

The best preparation for
IELTS

Writing

Young Kim

PREFACE

Learners of English may find the IELTS Writing test very challenging as it is a productive skill. In addition, the two tasks in the test require the candidate to meet not only a wide range of language but also well-organisation of paragraph and essay structure.

Understanding learners' difficulties, I have tried to work out user-friendly materials to facilitate English learning, especially helping English learners to improve their writing skill more rapidly and effectively.

Our practical step-by-step guide to test practice as well as important skills presented and explained will certainly meet your expectations and bring success to your coming IELTS test.

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Main Parts

Chapter 3 Pie Chart

A pie chart is a circular chart. It is split into segments to show percentages or the relative size of categories of data.

When interpreting a pie chart, you need to describe the segments and their values. If there are many charts, just describe the ones that are the most significant. The values are often expressed in percentages but not always. Therefore, be careful about what scale you are using.

- **General introduction** introduces a particular task in the IELTS Writing test.

Sample Question

The chart below shows information about the bird population in the Hudson River Avian Preserve in the Cascade Mountains in 2005.

Makeup of Bird Population in the Cascade Mountains in 2005

Bird Species	Percentage
Hawk	43%
Wren	27%
Bluejay	16%
Robin	12%

- **Sample question** shows a typical question given in the IELTS Writing test.

Warm-up

Essential Expressions

Below are useful sentences for describing data in pie charts.

Case 01 Two segments showing simple data

Segment	Value
Amount of X	6
Amount of Y	17

- ① The pie chart shows the number of X's and Y's.
- ② There are more X's than Y's.
- ③ There are fewer Y's than X's.
- ④ There are 17 X's and 6 Y's.

- **Warm-up** presents possible essential expressions written in a variety of specific tasks.

Step 1 Discovering Key Words

When looking at any chart, graph, or process, break the visual down into key expressions. Use these key words to help write your report.

What the pie chart is measuring or displaying

1. breakdown of parties in congress of Country X
2. four parties: Prosperity, Progress, Unity, Liberty
3. unaffiliated

Description of trends for each segment in the chart

4. the largest	Prosperity
5.	36%, more than a third
6. the second	Progress, a quarter
7.	Unity and Liberty, less than 20%
8.	Unity has 19%, Liberty has 14%
9. unaffiliated	7%

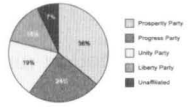
- **Step 1** is considered as a brainstorm activity in which some key words, phrases, and expressions are given for a specific task.



Step 2 Planning the Report

Write the introduction, body and conclusion.

Breakdown of Parties in Congress of Country X



Introduction: Start your report with an introduction to the subject of the pie chart followed by a paragraph like this:

1. the breakdown of Country X's congress by different parties
2. four parties: Prosperity, Progress, Unity, and Liberty parties

- **Step 2** provides meaningful phrases and sentences built from key words and expressions from Step 1.

Step 3 Finalising the Report

Complete the sentences below, using the information from the chart.

Introduction

1. The pie chart shows the _____ of Country X's congress by different parties.
2. Those _____ are the Prosperity, Progress, Unity, and Liberty parties.
3. There is also a _____ for _____ congress people.

Body

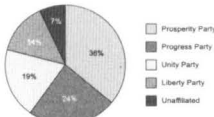
4. The _____ party present in the _____ of Country X is the _____

- **Step 3** gives gapped sentences for filling in meaningful phrases and sentences from Step 2.

Step 4 Write Your Own

Try writing a report on your own. Provided below are some prompts to help you.

Breakdown of Parties in Congress of Country X



1. The pie chart _____ by different parties.
2. Those four parties _____ and Liberty parties.
3. There is _____

- **Step 4** presents a gapped text for forming a complete report or essay.

Model Answer

Read and compare the two model report passages below. Pay attention to words, phrases, and sentences which are similar or alike.

Type A	Type B
The pie chart shows the breakdown of Country X's congress by different parties. Those four parties are the Prosperity, Progress, Unity, and Liberty parties. There is also a category for unaffiliated congress people.	The pie chart shows the breakdown of parties in the congress of Country X by _____ percent. The chart shows four parties, Prosperity, Progress, Unity, and Liberty party, as well as people who are not affiliated with any party.

- **Model Answer** Two model answers are shown for your reference.

Main Features

1. Each chapter of the book contains a particular writing task type so that they are not repeated or redundant.
2. Each chapter is presented in the same format coupled with clear and simple explanations.
3. Each chapter is arranged from easier to more complicated information aiming at facilitating your learning.
4. Some typical IELTS writing tasks are introduced and a step-by-step guide to deal with each of them practically helps you to improve your writing skill.
5. Some actual tests are given at the back of the book for your further practice.
6. Model answers A and B give you an opportunity to read two different versions and see various types of organisation, ideas, and structures.

Effective Methods of Test Preparation

You should proceed from controlled activities to freer practice by following the steps presented in this book to improve your writing skill in a systematic and effective way.

First, in the **Warm-up** section, you should read and memorise all possible expressions to enhance your stock of vocabulary.

Next, in **Step 1**, you should look up the meanings of words and expressions that are new to you so as to familiarise yourself with useful vocabulary.

Then, in **Step 2**, you should carefully examine how those words and expressions are put in simple phrases and sentences and then read them aloud in order to improve your grammatical range and accuracy.

After that, in **Step 3**, you had better first think of ideas in gapped sentences and practise filling in all the missing words formed from the simple phrases and sentences in step 2, and then check them with the answer key at the back of the book. Next, you ought to copy them down in your notebook and read aloud all these full sentences to enhance your ability of writing complete and meaningful sentences.

Finally, in **Step 4**, you should make an attempt to fill in the gapped text whose sentences from step 3 have been joined so that a final version of the essay takes shape. Additionally, it is suggested that you learn this final product by heart so that you can develop your writing skill more effectively and efficiently.

IELTS Overview

What is IELTS?

IELTS, which is short for the International English Language Testing System, was introduced in 1989. The IELTS test is designed to assess the English language ability of non-native candidates who want to study in countries where the medium of instruction is English.

IELTS is jointly managed by the British Council, IDP: IELTS Australia, and the University of Cambridge ESOL Examinations (Cambridge ESOL) through more than 800 locations in over 130 countries. This is essentially an examination of British English, not American English.

Depending on each individual plan, a candidate must select to sit either the Academic IELTS test or the General Training IELTS test. This choice must be made when applying to sit the test. IELTS Academic module is the preferred test of English for students intending to study in Australia, Canada, New Zealand, the UK, and increasingly, the USA. The General Training module is suitable for candidates who are migrating to English-speaking countries or going to English-speaking countries to complete their secondary education or undertake training programmes.

IELTS Test Format

Both the Academic and General Training modules cover all four language skills: Listening, Reading, Writing, and Speaking.

The table below helps you to understand more clearly about the format and timing of the two IELTS modules.

	Academic Module	General Training Module
Listening	4 sections; 40 questions – 30 minutes	4 sections; 40 questions – 30 minutes
Reading	3 sections; 40 questions 3 texts 1 hour	3 sections; 40 questions 3 texts 1 hour
Writing	2 tasks 1 hour	2 tasks 1 hour
Speaking	3 parts 11 – 14 minutes	3 parts 11 – 14 minutes

a. Listening

The Listening test is the same for both the Academic and General Training modules. It is in four sections with a total of 40 questions in order of increasing difficulty and will last about 30 minutes with an extra 10 minutes at the end for candidates to transfer their answers to the answer sheet.

In the Listening test, candidates will listen to four recorded texts in the form of monologues and conversations by a variety of voices and native-speaker accents. They then write their answers to a range of 40 questions which test the ability of understanding main ideas and detailed factual information, the opinions and attitudes of speakers, the purpose of what is said, and the ability of following the development of ideas.

b. Reading

In terms of reading, the Academic and General Training Reading tests are similar in many ways. The Reading test of both modules lasts one hour with three passages and a total of 40 questions and is scored in the same way. Noticeably, the main difference lies in the contents of the passages. In addition, candidates have to mark their answers while doing the test since they have no time to transfer their answers to the answer sheet as they can in the Listening test.

The Academic Reading test includes three long passages which range from the descriptive and factual to the discursive and analytical. All passages are authentic and taken from books, journals, newspapers, magazines, or research papers. These have been selected for a non-specialist audience but are recognisably appropriate for anyone entering undergraduate or postgraduate courses or seeking professional registration.

The General Training Reading test includes easier passages taken from books, magazines, newspapers, notices, advertisements, company handbooks, or guidelines. These are materials candidates are likely to encounter on a daily basis in an English-speaking environment.

c. Writing

The Writing test of both the Academic and General Training modules consists of two tasks, and candidates are given one hour to complete the test.

