wear uniforms. (obligation/rule/present tense )

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## Sentence structures

A sentence structure is the physical format of a sentence. Varying sentence structures avoids repetition, creates a natural rhythmic tone in writing, and makes it sound intriguing. In the IELTS test, for both academic and general modules using various sentence structures is highly advised. There are **four sentence structures**: **simple sentences** , **compound sentences** , **complex sentences** , and **compound-complex sentences** . Flexible use of these structures accurately will lead to a high band score for grammar, enhancing the overall writing quality.

### 1) Simple sentences

A simple sentence is an independent clause, which mainly includes a subject and a verb, and it is complete on its own. These independent clauses could also have other components, such as an object or a modifier, but they hold one complete idea or a concept overall. These structures are mainly used to form a topic sentence in body paragraphs as they hold one central idea, one of the main features of a good topic sentence.

#### For example

- The main advantage of organic farming methods is saving the environment.
- Airline companies have facilitated traveling.
- Honesty is key to a good friendship.
- The government has promoted healthy eating.

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**There is a central idea in all the sentences above, and all of them are grammatically complete and independent.**

---

### 2) Compound sentences

A compound sentence consists of two independent clauses that are connected by a **coordinating conjunction** or a **semi-colon** . However, both sentences are independent and complete in meaning. If coordinating conjunctions link the two independent clauses, using a “**comma**” is necessary. There are seven coordinating conjunctions:

#### for, and, nor, but, or, yet, so (fanboys)

The following examples show how they form compound structures.

#### For example

- He likes coffee, **but** his sister prefers tea.
- She enjoys doing sports, **so** she goes jogging every day.

- We did not go to the park; we went to the movies instead.
- He missed her so much, yet he did not call her.
- He loves fruits, and his favorite fruit is apple.

### 3) Complex sentences

A complex sentence includes one independent clause and one dependent clause. An example of this is conditionals. Dependent clauses could also start with a relative pronoun, such as who, which, or that, or they could be formed using subordinating conjunctions, namely, because, since, after, etc.

#### For example

- Because it was late, she decided not to call him.
- As there is severe air pollution, elderly should stay at home.
- If the government does not act now, there will be irreversible repercussions.

---

**The dependent clause should be followed by a comma if it initiates the complex sentence.**

---

- I ended up reading the book for five hours since it was very engaging.
- A giraffe is an animal that lives in Africa.
- The government must make strict rules if traffic needs to be controlled.

---

**No comma is required if the complex sentence ends with the dependent clause.**

---

In all the sentences above, the clauses starting with a subordinating conjunction or a relative pronoun are dependent (underlined sections) because their meanings are not complete on their own, and they rely on the independent clauses (sections that are not underlined) to be completely meaningful.

### 4) Compound-complex sentences

Compound-complex sentences are simply a combination of one compound sentence and one complex sentence. These structures produce long sentences, which are quite valuable in academic writing as they provide better fluency and flow of ideas; however, keeping a balance in using them is vital as overusing compound-complex sentences could create confusion in writing.

#### For example

- She finished her assignment, but she did not have time to review her lessons even though she had a test the day after.
- He likes to tidy up his room, but he does not like to organize his closet because he finds it time-consuming.
- I saw her again at work, and I recognized her from the other night when we were at the party.

There is one compound sentence (in black) connected to a dependent clause (in blue) by a subordinating conjunction or a relative pronoun forming a compound-complex structure in all these examples.

#### • Prepositions

A common area of grammatical mistakes in the IELTS writing test is around “prepositions.” Some prepositions, also known as dependent prepositions, collocate nouns, verbs, or adjectives, and some of them were briefly discussed in the “collocations” section. Other prepositions are classified as independent prepositions under different categories. The most common independent prepositions are as follows:

#### 1) Prepositions of time (at, on, in, for, since)

#### For example

- The train leaves at 3:15. (specific time)
- I was born in April. (months, years, centuries, and seasons)
- He always goes swimming in the morning. (non-specific time during the day)
- They had a meeting on Tuesday. (days)

- She arrived on the 18<sup>th</sup> of July. (dates)
- He has worked there for two years. (duration/a period)
- They have lived there since 1995. (the beginning of a specific time/period)

## 2) Prepositions of place (at, on, in)

### For example

- She lives in Switzerland. (continents, countries, states, cities, towns, villages, regions, and neighborhoods)
- He lives at 22 West view Drive. (specific address)
- There is a coffee shop on Jericho street. (name of streets, avenues, roads, etc.)

## 3) Prepositions of location (In, at, on, no preposition)

### For example

- **In:** class, school, (the) \*car, (the) garden, (the) library, (the) office (specific locations)
- **At:** school, the beach, home, (the) library, work, (the) office (general locations)
- **On:** the train, the bus, the plane, the boat, the ship (means of transportation except for “\*cars”)
- **No preposition:** outside, inside, upstairs, downstairs, there, here

- **Articles**

Articles are words that define a specific or non-specific noun. There are two types of articles: **definite** and **indefinite**.

- 

### The definite article

The definite article is the word “The” that limits a noun (singular, plural, or uncountable) to one specific thing, person, or situation. We generally use “the” when it is clear which thing/person we mean.

### For example

- Did you get the job you had applied for? (a specific singular noun which I already know about)
- I watched a movie last night. The movie was about world war II. (a countable singular noun, which is introduced in the first sentence)
- We ordered some coffee. The coffee was great. (an uncountable noun which is already mentioned in the first sentence)

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**This article is also used in other more specific situations:**

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- **With some general nouns, when it is clear which thing or person we mean**

The police, the dentist, the doctor, the director, the hospital, the bank, the post office, the army, the fire department, the station, the airport, the movies, the theatre, the cinema, the radio, the news

- **Different parts or objects in a home**

The roof, the wall, the ceiling, the door, the floor, the bathroom, the bedroom, the living room, the kitchen, the carpet, the oven, the fridge, the picture

- **When there is only one of something**

The earth, the sky, the city, the country (the suburbs), the sun, the moon, the ground, the capital of France

- **Superlatives**

The most expensive restaurant..., the easiest way to do this..., the highest number of...

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**"TV" does not take the article "the"; otherwise, we are talking about a specific Television.**

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- I watched the news on Television last night. (general)
- Could you please turn up the television? (the TV in the room, specific)

- **Nationality words**

The French, the English, the German, the Spanish, the Dutch

- **With adjectives to form a plural noun to refer to something in general**

The rich, the poor, the blind, the dead, the old, the unemployed, the homeless

- **Machines and inventions**

The telephone, the wheel, the bicycle, the car, the plane

- **Things when we refer to them in general (not a specific thing)**

The lion, the monkey, the tulip, the rose

- **Musical instruments** (mainly in British English; in American English, "the" is omitted)

(The) piano, (the) guitar, (the) violin, (the) saxophone

- 

## **The indefinite article**

The indefinite article takes two forms. The word "**a**" is used when a singular countable noun starts with a consonant (b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z) and the word "**an**" which is used when a singular countable noun starts with a vowel (a, e, i, o, u). They both are useful to mention something (a singular noun) for the first time.

### **For example**

- Please give me a pen .
- She is a doctor . ("a"/"an" is always used for jobs.)
- I read an autobiography a while ago.
- This sentence holds an idea .

### **Exceptions**

- She went to a university in Alberta.
- He is an honest man.
- It is an honor to meet you.
- He is a united states congress member.

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**Occasionally, words starting with "u" take the article "a" in other cases, words starting with "h" take the article "an."**

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## **Plural nouns**

With plural nouns, we could use "some", "a number of", "an amount of", "many," or "a few of" as quantifiers.



### For example

- There are some apples in the fridge. (countable plural noun)
- There was a significant number of cars on the road. (countable plural noun)
- A large amount of energy is wasted every day. (uncountable noun)
- A few of his friends live abroad. (countable plural noun)
- Many people consider traveling during the holidays. (countable plural noun)

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### Zero articles

Although using articles seems relatively straightforward, they are among the most common grammar mistakes in writing, as there are many exceptions where there is no need to use an article. Some of these cases are as follows:

- **Name of countries, cities, towns, villages, and areas**

in France, in England, in Canada, in Japan, in Paris, in Rome, in downtown

**Some exceptions:** the united states, the United Kingdom, the Philippines, the Canary Islands, the UAE

- **Languages, foods, meals**

French, Italian, Korean, English, German, breakfast, dinner, lunch, pizza, spaghetti

- **Sports, academic and non-academic school subjects**

Football, basketball, ice hockey, math, physics, economics, geography, music (as a subject)

- **Abstract nouns**

Creativity, success, freedom, love, failure, hatred, happiness, life

- **Countable/uncountable plural nouns**

Children, people, flowers, exams, teachers (otherwise, we mean a specific group of them)

\*The people in the village were friendly. (a specific group of people in a specific village)

- **Some other words with zero articles:**

Space, nature, crime, music, salt, cinnamon, pepper, sugar, tea, coffee, television

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**Note that we need to use the article “the” if we refer to something specific in all the cases mentioned above.**

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### For example

- There are many galaxies in space .
- She tried to fit the desk in her room, but the space was not enough.
- Salt makes food tasty.
- Could you pass the salt, please?
- We need to protect nature .
- The nature in south America is vulnerable.

### Essay organization

One of the main steps in developing an academic essay is organizing ideas and relevant examples in some paragraphs. In IELTS writing task 2, a 4-paragraph essay consisting of an **introduction** , **two body paragraphs** , and

a **conclusion** is recommended. However, before writing, it is best to spend a few minutes organizing ideas and paragraphs. This narrows down the process of writing into three phases:

### **1) Pre-writing phase**

Focusing on the given topic is worthwhile as it leads to a logical organization of ideas and achieving great results. This whole pre-writing phase takes around 4-5 minutes .

- **Reading and understanding the given topic**

It is particularly important to read the topic carefully and the question(s) for clear understanding; otherwise, the essay may go off-topic, in which case it will be penalized affecting task response because it will be about something similar, but not the exact given topic.

- **Analyzing the essay type**

The second step in this phase is analyzing the essay type to accomplish the task. The essay type, which could be an argument, a discussion, a cause-effect, etc., should be reflected in the introduction.

- **Brainstorming ideas**

Coming up with relevant ideas is a crucial step in developing a good essay. Depending on the essay type, candidates require to think of reasons to agree or disagree with a topic, discuss different viewpoints regarding a situation, describe the causes and effects of something, put forward solutions to a problem, and so on.

### **2) Actual writing phase**

After the pre-writing step, it is time to go on with the actual writing, which takes around 30 minutes if organized well. This step includes writing different paragraphs of the essay. Note that the essay type does not affect paragraph organization. Different paragraphs of an essay are as follows:

- **Introduction**

The introduction is one of the essential sections of an essay as it assists the writer make their first impression. There are two main sentences in an introduction: the first sentence paraphrases the given topic to avoid repetition. In doing so, as mentioned earlier, synonyms, similar words, different word forms, or different sentence structures are used to paraphrase the topic without making changes in its meaning; otherwise, the essay will be likely to go off-topic. The second sentence , the thesis statement, clarifies the writer's position (their opinion, if asked in the topic) and shows the essay type. Using a passive "It clause," such as "It is believed that...", "It is argued that...", "It is accepted that..." is a great way to start an introduction.

- **Body paragraph 1**

Depending on the type of essay, this paragraph introduces the first cause or effect of something, gives the first reason to agree or disagree with the given statement, suggests the first solution, or outlines the first advantage or disadvantage.

- **Body paragraph 2**

The second body paragraph similarly continues with the second reason to agree or disagree with the given topic, mentions the second leading cause or effect of something, explains the second solution to a problem, or outlines the second merit or demerit of a situation.

## • Conclusion

The conclusion is the last paragraph of the essay that makes the final impression, which is as significant as the first impression. It is a short paragraph that includes two sentences: the first sentence summarizes the main ideas mentioned in the body paragraphs, while the second sentence focuses on the writer's opinion and or the essay type. In other words, it summarizes the topic sentences and the thesis statement. In case the topic had never asked for the writer's opinion, there is no need to give one either in the "introduction" or in the "conclusion." A critical point about the conclusion is that it should never include any new ideas as there is no room to develop them at the end of the essay.

### 3) Proofreading phase

The last phase of developing an essay is "proofreading," in which the last five minutes of the allowed time is ideally spent on correcting spelling, punctuation, and probable grammar errors. It is essential to allocate this amount of time to editing the writing as it is quite common to come across minor avoidable mistakes that happen all the time, and fixing them leads to a higher band score for grammar.

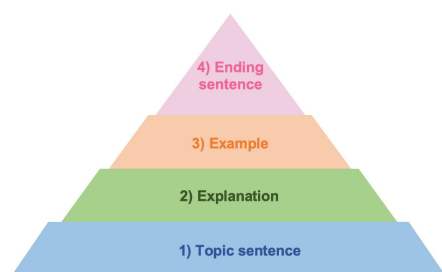
### Body paragraph organization

Body paragraphs make up the main section of an essay, where ideas, reasons, and examples are compiled to address the question(s) raised in the topic. Each body paragraph includes three main parts:

1. **Topic sentence:** This sentence initiates the paragraph focusing on the main reason for writing that paragraph. A topic sentence should be ideally put in a simple structure, holding a central idea or an attitude in a general way. Therefore, it is better to avoid phrases such as "I believe," "I think," "In my point of view," etc., as they personalize topic sentences confining them to specific opinions and making it challenging to develop the paragraph.
2. **Explanation :** It comes in 2-4 sentences following the topic sentence to elaborate and support the main point mentioned in the topic sentence making it clear to the examiner as if they do not have any information about it.
3. **Example :** This may follow the explanation; however, providing an example is not mandatory all the time or in both body paragraphs. They are also recommended to be general to give the writing a more academic appearance. Examples, which refer to a whole situation, country, nation, etc., are more formal than those that point to personal experiences, family issues, etc.
4. **Ending sentence:** This is an optional sentence at the end of each body paragraph that mainly paraphrases the topic sentence and works as a backup for the paragraph's main idea. Although it is a valuable sentence to be included in a body paragraph, it is not mandatory in all essay types as it is more suited in argument and discussion essays to restate the main idea firmly at the end of the paragraph.

Considering a pyramid helps clarify different sections of a body paragraph:

As shown in the diagram, "**Topic sentence**" is the primary section of the paragraph, followed by "**Explanation**," which forms the second largest section. "**Example**" is the third part of the paragraph, and "**Ending sentence**," which paraphrases the topic sentence for more emphasis before the paragraph ends, comes at the end. This organization shows the layout of a typical body paragraph.



## Essay types

As mentioned before, there are various types of essays for both general and academic modules; however, note that the essay type does not affect the essay organization. The most common types of essays in the IELTS test are as follows:

1. **Argument essays** : show agreement or disagreement with the topic and provide reasons for these opinions.
2. **Discussion essays** : discuss both sides of the given situation and the writer's view.
3. **Causes-effects essays** : examine the reasons and results of a situation.
4. **Causes-solutions essays** : outline the reasons for a situation, and suggest some solutions to solve the mentioned problem.
5. **Advantages-disadvantages essays** : discuss the positive and negative aspects of something or a situation.
6. **Double-question essays** : address two different questions that may or may not be relevant.

## Argument Essays

Argumentative topics are quite common in IELTS writing task 2. In this type of essay, candidates are usually given a statement with which they must agree or disagree. There are two types of argumentative topics that are slightly different. However, they are quite similar in structure, brainstorming ideas, and organization.

### 1) Do you agree or disagree?

This type of question asks candidates to take sides and determine if they agree or disagree with the given statement. In other words, there are only two options based on the question: candidates should either choose “**a complete agreement**” or “**a complete disagreement**.”

In most cases, people may have a clear opinion about a topic, but under test conditions, it might feel different, and while writing, one may run out of reasons for their agreement or disagreement and feel confused. So, I highly recommend brainstorming ideas to decide if you completely **agree or disagree** with the given topic.

One easy way to decide on agreement or disagreement with the topic is to ask yourself a straightforward question:

#### WHY?

Go ahead and start with “**Why would I agree with this topic?**” and try to come up with at least two strong reasons for your agreement. Then raise the question again, but this time, the other way around. “**Why would I disagree with this topic?**” and try to list a minimum of two solid reasons for your disagreement. At this point, you will know which side of the argument is easier for you to develop. Sometimes, it might be even better to put your personal opinions about the topic aside to avoid confusion and purely go with the reasons that come to your mind right away. Bear in mind that **you cannot partly agree** with the topic if the question asks, “Do you agree or disagree?” It is a common mistake in this type of writing that regretfully affects task response and lowers the band score.

The following sample writings provide a step by step approach to developing essays.

## Writing structure review

As discussed earlier, a high band-score essay requires an organized structure, including four paragraphs:

1. **Introduction** (paraphrase the topic+ state your opinion)
2. **1<sup>st</sup> body paragraph** (give your first reason for agreement/disagreement)
3. **2<sup>nd</sup> body paragraph** (give your second reason for agreement/disagreement)
4. **Conclusion** (summarize your reasons+ restate your position)

## Topic #1

Some people believe that books will no longer be the primary source of obtaining information in the near future. Do you agree or disagree with this opinion?



### Why would I agree with this statement?

1. Digitalized books and online resources are easily accessible.
2. E-books are more affordable than paper books, and many of them are free to download.
3. Electronic books are easy to carry, and they do not take up any physical space.

### Why would I disagree with this statement?

1. Many people prefer paper books to e-books.
2. Libraries will always be popular locations where people choose to study or read books.

After brainstorming ideas, one needs to determine their opinion. Here, I decided to completely agree with the topic as it is easier for me to back up and develop my ideas based on my brainstorming; however, some people may completely disagree with this way of thinking. Note that personal opinions are never judged; essays will be assessed based on the four defined criteria discussed earlier.

## Explanatory sample writing

### Introduction

**Step1: Paraphrase the topic** (Use synonyms to avoid repetition. Be careful not to go off-topic.)

**It is argued that paper books are not likely to be used primarily to collect data in the future.**

(It is a great way to start the introduction with a passive “It clause,” such as, “It is argued that...”, “It is believed that...”, etc., as they make the essay more formal.)

**Step 2: Thesis statement** (Give your opinion and extend your reasons briefly.)

**I completely agree with the given statement as the advent of new technology has altered the research domain for different purposes due to its various aspects, such as accessibility, affordability, and portability.**

(The writer has stated their position using the phrase “I completely agree with...” and it is briefly extended, pointing at some reasons for their agreement, “accessibility, affordability, and portability,” which will be elaborated in body paragraphs.)

### First body paragraph

**Step1: Topic sentence** (Give the first reason for agreement/disagreement with the topic to clarify the central point of this paragraph.)

**First and foremost, computer technology has revolutionized the ways books and other sources of information are accessed.**

(“Topic sentences” should be preferably made using simple-sentence structures as the paragraph’s main point should be clearly and concretely stated to hold a central idea or an attitude.)