For the General Training Writing test, candidates have to complete two tasks of 150 words and 250 words respectively. Task 1 is always a letter, while Task 2, which is similar to that of the Academic module, is an essay based on a given title.

For the Academic Writing test, in Task 1, candidates are given a title based on some graphic or pictorial information, and they are expected to write a descriptive report of at least 150 words on the information provided. In Task 2, candidates are expected to produce an essay of at least 250 words on a given title whose topics are of general interest to and suitable for anyone entering undergraduate or postgraduate studies or seeking professional registration. Importantly, responses to both tasks must be written in a formal style.

d. Speaking

The Speaking test is the same for both the Academic and General Training modules and aims at assessing candidates' use of spoken English. Every test is recorded and takes between 11 and 14 minutes to complete.

The Speaking test consists of three parts:

In Part 1, each candidate is asked to answer general questions about himself/herself and a range of familiar topics, such as home, family, work, studies, or interests. This part lasts between 4 and 5 minutes.

In Part 2, the candidate is given a card which asks him/her to talk about a particular topic. He/She will have one minute to prepare before speaking for up to two minutes. The examiner then asks him/her one or two follow-up questions on the same topic to finish this part of the test.

In Part 3, the examiner will ask the candidate further questions connected to the topic in Part 2. These questions give him/her an opportunity to discuss more abstract issues and ideas. This part lasts between four and five minutes.

Actually, the Speaking test is delivered in such a way that does not allow the candidate to rehearse set responses beforehand.

IELTS Registration

To register for an IELTS test, you can apply online, in person, or by post. To register online, you first have to check and select a test date, then register your personal details, and last pay by credit card.

If you register in person, you should follow these 5 simple steps:

1. Contact the test centre you plan to sit the test to check the availability of the IELTS test dates of your choice. In Hanoi and Ho Chi Minh City, you can register at the British Council or IDP Australia.
2. Complete an application form (obtained from the test centres in Hanoi and Ho Chi Minh City or downloaded from www.ielts.org).
3. Provide two recent passport-sized photographs (taken within 6 months before the date of registration and remember that you must not wear glasses in your photographs).
4. Provide a photocopy of your ID card/passport.
5. Make payment in Vietnam Dong only.

You must complete each step in this process in order. Your IELTS registration will not be confirmed until you have finished all these 5 steps.

If you want to register by post, you can apply by following the steps below:

1. Contact the test centres to check the availability of the IELTS test dates of your choice.
2. Download an application form.
3. Fill out the application form.
4. Enclose two passport-sized photos (taken within 6 months before the date of registration and remember that you must not wear glasses in your photographs).
5. Enclose a photocopy of your ID card/passport (no notarization required).
6. Send to the intended test centre. It is advisable that you use express services so as to avoid late delivery or your documents going missing.

If you want your results to be sent automatically to a university or an educational institution, you must point out this detail in the corresponding section on your IELTS application form.

Once you have registered, the test centre will confirm your IELTS test date, time, and venue. Also note that the Speaking test can be taken up to 7 days before or after the test date.

IELTS Results

Your results can be accessed online 13 days after the written test date (i.e. after 12 noon on the second Friday as of the test date if it was on a Saturday). You will need to enter your candidate number, passport or ID number, date of birth, and then select the date you took the test.

The original Test Report Form will be sent to you by post, unless you indicate on the form given to you on the test date that you would like to collect it in person. You can also authorise someone to collect the form, with a signed letter giving this person's name and passport/ID number (the person must carry the mentioned ID), and a copy of your passport/ID.

Another original copy will be sent directly to the educational institution of your choice if you have specified this on your application form.

In actual fact, the IELTS test result is valid for 2 years. However, some universities or organisations may have their own regulations concerning the period of validity.

IELTS Band Scores

IELTS is a multi-level exam, so there is no pass or fail in the IELTS test. Candidates are graded on their performance, using a band score from 1 to 9 for each part of the test – Listening, Reading, Writing, and Speaking. The results from the four parts then produce an Overall Band Score. All parts of the test and the Overall Band Score can be reported in whole and half bands, e.g. 6.0, 6.5, 7.0, 7.5, etc. Most targeted universities often demand an IELTS score of 6.0 or 7.0. They may also demand a minimum score in each of the four parts. This unique 9-band system measures scores in a consistent manner – wherever and whenever the test is taken, i.e. it is internationally recognised. Below is a summary of the IELTS 9-band scale descriptors.

Band 9: Expert user has fully operational command of the language: appropriate, accurate and fluent with complete understanding.

Band 8: Very good user has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies (i.e. misunderstandings may occur in unfamiliar situations) and handles complex detailed argumentation well.

Band 7: Good user has operational command of the language though with occasional inaccuracies (there may be inappropriacies and misunderstandings in some situations) and generally handles complex language well and understands detailed reasoning.

Band 6: Competent user has generally effective command of the language despite some inaccuracies and is able to use and understand fairly complex language, particularly in familiar situations.

Band 5: Modest user has partial command of the language, coping with overall meaning in most situations though he/she is likely to make many mistakes and should be able to handle basic communication in his/her own field.

Band 4: Limited user's basic competence is limited to familiar situations; he/she has frequent problems in understanding and expression and is not able to use complex language.

Band 3: Extremely limited user conveys and understands only general meaning in very familiar situations and frequent breakdowns in communication occur.

Band 2: Intermittent user has no real communication apart from the most basic information (i.e. using isolated words or short formulae in familiar situations) and has great difficulty in understanding spoken and written English.

Band 1: Non-user essentially has no ability to use the language beyond possibly a few isolated words.

Band 0: Did not attempt the test: No assessable information is provided.

Since 1 July, 2007, both whole-number and half-band scores, such as 5.5, 6.5, etc. are given for the Speaking and Writing tests. If the average score is not a whole number or a half number, it is rounded to the nearest whole number or half number.

A Rough Comparison of Scores among International Tests

IELTS	TOEFL		TOEIC	CEFR
	PBT	iBT		
9.0	677	120	990	C2 (CPE)
8.0+	630+	110+	950+	
7.0+	570+	90+	750+	C1 (CAE)
6.0+	540+	75+	650+	B2 (FCE)
5.0+	480+	55+	450+	B1 (PET)
4.0+	400+	30+	300+	A2 (KET)

Preparation for Your IELTS Test

You should prepare for your test not only before taking it but also on the test day by following the pieces of advice below.

During the week prior to your test:

- Check the start time and location of your IELTS test and make sure you know how to get there on time. Note that the address of your IELTS test location may be different to that of the test centre where you booked your test.
- Read full details of the *IELTS test terms and conditions* for important information about your IELTS test day.

On your test day:

- Arrive in good time for your IELTS test. If you arrive late, you may not be allowed to take the test.
- Switch off your mobile phone and any other electronic devices. You will be asked to place these with other personal belongings outside the test room.
- Note that the Listening, Reading, and Writing tests take 2 hours 40 minutes, and there are no breaks between each part of the test.
- Make sure you are well prepared and have something to eat and drink beforehand. You will not be allowed to take food into the test room, but you will be allowed to take a drink in a transparent bottle only.
- Make sure you have the right ID with you as the IELTS test location staff will check your identity when you arrive. If you arrive with the wrong ID, you will not be allowed to take the test.

Besides, you need to know that some test locations now also take a photograph of you on the test day – this photograph taken by the test centre will appear on your Test Report Form to provide increased identity security. Your test centre will let you know if it is going to do this.

Advantages of IELTS

Taking an IELTS test will bring you several advantages.

Firstly, it helps you to open doors to international education and employment all over the globe. Almost all universities in Australia, Canada, New Zealand, and the UK accept IELTS. In the USA, IELTS scores are accepted by over 2,500 universities and colleges including Ivy League and other top

institutions. IELTS is also used as proof of your language ability for immigration to Australia, Canada, New Zealand, and the UK.

Secondly, all IELTS tests are guaranteed to show your true ability to communicate in English with all four language skills – listening, reading, writing, and speaking – in a way that is relevant to the real world. Specifically, IELTS uses Australian, North American, and British varieties of English, making it a truly international test. Especially, the Speaking test is a face-to-face interview with a certified examiner, which is interactive and as close to a real-life situation as a test can get.

Thirdly, research shows that IELTS motivates test-takers to develop real and well-rounded English rather than learning by rote. This means your understanding of English is improved and valid for real life in an English-speaking country.

Lastly, IELTS is managed by the three reputable, international organisations that give it the highest quality control and security procedures. More conveniently, the test is offered up to four times a month by test centres in more than 130 countries.

The IELTS Writing Test

The Writing test consists of two tasks. Candidates are given one hour to complete both Task 1 and Task 2 in about 20 minutes and 40 minutes respectively. The Writing test comes after the Listening and Reading tests.