**Step 2: Explanation** (Write 2-4 sentences to support and explain the topic sentence.)

**In other words, at the press of a button, one can quickly enter a pool of data on the web regarding their topic of interest. These online resources are now available to everyone everywhere through wireless technology. By typing out keywords related to the topic in an online browser, an individual will be instantly provided with a long list of books and articles to choose from, enriching their study or research, which was limited in the past.**

**Step 3: Example** (A great way to develop a body paragraph is giving an example. Keep in mind that “general examples” give a more academic look to essays compared with “personal examples.”)

**For instance, students at different levels of education could gain access to an abundant source of information promptly while researching without having to commute to a library or purchasing a few books for every research project.**

**Step 4: Ending sentence** (Paraphrase the topic sentence for more emphasis.)

**As a result, online resources will be more admired in the future, owing to their broad accessibility.**  
(“As a result” provides an excellent transition to rephrase the topic sentence and conclude the paragraph.)

### **Second body paragraph**

**Step 1: Topic sentence** (Give your second reason for agreement/disagreement stating the central point of this paragraph.)

**Furthermore, paper-based books are overpriced, leading to limitations in conducting research.**

(A simple sentence has formed the main idea of the second body paragraph starting with “furthermore,” which signals an additional point.)

**Step 2: Explanation** (Make 2-4 sentences to develop the topic sentence.)

**To explain this further, analyzing data on the internet is more affordable than buying books these days. In other cases, by signing up with a website, individuals obtain access to downloads at no or incredibly low cost.**

**Step 3: Give an example or add another reason** (If the paragraph is short, or if coming up with an example is out of reach, we can optionally add another reason for agreement/ disagreement. Here, I decided to **add another reason** for my agreement with the topic. This sentence acts as the second topic sentence of this paragraph, holding an opinion.)

**Besides, given that e-books can be stored on electronic gadgets, such as phones or laptops, they are easily portable without taking up any physical space. This feature makes them an excellent fit for today’s compact lifestyle.**

**Step 4: Ending sentence** (Paraphrase the topic sentence(s).)

**Hence, affordability and efficiency in storing e-books will result in their pervasive existence soon.**

(“Hence” has initiated the ending sentence; both main points of the paragraph are effectively paraphrased.)

### **Conclusion**

**Step 1: Summarize the main points** (Paraphrase topic sentences and avoid adding new ideas.)

**In conclusion, a vast number of books are entirely and effortlessly available at low or zero cost online. Digitalization has also made storing them quite efficient.**

(“In conclusion” is one of the best phrases to signal the last paragraph; both topic sentences are summarized.)

**Step 2: Restate your opinion** (Paraphrase your opinion and try to avoid repetition.)

**Therefore, I believe that e-books will take over paper books with time.**

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**Throughout this sample writing, I tried to avoid giving my direct opinion in body paragraphs ; however, it is acceptable to use your opinion a few times in body paragraphs if you need to. Having said that, avoiding these structures in body paragraphs makes essays more formal for academic writing.**

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### **Sample writing**

It is argued that paper books are not likely to be used primarily to collect data in the future. I completely agree with the given statement as the advent of new technology has altered the research domain for different purposes due to its various aspects, such as accessibility, affordability, and portability.

First and foremost , computer technology has revolutionized the ways books and other sources of information are accessed. In other words , at the press of a button, one can quickly enter a pool of data on the web regarding their topic of interest. These online resources are now available to everyone everywhere through wireless technology. By typing out keywords related to the topic in an online browser, an individual will be instantly provided with a long list of books and articles to choose from, enriching their study or research, which was limited in the past . For instance , students at different levels of education could gain access to an abundant source of information promptly while researching without having to commute to a library or purchasing a few books for every research project. As a result , online resources will be more admired in the future, owing to their broad accessibility.

Furthermore , paper-based books are overpriced, leading to limitations in conducting research. To explain this further , analyzing data on the internet is more affordable than buying books these days . In other cases , by signing up with a website, individuals obtain access to downloads at no or incredibly low cost. Besides , given that e-books can be stored on electronic gadgets, such as phones or laptops, they are easily portable without taking up any physical space. This feature makes them an excellent fit for today’s compact lifestyle. Hence , affordability and efficiency in storing e-books will result in their pervasive existence soon.

In conclusion , a vast number of books are entirely and effortlessly available at low or zero cost online. Digitalization has also made storing them quite efficient. Therefore , I believe that e-books will take over paper books with time.

(335 words)

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**This is a sample of a total-agreement essay, where the writer has taken sides and has supported their reasons solidly throughout the essay using relevant examples to achieve a high band score for task response. Advanced vocabulary, collocations, and expressions are flexibly used in various sentence structures accurately in four paragraphs; cohesive devices are appropriately practiced for a natural transition among sentences and paragraphs to meet the requirement for cohesion. (Cohesive devices are underlined in this sample writing.)**

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## 2) To what extent do you agree or disagree?

The second type of argumentative topics gives writers more options when it comes to taking sides. The question, “To what extent...” implies the extent on a scale from total agreement on one end to total disagreement on the other end. There are more options to choose from depending upon brainstorming ideas:

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**“I completely agree.”, “I completely disagree.” or “I partly agree.”**

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I completely agree.

I partly agree.

I completely disagree.



As there are more options to choose from, I suggest choosing a partial agreement. The reason is that after brainstorming, which is the same as the previous type, one can simply choose one strong reason for agreement and one solid reason for disagreement, which makes it easier than focusing on a total agreement or total disagreement in most cases. Note that it is also acceptable to completely agree or disagree with the given statement for these types of questions. To brainstorm, we might start by asking ourselves the so-called question, “**WHY** .”

### Topic #2

Considering a high income is the most critical factor when choosing a career.

To what extent do you agree with this opinion?



### Why would I agree with this opinion?

1. Well-paid jobs are motivating.
2. Making good money makes life comfortable.

### Why would I disagree with this statement?

1. Other factors, such as job satisfaction, are more important than salary.
2. Money does not buy happiness.

Based on this brainstorming, I could completely agree or disagree with the topic. However, I decided to choose a partial agreement. Therefore, I chose one reason to show why I agree and one reason to express my disagreement.

### Explanatory sample writing

#### Introduction

**Step 1: Paraphrase the topic** (Start the paragraph with an “It clause” for a formal look, and use synonyms to avoid repetition.)

**It is believed that taking high income into account is an essential parameter for choosing a vocation.**



**Step 2: Thesis statement** (Clearly state your opinion and extend your reasons briefly.)

**From my perspective, although a big salary is predominant in selecting a career, other factors, including job satisfaction, could play a crucial role in a person's professional life.**

(The comparative structure implies a partial agreement, which is briefly extended.)

### **First body paragraph**

**Step 1: Topic sentence** (Use a simple sentence to give a reason for your agreement.)

**On the one hand, well-paid jobs are inspiring.**

(“On the one hand” implies that there are two sides to this argument.)

**Step 2: Explanation** (Write 2-4 sentences to explain the topic sentence.)

**In other words, individuals feel more motivated when they are justly compensated for what they professionally do. Simultaneously, motivation leads to better productivity, making it a win-win situation for both employers and employees.**

(The results of having a well-paid job are discussed.)

**Step 3: Example** (Try to give an example to back up the topic sentence further.)

**For example, software developers who work with reputable IT companies, namely Apple, receive generous annual salaries; this has inevitably affected this phenomenal business's productivity levels.**

**Step 4: Ending sentence** (Paraphrase the topic sentence.)

**Thus, making a fair amount of money at work could be quite advantageous for everyone.**

### **Second body paragraph**

**Step 1: Topic sentence** (Use a simple sentence to show the reason for your disagreement.)

**On the other hand, job satisfaction could play a significant part in a person's professional development.**

(“On the other hand,” shows the other side of the argument.)

**Step 2: Explanation** (In 2-4 sentences, explain the topic sentence clearly.)

**That is to say, by being satisfied with one's vocation, an individual could professionally develop; this consequently leads to better success. Job satisfaction could result from factors such as a healthy working environment and the existence of promotion prospects.**

**Step 3: Example** (Write 1-2 sentences to provide an example for better support as an option.)

**For instance, office workers might not be extremely inspired when employers do not consider promotional aspects. They may find ways to kill time instead of improving their professional skills.**

**Step 4: Ending sentence** (Finish the paragraph by paraphrasing the topic sentence.)

**Therefore, a lack of motivating forces at work affects efficiency and productivity, even if employees make good money.**

### **Conclusion**

**Step 1: Summarize both topic sentences** (Summarize both sides of the argument.)

**Step 2: Restate your opinion** (Try to avoid repetition.)

**In conclusion, even though the significance of earning a good income cannot be overlooked while choosing a career, I believe paying attention to other aspects could lead to more professional satisfaction.**

(“In conclusion” signals the end of the essay; both sides of the argument are summarized while the writer's opinion is restated. Here, opinion and the summary of the topic sentences are perfectly merged in one comparative compound-complex structure for a high band score.)

### **Sample writing**

It is believed that taking high income into account is an essential parameter for choosing a vocation. From my perspective, although a big salary is predominant in selecting a career, other factors, including job satisfaction, could play a crucial role in a person's professional life.

On the one hand, well-paid jobs are inspiring. In other words, individuals feel more motivated when they are justly compensated for what they professionally do. Simultaneously, motivation leads to better productivity, making it a win-win situation for both employers and employees. For example, software developers who work with reputable IT companies, namely Apple, receive generous annual salaries; this has inevitably affected this phenomenal business's productivity levels. Thus, making a fair amount of money at work could be quite advantageous for everyone.



On the other hand, job satisfaction could play a significant part in a person's professional development. That is to say, by being satisfied with one's vocation, an individual could professionally develop, this consequently leads to better success. Job satisfaction could result from factors such as a healthy working environment and the existence of promotion prospects. For instance, office workers might not be extremely inspired when employers do not consider promotional aspects. They may find ways to kill time instead of improving their professional skills. Therefore, a lack of motivating forces at work affects efficiency and productivity, even if employees make good money.

In conclusion, even though the significance of earning a good income cannot be overlooked while choosing a career, I believe paying attention to other aspects could lead to more professional satisfaction.

(259 words)

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**This sample writing shows a partial-agreement type in which two contradicting reasons are described, and the writer's opinion is solidly cited. Simple, compound, and complex sentence structures are appropriately used along with flexible use of advanced vocabulary, collocations, and expressions. The essay is logically organized, and ideas are well-developed for a high band score. (Advanced vocabulary, collocations, and expressions are underlined in this sample writing.)**

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## Discussion Essays

Discussion essays are quite common in the IELTS writing task 2 for both modules. In this essay type, the question introduces two different opinions on a topic, and candidates need to discuss both views and give their own opinion. So, the question has three parts to be addressed: reasons to explain each view and the writer's opinion. Therefore, the essay could have three body paragraphs; however, if the writer's opinion is clearly stated in the introduction and the conclusion, there is no need to develop the third body paragraph for this purpose. Note that the number of body paragraphs does not affect the band score as long as the questions are fully addressed throughout the writing.

### Topic #3

Human activity has negatively affected the natural environment around the world. Some people believe that governments should immediately take action to reverse these effects, while others think there are more urgent problems to be tackled.

Discuss both views, and give your own opinion.



#### Reasons for the first view:

1. Our life depends on a well-protected environment.
2. A country with a sound natural environment could be more successful in other aspects.

#### Reasons for the second view

1. The importance of having decent healthcare and education systems
2. The economic and technological developments of a country are more important than its natural environment.

Choosing one reason for each point of view is enough to develop each body paragraph. However, the writer's opinion should be cited in the introduction, and it should also be restated in conclusion to develop a 4-paragraph essay. Note that each body paragraph should hold only one or two main reasons as body paragraphs with several main ideas are likely to be confusing.

## Explanatory sample writing

### Introduction

**Step 1: Introduce the topic and both views** (Avoid using exact words from the topic.)

Nature has been globally deteriorated due to over-exploitation of the environment. While it is considered by many that governments are in charge of remedying this situation instantly, others believe that there are more acute problems that governments need to address.

**Step 2: Thesis statement** (Extend your opinion clearly.)

In my opinion, while the government should address pressing problems towards developing a country, conserving wildlife is undoubtedly an indispensable step to be taken as human existence depends on sound ecosystems.

### First body paragraph

**Step 1: Topic sentence** (Outline reason(s) for one of the views to form the paragraph's main idea.)

On the one hand, to grow economically and technologically, the government must undertake some measures to advance healthcare and education systems to defy diseases and illiteracy.

(“On the one hand,” implies that there are two views.)

**Step 2: Explanation** (Describe the topic sentence in more depth.)

The main reason for this is that a healthy and well-educated society has the potentials to strive and achieve high standards of living to flourish as a developed nation.

**Step 3: Example** (In 1-2 sentences, give an example to clarify the main idea further.)

For instance, Canada has been attracting immigrants for its advanced public facilities. In exchange, this migrating population has been proliferating the country's economy sharing their expertise and wealth.

### Second body paragraph

**Step 1: Topic sentence** (Introduce the second view mentioned in the introduction to establish the main idea of this paragraph.)

On the other hand, industrial development poses a dire threat to the environment and wildlife.

**Step 2: Explanation** (In 2-4 sentences, explain the topic sentence.)

In other words, the natural habitat of flora and fauna has been destroyed due to excessive deforestation and urbanization. Exploiting the natural world in the pursuit of constructing cities, bridges, and roads to accommodate the ever-growing human population has led to the extinction of a vast number of plant and animal species. However, the reality of the situation is that our lives heavily depend on wildlife, which provides us with our basic needs, such as food.

**Step 3: Example** (Make 1-2 sentences to provide an example to support the paragraph's main idea further.)

If the government implements conservation programs through which some human activities, namely unnecessary deforestation and expansion of urban areas for personal profits, are confined, the environment will be protected to some extent.

### Conclusion

**Step 1: Summarize both views**

**Step 2: Restate your opinion** (Try to avoid repetition.)

To conclude, although the government should be held accountable to advance the country economically and technologically, safeguarding the environment and wildlife from over-exploitation should not be neglected. By restricting urbanization, the environment could be preserved.

### Sample writing

Nature has been globally deteriorated due to over-exploitation of the environment. While it is considered by many that governments are in charge of remedying this situation instantly, others believe that there are more acute problems that governments need to address. In my opinion, while the government should address pressing problems towards developing a country, conserving wildlife is undoubtedly an indispensable step to be taken as human existence depends on sound ecosystems.

On the one hand, to grow economically and technologically, the government must undertake some measures to advance healthcare and education systems to defy diseases and illiteracy. The main reason for this is that a healthy and well-educated society has the potentials to strive and achieve high standards of living to flourish as a developed nation. For instance, Canada has been attracting immigrants for its advanced public facilities. In exchange, this migrating population has been proliferating the country's economy sharing their expertise and wealth.

On the other hand, industrial development poses a dire threat to the environment and wildlife worldwide. In other words, the natural habitat of flora and fauna has been destroyed due to excessive deforestation and urbanization. Exploiting the natural world in the pursuit of constructing cities, bridges, and roads to accommodate the ever-growing human population has led to the extinction of a vast number of plant and animal species. However, the reality of the situation is that our lives heavily depend on wildlife, which provides us with our basic needs, such as food. If the government implements conservation programs through which some human activities, namely, unnecessary deforestation and expansion of urban areas for personal profits, are confined, the environment will be protected to some extent.

To conclude, although the government should be held accountable to advance the country economically and technologically, safeguarding the environment and wildlife from over-exploitation should not be neglected. By restricting urbanization, the environment could be preserved.

(313 words)

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**Both views and some reasons are described to develop them thoroughly in the essay. The writer's opinion is also clearly stated in the introduction and the conclusion. The paragraphs are logically developed. Relevant examples, topic-related vocabulary, collocations, and advanced expressions are flexibly and appropriately practiced in various sentence structures, where ultimate cohesion is apparent. This essay meets the requirement for a high band score. (Advanced vocabulary, collocations, and expressions are underlined in this sample essay.)**

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### Causes-effects essays

Causes-effects essays are quite common in IELTS writing task 2. In these essay types, candidates should outline some causes of the introduced situation and discuss their relevant effects. Reading the topic carefully and identifying what the questions ask for are crucial steps to take. Regarding the structure of the essay, following a 4-paragraph structure is recommended. However, in organizing body paragraphs, there are two possibilities:

#### 1<sup>st</sup> style:

**Body paragraph 1: two causes**

**Body paragraph 2: two effects**

In this way of organization, causes are put in the first body paragraph, while there is an outline of their relevant effects in the second body paragraph.

#### 2<sup>nd</sup> style:

**Body paragraph 1: first cause + first effect**

**Body paragraph 2: second cause + second effect**

In the second possible organization style, each body paragraph focuses on one cause and its relevant effect. Note that as long as the questions are fully addressed, the essay organization does not affect the band score. However, for a more transparent organization, the first style is recommended.

### Topic #4

Megacities around the world are becoming overpopulated day after day.

What are the primary causes of this situation? How does it affect societies?



#### The main causes:

1. Urbanization
2. Job opportunities and advanced facilities in cities

#### The main effects

1. Traffic congestion and air pollution

## 2. High crime rates

### Explanatory sample writing

#### Introduction

**Step 1: Paraphrase the topic** (Avoid repetition using synonyms and different word forms.)

**Overpopulation is on the rise in big cities worldwide.**

**Step 2: Thesis statement** (Giving an opinion is not required here as the question has not directly asked for it; reflect on the essay type instead and extend your ideas on causes/effects, briefly implying the content of the essay.)

**Some factors, including urbanization and the presence of job opportunities as well as advanced facilities, are the principal causes of this phenomenon; however, it inevitably affects societies, where heavy traffic, air pollution, and high rates of crime take their toll on the city dwellers.**

#### First body paragraph

**Step 1: Topic sentence** (Use a simple sentence to introduce the causes.)

**The leading causes of overpopulation in metropolitan areas are the availability of employment possibilities and public amenities.**

**Step 2: Explanation** (Explain both causes in 2-4 sentences.)

**As a result of urbanization and developing megacities, a growing flux of people has migrated to these areas from small towns and villages, following their dreams of living a comfortable life. Urban sprawl has brought about job opportunities, which are usually missing in developing regions. Individuals are likely to be given a chance to acquire knowledge and improve their skills to be qualified for numerous job vacancies awaiting them in big cities. Moreover, masses of the population move to these areas to access public facilities.**

(The first main reason is explained in a few compound and complex sentences. However, I decided to describe the second reason briefly to make use of an example to explain it further later on.)

**Step 3: Example** (It is always a good idea to give an example as it helps develop body paragraphs.)

**For instance, equipped hospitals and healthcare centers are scarce in small towns, and in case of emergencies and road accidents, casualties need to be transferred to the nearest big city for medical examinations or surgeries; this could result in delayed recovery, permanent physiological injuries, or death in unfortunate occasions.**

#### Second body paragraph

**Step 1: Topic sentence** (Mention the main effects of the situation in a simple sentence.)

**Traffic congestion and air pollution are known to be the most adverse effects of overpopulation.**

**Step 2: Explanation** (Explain both effects in 2-4 sentences focusing on cause-effect language.)

**Overcrowded subways and roads during rush hours are the unavoidable results of living in overpopulated urban areas. Consequently, people end up wasting considerable amounts of time commuting daily. Furthermore, exhaust fumes raise carbon dioxide levels in the air, generating air pollution, which significantly affects the public's health. Besides, overpopulation gives rise to crime rates.**

**Step 3: Example** (Give an example to support the paragraph; here, I made use of an example to describe the second main effect as it was not explained in depth.)