Writing Test

1. Task 1

Task 1 asks candidates to write a descriptive report of at least 150 words on some visual information in their own words, usually for a university lecturer. The task may be in a simple or independent type (line graph, bar graph, pie chart, table, process), a complex type (line graph + bar graph, line graph + pie chart, bar graph + pie chart), or a multiple type (line graph + line graph, bar graph + bar graph, pie chart + pie chart).

2. Task 2

For Task 2, candidates are asked to write a short essay of a minimum of 250 words in about 40 minutes. The essay is usually a discussion of a subject of general interest. Candidates have to present and justify their opinion about something, offer a solution to a problem, express an opinion, or speculate about future trends. Some typical question words in this task are: "Agree or disagree", "Advantages and disadvantages", "To what extent", and "Your opinion".

Task 2 is not an easy part of the test. It is more academic and demanding; therefore, it lasts longer than Task 1.

Below is a summary of the IELTS Writing test.

Parts	Time	Types	Visual Information
Task 1	About 20 minutes	Simple	Line Graph, Bar Graph, Pie Chart
		Complex	Line Graph + Bar Graph, Line Graph + Pie Chart, Bar Graph + Pie Chart
		Multiple	Line Graph + Line Graph, Bar Graph + Bar Graph, Pie Chart + Pie Chart
		Independent	Table, Process
Task 2	About 40 minutes	"Agree or Disagree"	
		"Advantages and Disadvantages"	
		"To What Extent"	
		"Your Opinion"	

Writing Tips

1. Make sure you know how to manage your time. Remember that Task 2 is worth twice as much as Task 1. You should spend approximately 20 minutes on Task 1 and approximately 40 minutes on Task 2.

2. Pay attention to the number of words required for each task. You will lose marks if you do not write at least 150 words for Task 1 and at least 250 words for Task 2.
3. Learn to recognise how long 150 and 250 words look in your handwriting; you will not have time to count during the test.
4. Write your answers in pen or pencil.
5. You may make notes on the question paper, but nothing you write on the question paper will be marked.
6. Analyse each task properly and spend some time making notes.
7. Highlight or underline key words in the tasks to make sure that you focus on what you have to do.
8. Plan your answers.
9. Use paragraphs clearly by putting one idea in each paragraph.
10. Do not copy whole sentences from the question. You will receive no marks for this.
11. Keep to the topic. Do not write about unrelated subjects.
12. You must write your answers in full. Answers written in note form or in bullet points will lose marks.
13. Pay attention to spelling, grammar, and punctuation. You will lose marks for mistakes related to these.
14. Avoid informal language and contractions like *can't*, *don't*, *it's*, etc.
15. Do not memorise model answers. Examiners are trained to recognise them and your test will be invalid.
16. Spend several minutes re-reading and correcting your answers.

Writing Preparation

IELTS preparation can take various forms. Some learners like to study with peers, while others prefer to study alone. Some like structured courses, whereas others prefer to plan their own study schedule. How you prepare for the IELTS test depends on your own situation and preferences.

For writing skill, you should refer to a number of books on the market, which are designed to be used for self-study. They include practice material, sample tests, vocabulary learning, various exercises, hints and tips, etc. Ideally, it is a good idea for you to rely on an expert or a teacher of English to correct your pieces of writing. It will certainly be a great challenge for you to study writing on your own as you have no way of receiving feedback on your errors to be able to improve your writing ability effectively.

Sample Writing Questions

Sample Questions 1

Task 1

You should spend about 20 minutes on this task.

This bar chart shows the number of private cars, in millions, of different cities from 1950 to 2000.

Write a report for a university lecturer describing the information.

You should write at least 150 words.

* The chart has been deleted.

Task 2

You should spend about 40 minutes on this task.

Write about the following topic:

There are movements all over the world to prohibit smoking from all buildings such as restaurants, bars, clubs, offices and all other indoor spaces that are not one's home. People argue second-hand smoke is dangerous and such laws protect public health.

To what extent do you agree with this statement?

Use examples from your own experience to support your answer.

You should write at least 250 words.

Sample Questions 2

Task 1

You should spend no more than 20 minutes on this task.

This table shows labor statistics for the United States of America for three different years: 1985, 1995 and 2005.

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

You should write at least 150 words.

* The table has been deleted.

Task 2

You should spend no more than 40 minutes on this task.

Some people think that foreign aid money that goes to other countries should, instead, be redirected to domestic social programs for the poor.

To what extent do you agree with this proposal?

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

You should write at least 250 words.

Marking Criteria

IELTS Writing tests are evaluated based on the following marking criteria:

Task Fulfillment: This comprises Task Achievement and Task Response for Task 1 and Task 2 respectively. This criterion concerns whether you addressed all parts of the question, and also whether you fully developed all parts of your answer.

Coherence and Cohesion: Coherence refers to your writing being easy to understand, and cohesion refers to the way it fits together, such as the quality of your sentence structure, paragraphing, and use of connective devices.

Lexical Resource: This criterion bases on whether your use of vocabulary is appropriate, varied, and accurate or not.

Grammatical Range and Accuracy: This refers to all aspects of grammar and how well they are applied in your writing. This criterion also includes spelling and punctuation.

For each writing task, the four marking criteria are applied equally. Except for the first one, which is Task Fulfillment, the other three are the same for both tasks.

Frequently asked questions

1. How are IELTS Writing scores calculated?
The examiner will pay attention to four marking criteria mentioned above. These four criteria are graded equally.
2. How are the scores for each criterion calculated?
Each criterion is given the same weight.
3. Do the two tasks receive the same weight?
No. Task 2 receives a higher score.
4. Can I ask the supervisors when I have any questions related to the tasks?
No, you cannot.
5. How many words should I write?
For Task 1, a minimum of 150 words is needed. In Task 2, you should write at least 250 words.
6. What if I don't write at least 150 or 250 words?
You will be given a penalty for your Task Fulfillment.
7. Should I count how many words I have written?
No, this is a waste of your time. You should use the time to check your writing instead. If you want, you could approximate how many words you have by counting the number of lines and estimating how many words per line you have written.
8. Can I do Task 2 first?
Yes. Task 1 and Task 2 are both important, but Task 2 is slightly more important than Task 1 in that it receives more weighting.
9. What if my handwriting is not so nice?
You should write legibly. Though marks are not granted or taken away for poor or messy writing, the examiner should be able to read what you have written without undue difficulty.
10. Can I use American English?
Yes, both American and British English are acceptable.

11. What if I have made mistakes in spelling?
Spelling does affect your score. Not only spelling but your incorrect punctuation will be penalised as well.
12. When writing, can I leave a line for each paragraph?
Yes, you had better leave a line between each paragraph.
13. Should I indent the first sentence of each paragraph?
It doesn't matter, but modern writing uses no indent and it is also easier for the examiner to read.
14. Should I write the minimum number of words only?
If you have time, you could write a few more. Sometimes, going a little over allows you to cover the task better.

Advice on the test day

1. Read the questions very carefully. Generally, the questions ask you to do different things in addition to the main question. Jot them down and make sure you address all of them in your answer. The IELTS examiner will be checking for this.
2. Plan before you write. Even though you feel under pressure for time, spend the first few minutes planning your writing. Decide what you are going to say and how you will expand on it. When you know what to write, you can concentrate on how to write it best. Experiment with a great variety of outlining and mind-mapping techniques to help you sketch out a plan quickly.
3. Write in an organised way. When you have planned in advance, you will end up with a more organised, logical piece of writing, which will earn you higher marks. There are many ways to be organised – linear, circular, etc. – but in the end, the final product must be cohesive.
4. Stay on topic. You will be penalised if you stray off topic. This is where the initial few minutes of planning can help you a great deal.
5. Divide your writing into paragraphs. It is confusing to be faced with a block of writing, with no divisions. So, always divide your writing into paragraphs.
6. Write clearly. This is not the time or place to experiment with new vocabulary or idioms. Use simple, clear English to get your ideas across in a powerful way.
7. Write legibly and spell correctly. You should write in such a way that the examiner should be able to read what you have written without difficulty. Also, try to avoid careless mistakes in spelling.
8. Do not use slang. This is the time to show off the best English you know. Find the correct way to express your thoughts and convey your ideas without resorting to slang. Be aware that certain expressions such as *kids* instead of *children*, and *guys* or *gals* instead of *men* or *women* also fall into the category of slang and should be avoided.
9. Do not use contractions. In English, contractions are used in informal writing, and the academic tasks demand formal writing.
10. Use rich vocabulary. You have learned English for many years and this is the time to use what you know. Stay away from over-used adjectives such as *good* or *bad*. Instead, use more dramatic, expressive words, such as *excellent*, *wonderful*, *superb*, or *adverse*, *horrible*, *terrible*, etc. Choose the more precise word over the more general one. This will make your language come alive, in speech or in writing, and earn you higher marks.
11. Do not write more or less words than you need to. Writing too many will take too much time, and there is a greater possibility of making mistakes. Writing too few is also worse – it will cause you to lose marks.
12. Do not repeat major chunks of the question in your answer. Instead, state what you understand of the questions and what you plan to include in your answer.