**An example of this is juvenile delinquency, a common situation in megacities among youngsters, who might lack parental supervision as parents are likely to be fully occupied, making ends meet living a highly competitive lifestyle.**

(Keep in mind that there is no need to provide an example for every cause or every effect. In this paragraph, I provided an example to support the second cause, which was not fully extended.)

#### Conclusion

**Step 1: Summarize causes and effects** (Develop a complex sentence to summarize causes and effects. Note that giving your personal opinion is not asked for in this topic.)

**To conclude, megacities invite crowds of people to their pool of opportunities and readily available facilities; however, an increase in the number of urbanites results in gridlocks, air pollution, and high crime rates among the youth.**

### Sample writing

Overpopulation is on the rise in big cities worldwide. Some factors, including urbanization and the presence of job opportunities as well as advanced facilities, are the principal causes of this phenomenon; however, it inevitably affects societies, where heavy traffic, air pollution, and high rates of crime take their toll on the city dwellers.

The leading causes of overpopulation in metropolitan areas are the availability of employment possibilities and public amenities. As a result of urbanization and developing megacities, a growing flux of people has migrated to these areas from small towns and villages, following their dreams of living a comfortable life. Urban sprawl has brought about job opportunities, which are usually missing in developing regions. Individuals are likely to be given a chance to acquire knowledge and improve their skills to be qualified for numerous job vacancies awaiting them in big cities. Moreover, masses of the population move to these areas to access public facilities. For instance, equipped hospitals and healthcare centers are scarce in small towns, and in case of emergencies and road accidents, casualties need to be transferred to the nearest big city for medical examinations or surgeries; this could result in delayed recovery, permanent physiological injuries, or death in unfortunate occasions.

Traffic congestion and air pollution are known to be the most adverse effects of overpopulation. Overcrowded subways and roads during rush hours are the unavoidable results of living in overpopulated urban areas. Consequently, people end up wasting considerable amounts of time commuting daily. Furthermore, exhaust fumes raise carbon dioxide levels in the air, generating air pollution, which significantly affects the public's health. Besides, overpopulation gives rise to crime rates. An example of this is juvenile delinquency, a common situation in megacities among youngsters, who might lack parental supervision as parents are likely to be fully occupied, making ends meet living a highly competitive lifestyle.

To conclude, megacities invite crowds of people to their pool of opportunities and readily available facilities; however, an increase in the number of urbanites results in gridlocks, air pollution, and high crime rates among the youth.

(355 words)

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Throughout the essay, two leading causes and two main effects of overpopulation in big cities are fully described to meet the task response requirement. The essay is well organized in four paragraphs, which are logically developed using advanced and topic-related vocabulary, collocations, and advanced expressions. Various sentence structures are put into practice; the essay has great cohesion and coherence, qualifying it for a high band score. (Cause-effect language and other linking words are underlined in this sample writing.)

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### Causes-solutions essays

This type of essay is quite similar to the causes-effects essays formerly described. The only slight difference is that some solutions must be put forward instead of focusing on effects. Being familiar with various academic topics, topic-related vocabulary, and collocations will facilitate brainstorming reasons and solutions for these types of questions. Structuring a 4-paragraph essay can improve the essay's coherence, where one body paragraph focuses on the causes of the given situation, and the second one offers some solutions.

### Topic #5

Global warming is a primary environmental concern around the world.

What are the causes of global warming? What solutions can you suggest solving this universal problem?



### The leading causes of global warming

1. Deforestation
2. Urbanization

### Some solutions

1. Regulating urbanization to conserve forests

## 2. Developing public transit systems to diminish emissions from cars

### Explanatory sample writing

#### Introduction

**Step 1: Paraphrase the topic** (Try to avoid repetition. Note that the collocation “global warming” cannot be paraphrased.)

**Global warming is known to be one of the most pressing environmental problems worldwide.**

**Step 2: Thesis statement** (Reflect on the essay type outlining causes and solutions briefly. The writer’s opinion is not asked for.)

**Human activities are the primary causes of global warming; however, some measures could help improve this situation.**

#### First body paragraph

**Step 1: Topic sentence** (Introduce two main causes of global warming in a simple sentence.)

**Urbanization and deforestation are the two leading causes of global warming.**

**Step 2: Explanation** (Explain how these causes lead to global warming in 2-4 sentences.)

The alarming growth in the number of city dwellers has resulted in urban sprawl. In this process, vast forested land areas are cleared to give room to roads and expand cities to the suburbs. Megacities worldwide have been stretched to their outskirts and surrounding areas to accommodate their residents’ plurality. As a result, there is an urgent need for wooded land to be converted into residential districts and farmlands. Due to deforestation, which inevitably happens to urbanized areas, greenhouse gases increase trapping heat in the atmosphere. This situation gives rise to higher global temperatures.

**Step 3: Example** (Provide an example to develop the paragraph further.)

**For example, Malaysia is one of the most urbanized countries, where around 75% of its population resides in urban centers devastating the natural world.**

(It is possible to use statistics while giving examples. These figures do not have to be precise as it is not possible to research information on the test; however, they should be within an acceptable range.)

#### Second body paragraph

**Step 1: Topic sentence** (Suggest a solution in a simple sentence.)

**Regulating urbanization in megacities could improve the situation effectively.**

**Step 2: Explanation** (Explain how this measure could help solve the problem.)

By making international rules to limit urbanization, we might conserve the greenbelt in rural areas to lower temperatures in the atmosphere as trees will naturally do their part, balancing out the amount of carbon dioxide.

**Step 3: Provide another solution** (This sentence acts as the second topic sentence, so it is a good idea to consider a simple structure for it.)

**Another possible measure to be taken into account is promoting public transit to discourage driving around, which will curb the amount of emission from cars enhancing air quality.**

**Step 4: Example** (Provide an example for better support.)

**For instance, Germany has one of the most reliable public transit systems, making it unnecessary for its citizens to travel by car in most cities, contributing to the exceptionally low greenhouse gas production.**

#### Conclusion

**Step 1: Summarize causes** (Try to avoid repetition.)

**In conclusion, urbanization and deforestation have caused detrimental damage to the natural environment resulting in global warming.**

**Step 2: Summarize solutions** (Summarize the measures that are already mentioned.)

**However, if steps such as restricting urban development and advancing public transport systems are taken, it is likely to remedy this situation in the future.**

### Sample writing

Global warming is known to be one of the most pressing environmental problems worldwide. Human activities are the primary causes of global warming; however, some measures could help improve this situation.



Urbanization and deforestation are the two leading causes of global warming. The alarming growth in the number of city dwellers has resulted in urban sprawl. In this process, vast forested land areas are cleared to give room to roads and expand cities to the suburbs. Megacities worldwide have been stretched to their outskirts and surrounding areas to accommodate their residents' plurality. As a result, there is an urgent need for wooded land to be converted into residential districts and farmlands. Due to deforestation, which inevitably happens to urbanized areas, greenhouse gases increase trapping heat in the atmosphere. This situation gives rise to higher global temperatures. For example, Malaysia is one of the most urbanized countries, where around 75% of its population resides in urban centers devastating the natural world.

Regulating urbanization in megacities could improve the situation effectively. By making international rules to limit urbanization, we might conserve the greenbelt in rural areas to lower temperatures in the atmosphere as trees will naturally do their part, balancing out the amount of carbon dioxide. Another possible measure to be taken into account is promoting public transit to discourage driving around, which will curb the amount of emission from cars enhancing air quality. For instance, Germany has one of the most reliable public transit systems, making it unnecessary for its citizens to travel by car in most cities, contributing to the exceptionally low greenhouse gas production.

In conclusion, urbanization and deforestation have caused detrimental damage to the natural environment resulting in global warming. However, if steps such as restricting urban development and advancing public transport systems are taken, it is likely to remedy this situation in the future.

(307 words)

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**This essay meets the requirements for a high band score as it fully answers the questions. There are remarkable coherence and organization of paragraphs. Cohesion is met as Causes-effects language, and other cohesive devices are seamlessly used throughout to connect ideas. Topic-related vocabulary and advanced expressions in compound, complex, and compound-complex structures are sufficiently and accurately practiced. (Topic-related vocabulary, collocations, and advanced expressions are underlined in this sample writing.)**

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#### Useful phrases and vocabulary for cause-effect/solution essays

It is caused by/it leads to/it affects/it influences/it is a cause of/It is a reason for...

it results in/it results from/it brings about/it creates/it produces/it gives rise to/it

roots in/it originates from

As a result, /as a consequence/thus/therefore/consequently/due to/owing to/because of/on account of/hence/because/since/due to the fact that/because of

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**It is crucial to make flexible use of these phrases to enhance the essay's cohesion by creating a natural flow in cause-effect/solution writings.**

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#### **Advantages-disadvantages essays**

Advantages-disadvantages essays are other common types of topics in writing task 2. There are three different possibilities and types of questions in this genre, so the essays should be organized accordingly. Reading the topic carefully and identifying questions are vital steps to take before brainstorming the given situation's advantages and disadvantages.

**Type 1:** This kind of question simply asks about the advantages and disadvantages of something and does not ask for the writer's opinion. Therefore, brainstorming a list of merits and demerits is the only requirement here. Forming a body paragraph to focus on advantages and another for disadvantages will simply address the question.