How to Gain a High Score for Each Writing Task

1. Task 1

1. The information given in a visual format must be presented accurately and coherently.
2. The paragraphs should be linked by sentences that are logically connected with one another.
3. The main features given in the graph, chart, table, or diagram must be reported. Candidates' personal opinion must not be included.
4. The organisation is of logical paragraphing with an introductory sentence, a well-organised body, and a concluding sentence.
5. Your report must be of at least 150 words written in 20 minutes. Failure to do so will be penalised.
6. You should never use bullets but write as if you were writing an essay or a letter.

Below are some sample expressions and sentences that are useful for your introduction, body, and conclusion.

Example 1

The	chart diagram graph pie chart table	shows describes illustrates presents	that ... how ...
-----	---	---	---------------------

Example 2

According to the As is shown in the As can be seen from the	chart, ...
---	------------

Example 3

It can be seen from the We can see from the It is clear from the It is apparent from the	chart, that ...
---	-----------------

7. The introduction should describe the purpose of the report and say what overall trends can be seen. You should not copy words from the task prompt but rephrase and use synonyms instead.

Below are some useful sentences for the description of rising and falling changes in data.

Example 1

The number of students Figure The percentage	increased jumped rose grew decreased dropped fell declined fluctuated	rapidly suddenly dramatically significantly slowly sharply steeply steadily gradually slightly	from A to B between A and B
--	---	---	--------------------------------

Example 2

There <u>is</u> [was] a	slow slight gradual steady steep sharp dramatic sudden	increase rise decrease drop fall fluctuation	in the number of ...	from A to B between A and B
-------------------------	---	---	----------------------	--------------------------------

Example 3

The number of students	remained	increase		from A to B between A and B
	stayed	stable the same		
There was	little hardly any no	change	in the number of students	

Example 4

The number	peaked	at 150	in January
	reached	a peak a high point the bottom a low point	

8. In Task 1, the two most common tenses used are the simple past and simple present tenses. It is normal to stick to one tense, and it is good advice not to try too many variations as you are likely to make mistakes that way. You need to look at the visual data and think about what tense best describes that particular information.
9. You do not need to write a conclusion in Task 1. If you have time or your writing does not reach the word limit, you can restate the general trend, basing on what you have written.
This is a typical Task 1 title.

Writing Task 1

You should spend about 20 minutes on this task.

The graph below shows ...

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

Write at least 150 words.

When reading this title, you just need to focus on the sentence “The graph below shows ...” so that you can stay on topic. The remaining sentences are almost similar in any Task 1 titles.

2. Task 2

1. Unlike Task 1, in Task 2, you are not given any information, only the question. Often, the topic is related to the reading task in some way. You can take information from the reading content, but do not copy. If you do, your score will be ‘0’ for the writing task.
2. For Task 2, you need to write an academic essay on the single title given. You have no choices here. You are often asked to give an opinion, offer a solution to a problem, express an opinion, or comment on ideas or arguments presented. Always give several examples that can support your view.
3. You may follow this procedure when doing Task 2: preview, plan, write, and check. You should always spend a few minutes previewing the essay title so as to really understand the question. Then, plan what you are going to write but only for a maximum of about 5 minutes (remember to write notes only; do not waste time writing complete sentences). Write an introduction, body paragraphs, and a conclusion for your essay. The last few minutes should be spent on revising your answer and correcting any spelling or grammatical mistakes.

This is a typical Task 2 title.

Writing Task 2

You should spend about 40 minutes on this task.

Write about the following topic:

Governments should accept ...

To what extent do you agree or disagree?

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

Write at least 250 words.

When previewing this title, you just need to focus on the sentences “Governments should accept ...” and “To what extent ...” so that you can stay on topic. You should not waste time reading the remaining sentences.

Typical question words found in Task 2 include:

- (1) **Agree or Disagree:** Do you agree or disagree with the above statement?
- (2) **Advantages and Disadvantages:** What are the advantages and disadvantages of owning a pet, for both the pet owner and society in general?/Discuss the advantages and disadvantages of ...
- (3) **To What Extent:** To what extent do you agree or disagree?/To what extent do you agree with this statement?
- (4) **Your Opinion:**
 - What is your opinion on this?
 - Discuss both these views and give your own opinion.
 - Which do you consider to be the major influence?
 - What factors are important in achieving your goal?
 - What solutions can you suggest?

Though there are variations, these questions are almost similar whether the word “opinion” exists or not.

3. Reminders

1. Pay attention to the correct use of the definite and indefinite articles. However, these just belong to minor mistakes.
2. Do not forget -s or -es endings for the third person singular in the present simple tense.
3. Use common tenses, such as the past, present simple tenses, and present perfect tense.
4. Do not make mistakes on subject-verb agreement.
5. Employ prepositions correctly.

4. Essay Writing Tips

1. Study the essay title carefully. Most task statements or questions have a key instructional word or words telling you what to do. Underline or circle these words. There are also key topic words which point to the most important parts of the question. Underline those words, too. Then, ask yourself how these key words relate to the given instruction.
2. Use the written language, not the spoken language, and employ a wide range of structures.
3. Think in English when writing. Do not translate word for word from the mother tongue into English.
4. Decide which points will be written as topic sentences to introduce the main idea of each paragraph.
5. Try to develop every paragraph in a convincing way. This may be done through the use of examples, explanations, details, logical inferences, causes and effects, or comparisons and/or contrasts.
6. Ensure that your paragraphs are arranged in a logical order. Each of these contains an appropriate connective word to ensure a smooth transition between paragraphs.

PART I

TASK 1

Skills for Report Writing and Practice

Chapter 1

Line Graph

Line graphs are one of the most common tasks in the IELTS Writing test. Line graphs always show changes over time. They are used to describe a trend or trends pictorially.

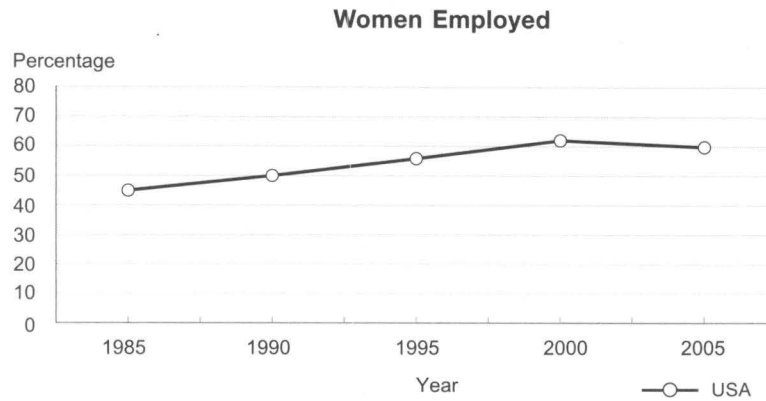
A number of key points have to be covered to produce a good answer:

- Try to write an introductory sentence, a body, and a concluding sentence.
- For your report, look at the “big picture” – what changes happened to all of the lines from the beginning to the end of the period shown, i.e. from the first year to the last, or is there a trend that all of the lines follow, e.g. an overall increase?
- Do not mention specific numbers or figures, which are details. Just mention general things like **overall change, highest and lowest**.
- Never describe each line separately as the examiner wants to see comparisons.
- If the graph shows years, you will not have time to mention all of them. The key years to describe are the first year and the last year. You should also mention any special years, e.g. the year with a peak or a significant rise/fall.
- Start describing details in the body with a comparison of the lines for the first year shown on the graph, e.g. *In 1990, the number of ...*
- Use the past simple tense, e.g. *increased, fell* for past years, and *will or is expected / predicted to* for future years.
- Do not make grammatical mistakes, such as the wrong use of the passive, e.g. *the number was increased*, continuous, e.g. *the number was increasing*, or perfect tenses, e.g. *the number has increased*.