#### **Topic #6**

The tourism industry has been growing significantly at the international level over the past two decades.

What are the advantages and disadvantages of this industry?



#### **Advantages of the tourism industry**

1. Creating jobs for the locals
2. Boosting the economy

### Disadvantages of the tourism industry

1. Air pollution due to frequent cheap flights
2. Loss of local culture

## Explanatory sample writing

### Introduction

**Step 1: Introduce and paraphrase the topic** (This is to avoid repetition.)

**The growth of the tourism industry has been remarkable globally in recent years.**

**Step 2: Thesis statement** (Outline the main advantage(s) and disadvantage(s) briefly; giving an opinion is not needed as the question has not asked for it.)

**This industry has benefited countries worldwide economically; however, it might have some environmental and cultural drawbacks.**

### First body paragraph

**Step 1: Topic sentence** (In a simple sentence, introduce the main advantage(s).)

**The two main advantages of international traveling are creating jobs for local people and boosting the economy.**

**Step 2: Explanation** (Explain the merits in 2-4 sentences.)

**In simple terms, traveling overseas will engage various businesses and bring about more job vacancies. International airline companies provide people with affordable flights and accommodation. Correspondingly, the hotel industry, local shops, and restaurants will have to employ more staff to serve and welcome travelers. This pattern will increase employment rates creating a healthy economy, which eases the burden of joblessness on the government's shoulders. Therefore, more urgent issues could be taken care of if the economy evolves on its own.**

**Step 3: Example** (Provide an example for better support.)

**An example of this is Europe, an attractive tourist destination in the past two decades. A significant number of people visit Europe every year for entertainment and inspiration. Therefore, most European countries have been economically flourishing.**

### Second body paragraph

**Step 1: Topic sentence** (Introduce the main disadvantage(s) in a simple sentence.)

**One of the most distinctive drawbacks of tourism is air pollution.**

**Step 2: Explanation** (Explain the first disadvantage in 1-2 sentences.)

**It is a fact that tour operators are in an intense competition to make more profits. In doing so, they offer international no-frill flights and tour packages, which give rise to air pollution levels.**

**Step 3: Example** (Provide an example to develop the paragraph.)

**Indeed, airline companies are liable for 55% of global air pollution.**

(Statistics are useful tools in providing examples.)

**Step 4: Introduce the second disadvantage** (This sentence acts as the second "Topic sentence" holding the second main point of the paragraph, and it is better to be in a simple sentence.)

**Another demerit of the tourism industry is the loss of local culture.**

**Step 5: Explanation** (Explain the second disadvantage in 1-2 sentences.)

**In other words, the prevalence of overseas traveling results in loss of cultural identity over time. Local businesses and restaurants have noticed a high demand for more customized foods and services to satisfy their international customers; thus, authenticity will soon fade away permanently.**

**Step 6: Example** (It is a good idea to provide at least one example in the entire paragraph.)

**For instance, most restaurants in Japan have tailored their food items to appease their international visitors. This alteration regrettably means loss of ethnicity with time.**

### Conclusion



### Step 1: Summarizes the merits

### Step 2: Summarize the demerits

**In conclusion, although tourism offers a few benefits to everyone involved in this industry and boosts the economy overall, it may adversely influence the environment and cultures.**

### Sample writing

The growth of the tourism industry has been remarkable globally in recent years. This industry has benefited countries worldwide economically; however, it might have some environmental and cultural drawbacks.

The two main advantages of international traveling are creating jobs for local people and boosting the economy. In simple terms, traveling overseas will engage various businesses and bring about more job vacancies. International airline companies provide people with affordable flights and accommodation. Correspondingly, the hotel industry, local shops, and restaurants will have to employ more staff to serve and welcome travelers. This pattern will increase employment rates creating a healthy economy, which eases the burden of joblessness on the government's shoulders. Therefore, more urgent issues could be taken care of if the economy evolves on its own. An example of this is Europe, an attractive tourist destination in the past two decades. A significant number of people visit Europe every year for entertainment and inspiration. Therefore, most European countries have been economically flourishing.

One of the most distinctive drawbacks of tourism is air pollution. It is a fact that tour operators are in an intense competition to make more profits. In doing so, they offer international no-frill flights and tour packages, which give rise to air pollution levels. Indeed, airline companies are liable for 55% of global air pollution. Another demerit of the tourism industry is the loss of local culture. In other words, the prevalence of overseas traveling results in loss of cultural identity over time. Local businesses and restaurants have noticed a high demand for more customized foods and services to satisfy their international customers; thus, authenticity will soon fade away permanently. For instance, most restaurants in Japan have tailored their food items to appease their international visitors. This alteration regrettably means loss of ethnicity with time.

In conclusion, although tourism offers a few benefits to everyone involved in this industry and boosts the economy overall, it may adversely influence the environment and cultures.

(325 words)

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**Both advantages and disadvantages are outlined in this well-structured essay, where advanced vocabulary and expressions are effectively put into practice using various sentence structures appropriately. This essay meets the requirements for a high band score. (Complex and compound-complex structures are underlined in this sample writing.)**

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**Type 2:** In this type of essay, candidates need to discuss if the advantages of something or a situation outweigh its disadvantages. Therefore, it is necessary to outline some benefits and some negative points, besides giving out personal opinion in the thesis statement and restating it in conclusion. The question asks candidates to comment on the stronger side's overall weight, not necessarily the number of advantages or disadvantages. One recommended way to organize these types of questions is to mention the weaker side in the first body paragraph and form the second body paragraph based on the stronger side, followed by the conclusion, where the writer's opinion is restated. This organization gives the essay a firm look.

### Topic #7

Space exploration has been an ongoing field of research in the 21<sup>st</sup> century. What are the advantages and disadvantages of exploring space? Do you agree that its advantages outweigh the disadvantages?



### Advantages of space exploration

1. Scientific and technological breakthroughs
2. The possibility of finding another habitable planet

## Disadvantages of space exploration

These projects need huge amounts of money, which could be spent on other urgent issues, such as poverty and illiteracy.

In this sample essay, I decided to agree that the advantages of space exploration outweigh its disadvantages. Therefore, my first body paragraph will focus on its demerits, which is the weaker side.

## Explanatory sample writing

### Introduction

**Step 1: Introduce and paraphrase the topic** (Avoid repetition using synonyms and different word forms.)

**Exploring outer space has been actively in progress over the past century.**

**Step 2: Thesis statement** (Give your opinion while focusing on both merits and demerits.)

**I believe the benefits of this field of research are more significant than its minor drawbacks.**

### First body paragraph

**Step 1: Introduce the first disadvantage** (Start with the side you think is weaker than the other; mentioning one minor demerit could be enough as we do not need to give it much weight.)

**Space exploration costs governments exorbitant amounts of money.**

**Step 2: Explanation** (Explain the given disadvantage in 1-2 sentences.)

**Every year, a great deal of money is spent designing new space shuttles and advancing technology to explore outer space while there are urgent problems to solve here on earth.**

**Step 3: Example** (Provide an example to develop the paragraph.)

**An illustration of this is the money spent on launching space probes on the moon. This money could resolve poverty and illiteracy in numerous regions around the world to provide higher standards of living for the inhabitants of the earth.**

### Second body paragraph

**Step 1: Introduce the main advantage** (Note that this is the stronger side, which should carry more weight than the previous paragraph.)

**Nonetheless, the primary advantage of space exploration is scientific and technological advances.**

**Step 2: Explanation** (In 1-2 sentences, explain why it is an advantage.)

**Acclimatizing to zero gravity and solar radiation, astronomers and scientists have had to devise new technologies, which have led humankind to spectacular scientific breakthroughs.**

**Step 3: Example** (Provide an example to back up the paragraph's main point.)

**An example of these advances is satellites orbiting the earth's atmosphere, which have provided us with Wi-Fi and internet hot spots facilitating communication and precise calculations to predict storms and volcanos, saving millions of lives annually.**

**Step 4: Introduce the second advantage** (This works as the second topic sentence for the paragraph, so it is best to put it in a simple structure.)

**Another merit of researching space is the opportunity to look for another habitable planet.**

**Step 5: Explanation** (Explain why it is another strong advantage.)

**The reason for this quest is that while planet Earth has been nourishing us for millions of years, it has limited natural resources, such as drinking water. As a result, the idea of colonizing another planet that sustains life could ease off this concern.**

**Step 6: Example** (Give an example if possible.)

**Mars is an example of a planet, which has been explored as it is believed to hold hidden reservoirs of water, providing long-term sustainability.**

(Note that this is the second example in this paragraph, and although it is not mandatory to provide two examples in one paragraph, it could be considered a technique to give more weight to the stronger side.)

**Step 7: Final statement** (This last sentence could also help support the stronger side better.)

**Indeed, the outcomes of this field of science have been substantially beneficial to everyone equally throughout the world.**

### Conclusion

**Step 1: Summarize the main advantages and the disadvantage** (Try to avoid repetition.) **Step 2: Restate your opinion**

**In conclusion, even though space exploration projects are too costly, I believe everyone has been immensely befitting from modern technologies, originated from space exploration.**

(Conclusion has paraphrased the weaker side, then the stronger side, which is also the writer's opinion making a great last impression.)

### **Sample writing**

Exploring outer space has been actively in progress over the past century. I believe the benefits of this field of research are more significant than its minor drawbacks.

Space exploration costs governments exorbitant amounts of money. Every year, a great deal of money is spent designing new space shuttles and advancing technology to explore outer space while there are urgent problems to solve here on earth. An illustration of this is the money spent on launching space probes on the moon. This money could resolve poverty and illiteracy in numerous regions around the world to provide higher standards of living for the inhabitants of the earth.

Nonetheless, the primary advantage of space exploration is scientific and technological advances. Acclimatizing to zero gravity and solar radiation, astronomers and scientists have had to devise new technologies, which have led humankind to spectacular scientific breakthroughs. An example of these advances is satellites orbiting the earth's atmosphere, which have provided us with Wi-Fi and internet hot spots facilitating communication and precise calculations to predict storms and volcanos, saving millions of lives annually. Another merit of researching space is the opportunity to look for another habitable planet. The reason for this quest is that while planet Earth has been nourishing us for millions of years, it has limited natural resources, such as drinking water. As a result, the idea of colonizing another planet that sustains life could ease off this concern. Mars is an example of a planet, which has been explored as it is believed to hold hidden reservoirs of water, providing long-term sustainability. Indeed, the outcomes of this field of science have been substantially beneficial to everyone equally throughout the world.

In conclusion, even though space exploration projects are too costly, I believe everyone has been immensely befitting from modern technologies, originated from space exploration.

(302 words)

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**In this essay, both advantages and disadvantages of space exploration are discussed; however, the writer has vividly given more importance to its merits in responding to the second question. Great use of advanced topic-related vocabulary, collocations, advanced expressions, and cohesive devices in various sentence structures, along with sufficient paragraphing, will qualify this writing for a high band score. (Topic-related vocabulary, collocations, and expressions are underlined in this sample essay.)**

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**Type 3:** This type of question is quite similar to discussion essays, where both views should be discussed, and the writer's opinion must be given. However, instead of the two views in discussion essays, candidates should outline the advantages and disadvantages and give their opinion here. There is a leeway to structure two to three body paragraphs, where the first two body paragraphs focus on merits and demerits, and the third one focuses on the writer's opinion. If the writer's view is clearly stated and extended in the introduction and the conclusion, there is no need to develop the third body paragraph. In the following sample writing, the organization of a two-body paragraph essay, where the writer's view is put in the introduction and the conclusion, is described. Again, it is better to organize the first body paragraph based on the weaker side of the situation as the second paragraph will then be focused on the stronger side, followed by the conclusion holding writer's opinion to give it a solid final impression.

### **Topic #8**

In some countries, high schoolers are encouraged to work part-time while studying.

Discuss the advantages and disadvantages of this situation and give your own opinion.



### Main advantages of working while studying at high school

1. Gaining work experience
2. Acquiring practical knowledge
3. Gaining confidence to set future goals

### Disadvantages of working while studying at high school

1. Being distracted from studying

### Explanatory sample writing

#### Introduction

**Step 1: Paraphrase the topic** (Avoid repetition using synonyms and different structures.)

**In some parts of the world, high school students are motivated to get part-time jobs while studying.**

**Step 2: Thesis statement** (The thesis statement implies what the essay will be about, so mention both sides and give your opinion.)

**This situation holds both advantages and disadvantages for youngsters; however, from my point of view, despite some probable drawbacks, it equips teenagers with unparalleled real-life experiences and helps them realize their potentials. These tools will prove advantageous when it comes to weighing up their options to set future goals.**

#### First body paragraph

**Step 1: Topic sentence** (State the main disadvantages in a simple sentence.)

**Being distracted from studying is known to be the primary downside for working students.**

**Step 2: Explanation** (Explain how/why it is disadvantageous in 2-4 sentences.)

**Students who work part-time have to spend the majority of their spare time at work. This situation may prevent them from focusing on their studies. Moreover, the working hours could make them feel exhausted and lethargic at school. Consequently, they tend to be more distracted compared with unemployed students who have more leisure time.**

**Step 3: Example** (Provide an example to back up the main idea.)

**In particular, weekend jobs take up most of the students' free time, which is their best opportunity to unwind, take up hobbies, and revise lessons to prepare for exams.**

#### Second body paragraph

**Step 1: Topic sentence** (Introduce the main advantage in a simple sentence; note that as this paragraph aligns with the writer's view, it should carry more weight.)

**However, acquiring practical knowledge is the principal benefit of this situation for working high schoolers.**

**Step 2: Explanation** (Explain the first advantage in 1-2 sentences.)

**To put it simply, high school is the most crucial stage of education, where students need to set future goals; nevertheless, high school curricula provide teenagers with only some basic and theoretical knowledge, which proves to be insufficient in tackling the hardships of real-work situations later in life. Therefore, working a part-time job allows youth to improve some practical skills.**

**Step 3: Example** (Provide an example to clarify the main point if possible.)

**For instance, students who get weekend jobs at restaurants or retail shops improve their customer service skills, which are essential, but not taught at school.**

**Step 4: Add another advantage and explain it** (This works as the second main idea of the paragraph.)

Another advantage of this is that most working students are likely to realize whether to further their education or get a job after graduating from high school with ease. Thus, they feel less bewildered, which often happens to non-working students at this phase of life owing to lack of experience.

**Step 5: Ending sentence** (Paraphrase the topic sentence for a strong finish as this paragraph holds the stronger side.)

Therefore, adolescents who have this kind of insight might have more clear objectives to choose a career.

## Conclusion

**Step 1: Summarize the merits and demerits** (Try to avoid repetition.)

**Step 2: Restate your opinion**

In conclusion, even though working a part-time job at high school might be overwhelming for teenage students due to lack of personal time, from my perspective, it gives them a chance to acquire invaluable practical knowledge and gain priceless work experience. It also enables them to set clear occupational goals for their future confidently.

## Sample writing

In some parts of the world, high school students are motivated to get part-time jobs while studying. This situation holds both advantages and disadvantages for youngsters; however, from my point of view, despite some probable drawbacks, it equips teenagers with unparalleled real-life experiences and helps them realize their potentials. These tools will prove advantageous when it comes to weighing up their options to set future goals.

Being distracted from studying is known to be the primary downside for working students. Students who work part-time have to spend the majority of their spare time at work. This situation may prevent them from focusing on their studies. Moreover, the working hours could make them feel exhausted and lethargic at school. Consequently, they tend to be more distracted compared with unemployed students who have more leisure time. In particular, weekend jobs take up most of the students' free time, which is their best opportunity to unwind, take up hobbies, and revise lessons to prepare for exams.

However, acquiring practical knowledge is the principal benefit of this situation for working high schoolers. To put it simply, high school is the most crucial stage of education, where students need to set future goals; nevertheless, high school curricula provide teenagers with only some basic and theoretical knowledge, which proves to be insufficient in tackling the hardships of real-work situations later in life. Therefore, working a part-time job allows youth to improve some practical skills. For instance, students who get weekend jobs at restaurants or retail shops improve their customer service skills, which are essential, but not taught at school. Another advantage of this is that most working students are likely to realize whether to further their education or get a job after graduating from high school with ease. Thus, they feel less bewildered, which often happens to non-working students at this phase of life owing to lack of experience. Therefore, adolescents who have this kind of insight might have more clear objectives to choose a career.

In conclusion, even though working a part-time job at high school might be overwhelming for teenage students due to lack of personal time, from my perspective, it gives them a chance to acquire invaluable practical knowledge and gain priceless work experience. It also enables them to set clear occupational goals for their future confidently.

(384 words)

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**This sample essay achieves a high band score as it fully addresses the questions, fulfills remarkable coherence (organization of paragraphs), cohesion (linking ideas) throughout, and uses a wide range of sentence structures, advanced topic-related vocabulary, and collocations flexibly and appropriately to meet the requirements for high band scores concerning vocabulary and grammar. (Linking words and other cohesive devices are underlined in this sample essay.)**

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In the following sample writing, I will describe how to create a three-body-paragraph essay in which the first two paragraphs deal with advantage(s) and disadvantage(s), while the third one focuses on the writer's opinion. Bear in mind that, although it is a possible way of structuring an essay, it might be more time consuming than formatting a two-body-paragraph essay.

## Topic #9

Modern agricultural methods have replaced traditional ways of farming in most countries.

Discuss the advantages and disadvantages of this modernity and give your own opinion.



### Advantages of modern agriculture

1. Feeding the ever-growing human population
2. Increasing the variety of crops all year round everywhere

### Disadvantages of modern agriculture

1. Substantial environmental pollution
2. Producing unhealthy foods

## Explanatory sample writing

### Introduction

**Step 1: Paraphrase the topic** (Keep in mind that this is to avoid repetition.)

**Today's methods of farming have taken over conventional cultivation techniques in many areas.**

**Step 2: Thesis statement** (Outline both advantages and disadvantages and give your opinion implying the essay's content.)

**Although these modern farming techniques have substantial negative impacts on the environment, they supply the high demand for food, whose necessity cannot be overlooked, considering global famine and malnutrition.**

### First body paragraph

**Step 1: Topic sentence** (Introduce the main disadvantage.)

**Causing irreversible environmental pollution is the major drawback of modern agricultural techniques.**

(Topic sentence states the main idea of the paragraph in a simple sentence. As I believe these methods are advantageous overall, I decided to start with the weaker side as I will later give the stronger side more weight in the second body paragraph, followed by my own opinion in the third body paragraph to create enough strength at the end of the writing.)