Sample Questions

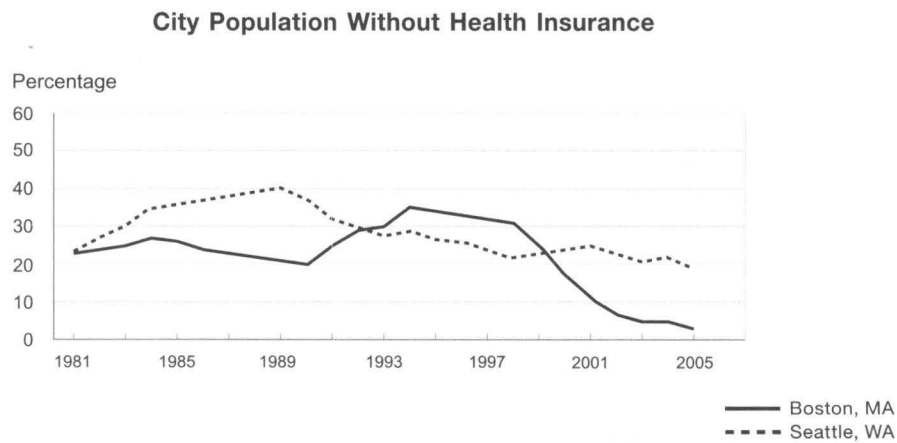
1. A Single Line

This line graph shows the percentage of women who were employed in the USA from 1985 to 2005.



2. Double Lines

This chart below shows the percentage of the city's population that does not have any sort of health insurance. There is information from 1981 to 2005 for two cities.

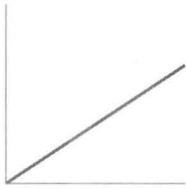


Warm-up

Essential Expressions

Below are useful sentences for describing falling and rising changes in line graphs.

Case 01 Rising



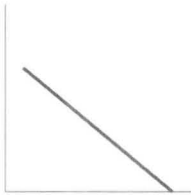
1 Basic Sentence Patterns

- ① The price rises[increases, goes up].
- ② The price is rising[increasing, going up].
- ③ The price ends up higher.

2 Expanded Sentences (steady growth)

- ① The price continues to rise[increase, go up].
- ② The price is climbing upward.
- ③ There is an upward trend in the price.
- ④ There is continuing growth in the price.

Case 02 Falling



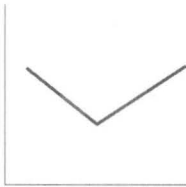
1 Basic Sentence Patterns

- ① The amount falls[decreases, goes down].
- ② The amount is falling[decreasing, going down].
- ③ The amount ends up lower.

2 Expanded Sentences (steady decrease)

- ① The amount continues to fall[decrease, go down, decline].
- ② The amount is descending.
- ③ There is a downward trend in the amount.

Case 03 Falling then rising



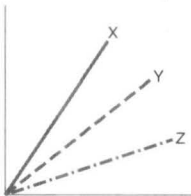
1 Basic Sentence Patterns

- ① The number of items falls and then rises.
- ② The number of items decreases and then increases.
- ③ The number of items goes down and then goes up.

2 Expanded Sentences (first, later)

- ① The number of items falls[decreases, goes down] at first and then begins to rise [increase, go up].
- ② At first, there is a downward trend in the number of items, and then it turns into an upward trend.
- ③ In the beginning, the number of items decreases, and after a while there is an increase.

Case 04 Describing different degrees of falling or rising



1 Basic Sentence Patterns

- ① X: The rate rises[increases, goes up] very rapidly.
- ② Y: The rate rises[increases, goes up] steadily.
- ③ Z: The rate rises[increases, goes up] slowly.

2 Expanded Sentences

• Type A

(Time +) Subject + Verb + Adverb (+ Time)

* Time may be put at the beginning or at the end of a sentence.

ex) From 1990 to 2005, the rate increased dramatically.

Time Subject Verb Adverb

• Type B

(Time +) There is/was + a/an (+ Adjective) + Noun + Prepositional phrase (+ Time)

ex) Starting from 1990 there was a fast rise in the rate.

Time Structure **there is** Indefinite article **a** Adjective Noun Prepositional phrase

① X: A sudden rise

- **Type A** From 1990 to 2005, the rate increased dramatically.
- **Type B** Starting from 1990, there was a fast rise in the rate.

② Y: A steady rise

- **Type A** During the period of 1990 to 2005, the rate increased steadily.
- **Type B** Until 2005, there was a regular increase in the rate.

③ Z: A slow rise

- **Type A** Over the years, the rate goes up slowly.
- **Type B** Throughout the period, there was a gentle increase in the rate.

Practice Test 1

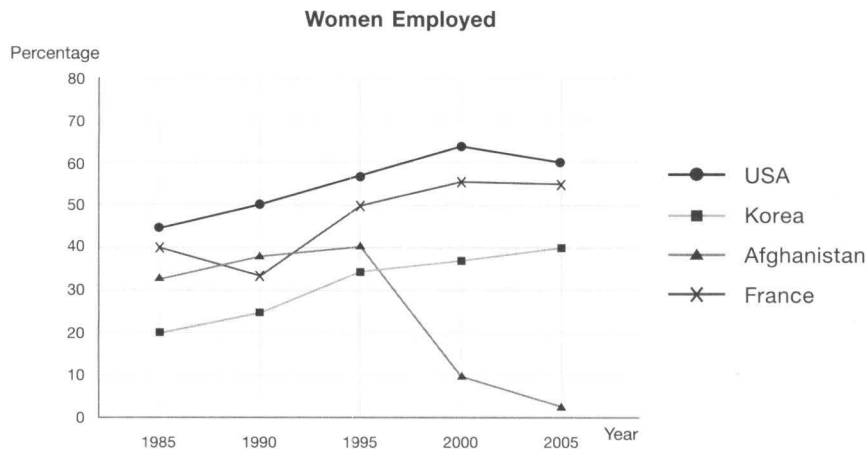
Question

You should spend no more than 20 minutes on this task.

This line graph shows the percentage of women who were employed in four countries from 1985 to 2005.

Write a report for a university lecturer describing the information.

You should write at least 150 words.



Step 1 Discovering Key Words

When looking at any chart, graph, or process, break the visual down into key words. Use these key words to help write your report.

What the X and Y axes represent

1. X from 1985 to 2005
Y percentage of women employed

What the graph is measuring or displaying

2. USA, Korea, Afghanistan, and France

Description of trends for each line in the graph

3. USA increase 1985-2000
4. drop 2000-2005
5. Korea no decrease
6. Afghanistan increase 1985-1995
7. drop after 1995
8. go down in 2005
9. France fall 1985-1990
increase until 2005

General statements about whole graph

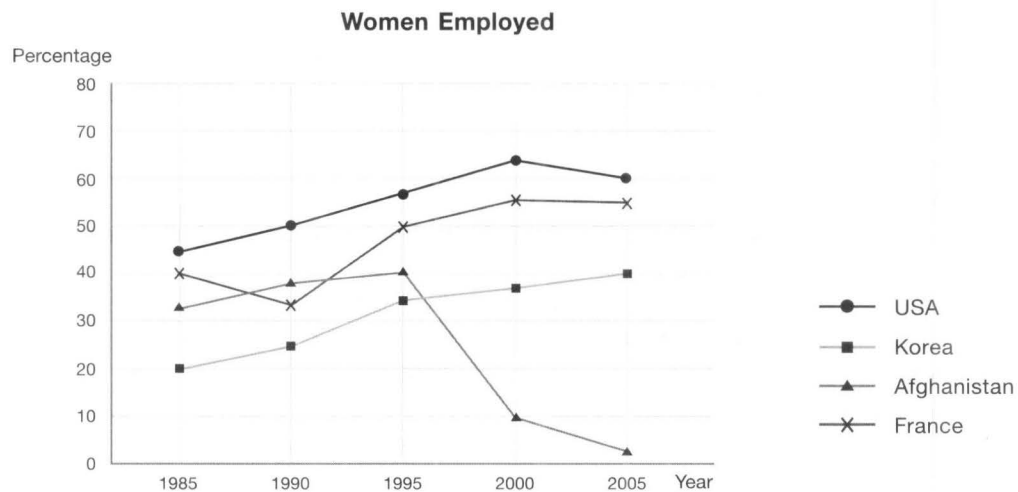
10. All countries, 2005 > 1985, except for Afghanistan

Comparative statements

11. USA, France, majority of women employed

Step 2 Planning the Report

Write the introduction, body, and conclusion.



Introduction: Start your report with an introduction to the subject of the graph. Remember to paraphrase the title.

1. the percentage of women employed, four countries, over an interval of twenty years
2. USA, Korea, Afghanistan, France, from 1985 to 2005

Body: Describe the graph in detail. Remember to decide on the most logical order to present the material.

3. USA show a steady increase, from 1985 until 2000
4. drop slightly for the year 2005
5. Korea steady twenty-year rise with no decrease
6. Afghanistan increase from 1985 to 1995
7. after 1995, substantial drop to about 10 percent in 2000
8. go down further in 2005
9. France fall slightly in the first five years, increase continuously until 2005

Conclusion: End the report with one or two sentences which summarise(s) the global trends shown on the graph and compare and/or contrast them, if possible.

10. all countries except for Afghanistan, higher percentage of employed women in 2005 than in 1985
11. USA and France, majority of women are employed in 2005

Step 3 Finalising the Report

Complete the sentences below, using the information from the graph.

Introduction

1. This chart _____ the percentage of women _____ in four countries _____ an _____ of twenty years.
2. Information is _____ the USA, Korea, Afghanistan, and France from 1985 to 2005.

Body

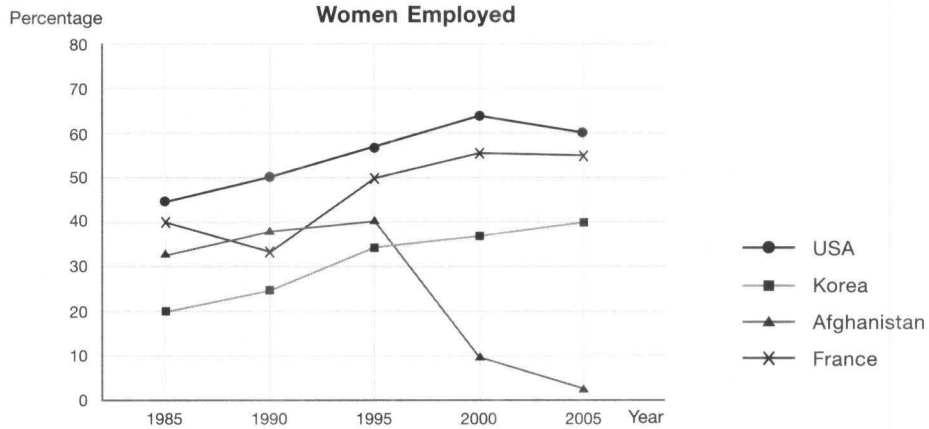
3. The United States _____ a _____ increase from 1985 until 2000.
4. The percentage of women employed then _____ and is _____ for the year 2005.
5. In Korea, there is a _____ twenty-year _____ with _____ decrease in the _____ of employment for women.
6. _____ ten years from 1985 to 1995, Afghanistan's percentage of employed women _____.
7. _____ 1995, however, there is a _____ to _____ 10 percent in the year 2000.
8. This goes _____ in 2005.
9. France's percentage of employed women _____ in the _____ five years of the _____ shown then _____ until 2005.

Conclusion

10. According _____ the chart, all countries have a _____ percentage of employed women in 2005 _____ in 1985 _____ Afghanistan.
11. Among the _____ countries, the USA and France are the _____ ones where the _____ of women are employed in the year 2005.

Step 4 Write Your Own

Try writing a report on your own. Provided below are some prompts to help you.



1. This chart shows _____ of twenty years. 2. Information is shown _____ 1985 to 2005.
3. The United States _____ 1985 until 2000. 4. The percentage of _____ for the year 2005. 5. In Korea, there _____ employment for women. 6. For ten years _____ employed women increases. 7. After 1995, however, _____ the year 2000. 8. This goes _____ in 2005. 9. France's percentage of _____ continuously until 2005.
10. According to the _____ except for Afghanistan. 11. Among the other _____ the year 2005.

Model Answer

Read and compare the two model reports below. Pay attention to words, phrases, and sentences which are similar or alike.

Type A

This chart shows the percentage of women employed in four countries over an interval of twenty years. Information is shown for the USA, Korea, Afghanistan, and France from 1985 to 2005.

The United States shows a steady increase from 1985 until 2000. The percentage of women employed then drops slightly and is lower for the year 2005. In Korea, there is a steady twenty-year rise with no decrease in the rate of employment for women. For ten years from 1985 to 1995, Afghanistan's percentage of employed women increases. After 1995, however, there is a substantial drop to about 10 percent in the year 2000. This goes down further in 2005. France's percentage of employed women falls slightly in the first five years of the period shown then increases continuously until 2005.

According to the chart, all countries have a higher percentage of employed women in 2005 than in 1985 except for Afghanistan. Among the other countries, the USA and France are the only ones where the majority of women are employed in the year 2005.

(175 words)

Type B

This chart shows the percentage of women employed in four countries over an interval of twenty years. Information is shown for the USA, Korea, Afghanistan and France from 1985 to 2005.

It can be seen in the graph that the percentage of working women in the USA went up steadily between the year of 1985 and 2000, until it was followed by a slight decrease by 2005. The percentage of working women in Korea shows a steady increase as well, but with no decrease. The data on the rate of women employed in Afghanistan shows a different trend. There were about 33 percent of women working in 1985 and the rate rose moderately until 1995. However, for some reason, the rate dropped dramatically from 1995 to 2000 to 10 percent and it continued to drop by 2005. In the case of France, there was a sudden decrease of around 10 percent from 1985 to 1990, which was followed by a swift growth of approximately 20 percent between 1990 and 1995. The rate of women employed in France then stabilized until 2005.

In conclusion, the rates of working women in all countries are higher in 2005 than those in 1985 with an exception of Afghanistan. Out of four countries, the USA and France are the countries where the majority of women are employed in the year 2005.

(226 words)

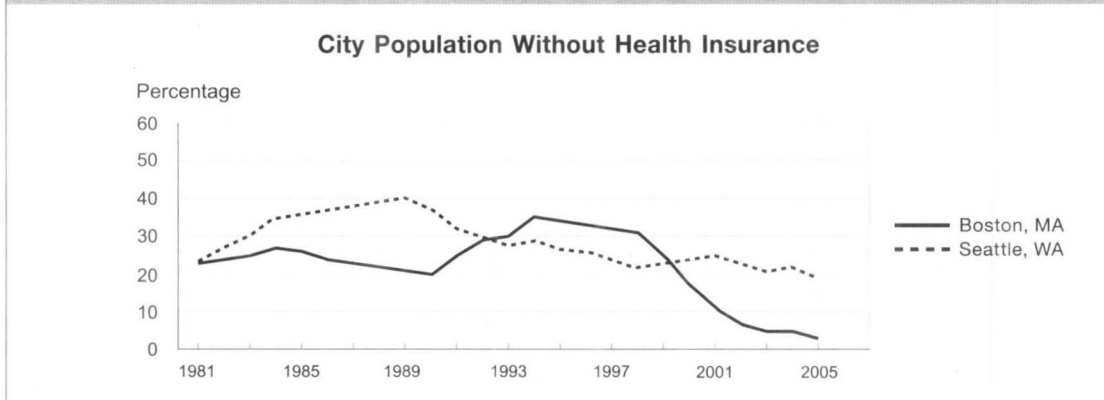
Practice Test 2

Question

You should spend no more than 20 minutes on this task.

This chart below shows the percentage of the city's population that does not have any sort of health insurance. There is information from 1981 to 2005 for two cities.

Write a report for a university lecturer describing the information.
You should write at least 150 words.



Step 1 Discovering Key Words

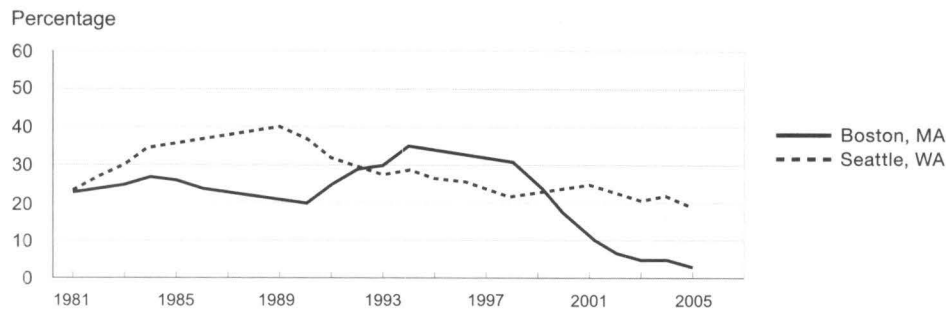
When looking at any chart, graph, or process, break the visual down into key expressions. Use these key words to help write your report.

What the X and Y axes represent	
1. X	from 1981 to 2005
Y	percentage of city population without health insurance
What the graph is measuring or displaying	
2.	Boston, Seattle
Description of trends for each line in the graph	
3. Boston, Seattle	1981, same percentage
4.	a few years later, increase
5. Seattle	steeper rise
6. Boston	fall, rise again in 1990
7.	1994, higher than Seattle's, decrease until 2005
8. Seattle	go downward until 2005
General statements about whole graph	
9. Boston, Seattle	start off the same in 1981, settle at lower level in 2005
Comparative statements	
10. 2005 < 1981	Boston, quite a bit lower Seattle, a tiny bit lower

Step 2 Planning the Report

Write the introduction, body and conclusion.