**Step 2: Explanation** (In 2-4 sentences, describe how/why it has adverse effects.)

**These ways of farming utilize significant amounts of chemical pesticides and fertilizers, which on the one hand, help extend the crop production season and make plants more resistant to diseases, and harsh weather conditions, but on the other hand, they cause harm to their surrounding environment.**

**Step 3: Example** (Provide a relevant example to develop the paragraph further.)

**Indeed, these chemicals add pollutants to water, which leaches into rivers that eventually find their way to the oceans. These unfavorable substances create water contamination that tremendously affects marine ecosystems.**

### Second body paragraph

**Step 1: Topic sentence** (Introduce the main advantage.)

**However, one of the eminent benefits of modern farming methods is its potential to feed the ever-growing human population.**

**Step 2: Explanation** (Make 2-4 sentences to explain the topic sentence further.)

**Indeed, current cultivation methods have been able to supply the food demand for the increasing number of people worldwide. It is estimated that half of the world's population would suffer famine if it were not for modern machinery and farming equipment.**

**Step 3: Example** (Provide an example for better support.)

**For example, the famine crisis is centered in less affluent African countries, where agricultural skills are not updated due to various social and economic issues.**



### Third body paragraph

**Step 1: Topic sentence** (Give your opinion and extend your view.)

**Given all the facts, I believe that although human survival has heavily relied on modern ways of farming, whose destructive impacts on the environment cannot be neglected, these advanced methods have brought about new food options, such as genetically modified foods, which have minimized the invisible injection of toxins into our bodies. Furthermore, new cultivation techniques are likely to be devised in the light of healthier food production in the foreseeable future.**

(The writer's opinion about the cons and pros of the topic and their way of thinking about this trend's future is given.)

### Conclusion

**Step 1: Summarize topic sentences** (Paraphrase cons and pros.)

**Step 2: Restate your opinion**

**In conclusion, even though modernity in farming has heavily cost the environment and ecosystems, from my point of view, it has increased crop yields to supply high food demands, and most importantly, it has tackled the universal issue of starvation to no small extent. I opine that this industry will develop further over time.**

### Sample writing

Today's methods of farming have taken over conventional cultivation techniques in many areas. Although these modern farming techniques have substantial negative impacts on the environment, they supply the high demand for food, whose necessity cannot be overlooked, considering global famine and malnutrition.

Causing irreversible environmental pollution is the major drawback of modern agricultural techniques. These ways of farming utilize significant amounts of chemical pesticides and fertilizers, which on the one hand, help extend the crop production season and make plants more resistant to diseases, and harsh weather conditions, but on the other hand, they cause harm to their surrounding environment. Indeed, these chemicals add pollutants to water, which leaches into rivers that eventually find their way to the oceans. These unfavorable substances create water contamination that tremendously affects marine ecosystems.

However, one of the eminent benefits of modern farming methods is its potential to feed the ever-growing human population. Indeed, current cultivation methods have been able to supply the food demand for the increasing number of people worldwide. It is estimated that half of the world's population would suffer famine if it were not for modern machinery and farming equipment. For example, the famine crisis is centered in less affluent African countries, where agricultural skills are not updated due to various social and economic issues.

Given all the facts, I believe that although human survival has heavily relied on modern ways of farming, whose destructive impacts on the environment cannot be neglected, these advanced methods have brought about new food options, such as genetically modified foods, which have minimized the invisible injection of toxins into our bodies. Furthermore, new cultivation techniques are likely to be devised in the light of healthier food production in the foreseeable future.

In conclusion, even though modernity in farming has heavily cost the environment and ecosystems, from my point of view, it has increased crop yields to supply high food demands, and most importantly, it has tackled the universal issue of starvation to no small extent. I opine that this industry will develop further over time.

(341 words)

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**This sample writing shows the organization of a three-body-paragraph essay, where the writer's opinion is explained in a separate paragraph. However, as discussed in the previous sample writing, it is possible to organize these questions in four paragraphs. As long as the questions are fully responded to, both structures are acceptable. This essay is entitled to a high band score as it has excellent coherence and cohesion overall, uses advanced topic-related vocabulary and expressions in various sentence structures flexibly and accurately. (Advanced-topic related vocabulary, collocations, and expressions are underlined in this sample essay.)**

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### Double-question essays

These types of essays, also known as "direct-question essays," usually introduce a situation or give a statement about something and then raise two questions that may or may not be related. If both questions are equally responded to in body paragraphs, a high band score for task response could be expected.

## Topic #10



Fossil fuels as primary sources of energy are depleting due to overconsumption.

How have fossil fuels affected the environment? What are the alternatives to fossil fuels?

### Main effect(s) of fossil fuels on the environment

1. Air pollution
2. Rapid climate change

### Alternative sources of energy

Natural sources, such as solar energy and wind power

## Explanatory sample writing

### Introduction

**Step 1: Paraphrase the topic** (Use synonyms and different word forms to avoid repetition. Note that collocations, such as “fossil fuels,” should not be paraphrased.)

**Excessive use of fossil fuels has resulted in a drastic decline in this primary type of energy.**

**Step 2: Thesis statement** (Respond to both questions briefly.)

**In addition, our reliance on fossil fuels has negatively affected the environment in different aspects; however, switching to alternative sources, such as solar energy and wind power, could reverse these adverse environmental impacts.**

### First body paragraph

**Step 1: Topic sentence** (State the main point of the paragraph by addressing the first question in a simple sentence.)

**Air pollution and rapid climate change are two notorious and detrimental impacts of our dependency on traditional fuels.**

**Step 2: Explanation** (In 2-4 sentences, explain how they affect the environment.)

**Currently, society’s development mainly relies on burning oil and natural gas, which produce vast quantities of CO<sub>2</sub> and other greenhouse gases. The accumulation of these gases leads to severe air pollution, which traps heat in the earth’s atmosphere resulting in higher temperatures. Consequently, the earth has witnessed a sudden change in the global climate over the past century.**

**Step 3: Example** (Provide an example for better clarity of these main points.)

**For instance, in recent decades, we have experienced burning hot summers and bitterly freezing winters, which have brought about destructive droughts, floods, wildfires, and loss of crop yields, to name a few.**

### Second body paragraph

**Step 1: Topic sentence** (Form the main idea of the paragraph responding to the second question.)

**Solar energy and wind power are the most common alternative fuel sources.**

**Step 2: Explanation** (Develop the main idea in 2-4 sentences.)

**Alternating the prime sources of power and consuming more sustainable and renewable energy forms will lower greenhouse gas emissions produced through transportation and large-scale factories worldwide. As a result, the negative environmental impacts of using traditional fuels will diminish in the long run leaving the earth with clean air and regulated temperatures.**

**Step 3: Example** (Give an example to support the paragraph further.)

**For example, wind turbines harness energy to power many cities in Australia. Another example is Germany, ranked as the top producer of solar energy that generates a substantial amount of electricity annually from solar farms implemented in some regions.**



**Step 4: Final statement** (Optionally make a final statement to show the result of the given examples for better coherence.)

**Thereby, air pollution is tremendously reduced in these countries, providing people with better living conditions.**

### Conclusion

**Step 1: Summarize main points** (Paraphrase topic sentences.)

**In conclusion, our heavy dependency on fossil fuels has taken a toll on the environment, creating air pollution and drastic climate change; however, replacing them with renewable energy sources could mitigate these impacts.**

### Sample writing

Excessive use of fossil fuels has resulted in a drastic decline in this primary type of energy. In addition , our reliance on fossil fuels has negatively affected the environment in different aspects; however , switching to alternative sources, such as solar energy and wind power, could reverse these adverse environmental impacts .

Air pollution and rapid climate change are two notorious and detrimental impacts of our dependency on traditional fuels. Currently , society's development mainly relies on burning oil and natural gas, which produce vast quantities of CO<sub>2</sub> and other greenhouse gases. The accumulation of these gases leads to severe air pollution, which traps heat in the earth's atmosphere resulting in higher temperatures. Consequently , the earth has witnessed a sudden change in the global climate over the past century . For instance , in recent decades, we have experienced burning hot summers and bitterly freezing winters, which have brought about destructive droughts, floods, wildfires, and loss of crop yields, to name a few .

Solar energy and wind power are the most common alternative fuel sources. Alternating the prime sources of power and consuming more sustainable and renewable energy forms will lower greenhouse gas emissions produced through transportation and large-scale factories worldwide. As a result , the negative environmental impacts of using traditional fuels will diminish in the long run leaving the earth with clean air and regulated temperatures. For example , wind turbines harness energy to power many cities in Australia. Another example is Germany, ranked as the top producer of solar energy that generates a substantial amount of electricity annually from solar farms implemented in some regions. Thereby , air pollution is tremendously reduced in these countries, providing people with better living conditions.

In conclusion , our heavy dependency on fossil fuels has taken a toll on the environment, creating air pollution and drastic climate change; however , replacing them with renewable energy sources could mitigate these impacts.

(309 words)

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**This sample essay has answered both questions; cohesive devices, advanced vocabulary, collocations, and expressions are effectively put in various sentence structures. The logical development of four paragraphs gives this writing a high band score. (Linking words and other cohesive devices are underlined in this sample essay.)**

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### Essential to note:

All the provided sample writings in this section share some features qualifying them for high band scores:

1. Irrespective of the essay type, almost all samples follow a clear 4-paragraph organization for coherence.
2. All the questions raised in the topics are thoroughly addressed, which means a high score for task response.
3. The writer's view is always clearly stated throughout if asked in the question.
4. The essay type is determined, and relevant ideas are extended in thesis statements.
5. Topic sentences hold the main ideas of body paragraphs in simple sentence structures.
6. There is a logical development in body paragraphs through explanations and relevant examples.
7. Examples are all of a general nature to enhance the quality of the essays.
8. There is a flexible and accurate use of topic-related vocabulary, collocations, various word forms, and advanced expressions in all essays.
9. Various sentence forms focusing on complex, compound-complex sentences, and relative clauses have created advanced structures overall.

10. Cohesive devices and referencing words are well-practiced to boost cohesion and avoid repetition.