City Population Without Health Insurance



Introduction

1. the percentage of people in two different cities without health insurance from 1981 to 2005
2. The cities shown: Boston and Seattle

Body

3. 1981: both cities, the same percentage of people who were uninsured, over 20%
4. a few years later, both cities, increase in that percentage
5. Seattle: a steeper rise
6. Boston: start falling, and then start rising again around 1990
7. around 1994: Boston's percentage starts decreasing until 2005
8. Seattle: initial rise in the percentage of uninsured, the percentage goes downward until the year 2005

Conclusion

9. the percentage of people in both cities without health insurance: start off the same in 1981
10. Boston's percentage in 2005: quite a bit lower than in 1981
Seattle's percentage: only a tiny bit lower

Step 3 Finalising the Report

Complete the sentences below, using the information from the graph.

Introduction

1. This line graph _____ the percentage of people in two _____ cities without health _____ from 1981 to 2005.
2. The cities _____ are Boston and Seattle.

Body

3. In 1981, both Boston and Seattle had _____ the same percentage of people who were _____, just a little over 20%.
4. A few years _____ both cities see an increase in that percentage.
5. However, Seattle sees a _____ rise.

6. Boston's percentage of the _____ starts _____ soon afterwards but then starts rising again _____ the year 1990.
7. _____ 1994, when it is _____ than Seattle's, Boston's percentage starts decreasing quite _____ until 2005.
8. After Seattle's _____ rise in the percentage of the uninsured, the graph shows that percentage _____ downward _____ the year 2005.

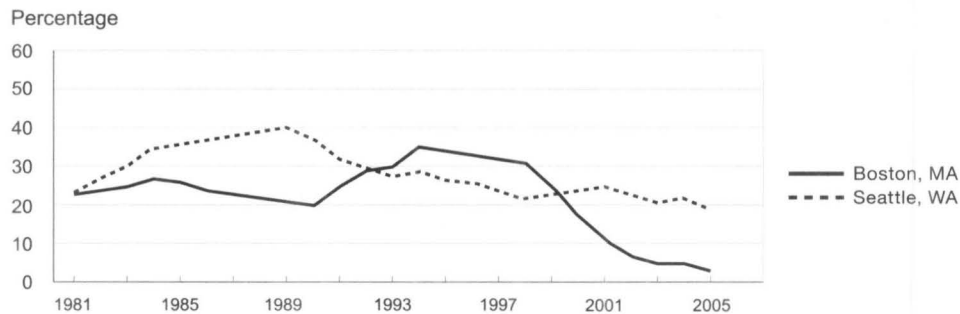
Conclusion

9. The percentage of people in both cities _____ health insurance starts off the _____ in 1981 and eventually _____ at a percentage below that level in 2005.
10. Boston's percentage in 2005 is quite a bit _____ than in 1981 _____ Seattle's percentage is only a tiny bit _____.

Step 4 Write Your Own

Try writing a report on your own. Provided below are some prompts to help you.

City Population Without Health Insurance



1. This line graph _____ from 1981 to 2005. 2. The cities _____ and Seattle.
3. In 1981, _____, just a little over 20%. 4. A few years later, _____ in that percentage. 5. However, _____ rise. 6. Boston's percentage of the _____ around the year 1990.
7. Around 1994, _____ until 2005. 8. After Seattle's _____ until the year 2005.
9. The percentage of people _____ below that level in 2005. 10. Boston's percentage in 2005 _____ only a tiny bit lower.

Model Answer

Read and compare the two model reports below. Pay attention to words, phrases, and sentences which are similar or alike.

Type A

This line graph shows the percentage of people in two different cities without health insurance from 1981 to 2005. The cities shown are Boston and Seattle.

In 1981, both Boston and Seattle had nearly the same percentage of people who were uninsured, just a little over 20%. A few years later, both cities see an increase in that percentage. However, Seattle sees a steeper rise. Boston's percentage of the uninsured starts falling soon afterwards but then starts rising again around the year 1990. Around 1994, when it is higher than Seattle's, Boston's percentage starts decreasing quite rapidly until 2005. After Seattle's initial rise in the percentage of the uninsured, the graph shows that percentage goes downward until the year 2005.

The percentage of people in both cities without health insurance starts off the same in 1981 and eventually settles at a percentage below that level in 2005. Boston's percentage in 2005 is quite a bit lower than in 1981 whereas Seattle's percentage is only a tiny bit lower.

(168 words)

Type B

The line graph shows the percentage of population without health insurance in two American cities, Boston and Seattle, from 1981 to 2005.

There were about 23% of Bostonians who did not have any health insurance in 1981. The percentage slightly increased for the next 4 years, and then started decreasing for the following 6 years to 20%. The number then consistently went up until 1994 when it reached its peak at 35%. However, the percentage started falling again for the next few years to just over 30%. From 1998 to 2005, there was a significant decrease in the rate of people without health insurance. In Seattle, the rate of uninsured people quickly increased by about 10% until 1984. The rise slowed down a little bit until it reached its peak at 40% by 1989. Then the rate started fluctuating many times, but mainly continued to drop until it reached its lowest point at 20% by 2005.

It can be seen that, in general, both Boston and Seattle had nearly the same percentage of people who were uninsured, just a little over 20% in 1981. It can also be seen that the number of people who had no health insurance decreased over twenty-five years. It might be due to the fact that the current living conditions are better than those in the past.

(223 words)

Chapter 2

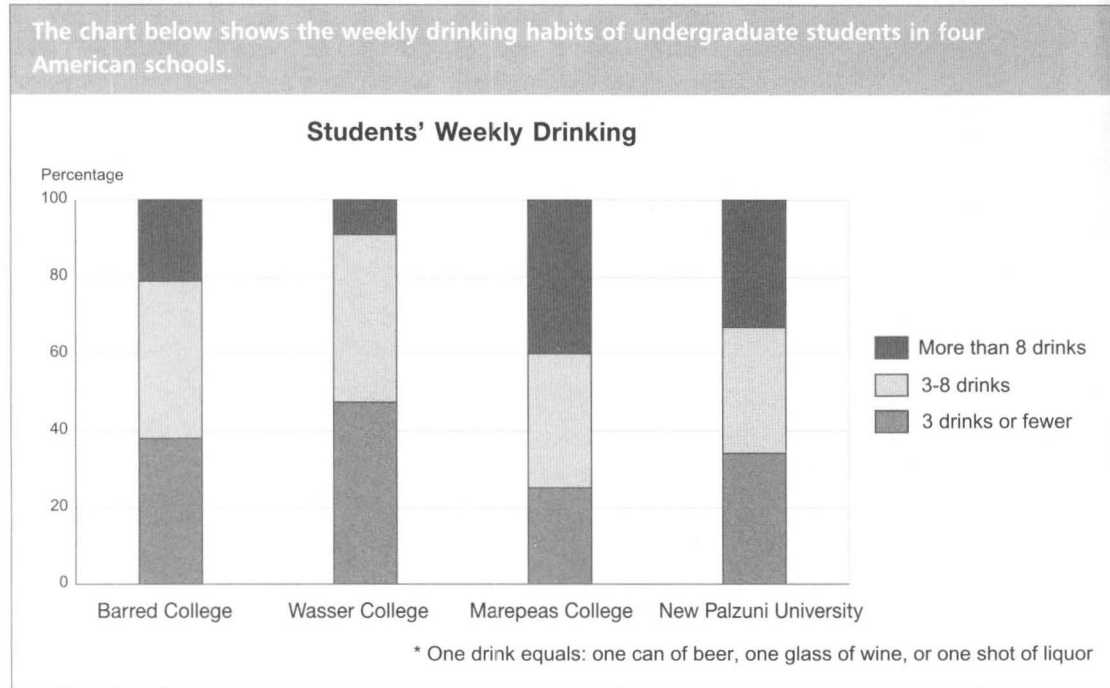
Bar Graph

Like line graphs, bar graphs are often given in IELTS Academic Writing Task 1. Bar graphs display data either horizontally or vertically and allow viewers to compare items shown. Most data relate to things like amounts, characteristics, times, frequency, etc. Bar graphs display information in a way that helps us to make generalisations and conclusions quickly and easily.

When interpreting a bar graph, you should look at the tallest bar and the shortest bar. You should also look at the title, inconsistencies, and ask why they are there.

If there are many bars, you can sometimes group them together for the description of two or three bars which have similar or the same values. If there are very many bars and you cannot group them, just describe the ones that are the most significant.

Sample Question

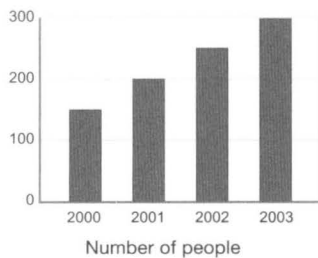


Warm-up

Essential Expressions

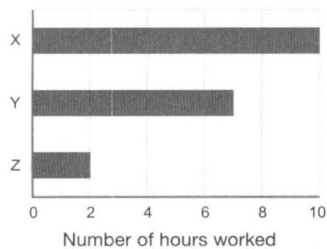
Below are useful sentences for describing changes in bar graphs.

Case 01 A steady rise



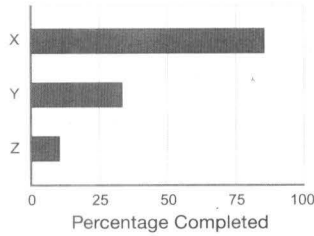
- ① The number of people rises[increases, goes up] each year.
- ② Each year, the number of people is rising[increasing, going up].

Case 02 Comparing numbers of working hours



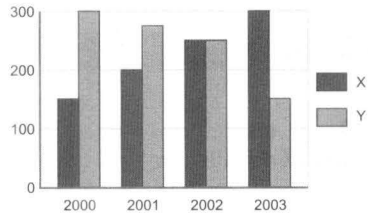
- ① X worked more hours than Y.
- ② X worked the most[greatest] number of hours.
- ③ Z worked the least[fewest] number of hours.

Case 03 Comparing percentages completed



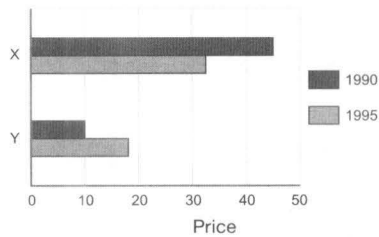
- ① X has a higher percentage than Y.
- ② X has the highest percentage completed.
- ③ Z has the lowest percentage completed.
- ④ X completed the most.
- ⑤ Z completed the least.

Case 04 Describing increases and decreases



- ① X increases continually.
- ② Y decreases continually.
- ③ X increases while Y decreases.
- ④ X and Y are the same in 2002.
- ⑤ In 2003, X becomes greater than Y.
- ⑥ Y becomes less than X in 2003.

Case 05 Comparing changes



- ① The price of X in 1990 is greater than in 1995.
- ② In 1995, the price of X is less than in 1990.
- ③ The price of Y increases from 1990 to 1995.
- ④ From 1990 to 1995, the price of X falls, but the price of Y rises.
- ⑤ The prices of X and Y go in opposite directions from 1990 to 1995.

Practice Test 1

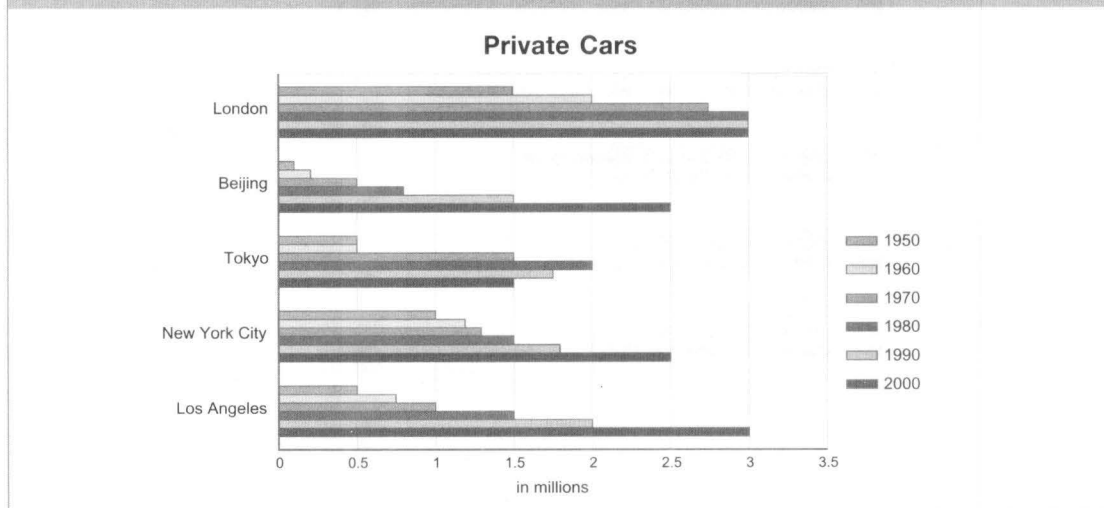
Question

You should spend no more than 20 minutes on this task.

This bar chart shows the number of private cars, in millions, of different cities from 1950 to 2000.

Write a report for a university lecturer describing the information.

You should write at least 150 words.



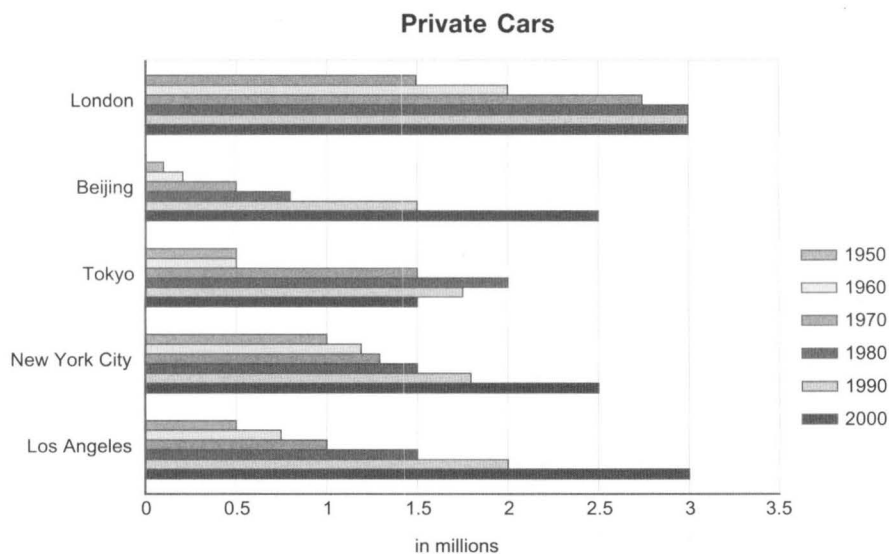
Step 1 Discovering Key Words

When looking at any chart, graph, or process, break the visual down into key expressions. Use these key words to help write your report.

What the X and Y axes represent	
1. X	from 0 to 3.5 million cars
2. Y	London, Beijing, Tokyo, New York City and Los Angeles
What the graph is measuring or displaying	
3.	the number of private cars over the fifty-year period
Description of trends for each bar in the graph	
4. London	rise for thirty years
5.	from 1980 to 2000, no rise
6. Beijing	start with the fewest number of private cars
7. Tokyo	a year-to-year decrease
8.	decreased from 1980
9. New York City & Los Angeles	increase from the 1950's
10. Los Angeles	in 2000, with London, the most number
General statements about whole graph	
11.	increased over the fifty-year period
Comparative statements	
12.	exception of Tokyo from 1980, more cars at the end of the 20th century than in the mid-century

Step 2 Planning the Report

Write the introduction, body and conclusion.



Introduction: Start your report with an introduction to the subject of the graph. Remember to paraphrase the title.

1. the number of private cars in five cities from the year 1950 to 2000
2. the cities shown: London, Beijing, Tokyo, New York City and Los Angeles
3. a number of different trends for each city over the fifty-year period

Body: Describe the graph in detail. Remember to decide on the most logical order to present the material.

4. London rose for thirty years and then leveled off
5. Beijing started with the fewest number of private cars in the 1950's
6. Tokyo the only city to have seen a year-to-year decrease in private vehicles
7. the number of private vehicles actually decreased from 1980
8. N.Y.C. & L.A. substantial increases in car ownership from the 1950's
9. L.A. & London in the year 2000, the most number of private cars out of all the cities

Conclusion: End the report with one or two sentences which summarise(s) the global trends shown on the graph and compare and/or contrast them, if possible.

10. the number of privately owned cars increased substantially over the fifty-year period
11. with the exception of Tokyo from 1980 onward, still many more vehicles on the road at the end of the 20th century than there were in the mid-century

Step 3 Finalising the Report

Complete the sentences below, using the information from the graph.

Introduction

1. This chart shows the number of _____ cars in five cities from the 1950 to 2000.
2. The cities _____ are London, Beijing, Tokyo, New York City and Los Angeles.
3. There are a number of _____ trends that can be _____ for each city over the fifty-year _____.

Body

4. In London, the number of private cars _____ for thirty years and then leveled off.
5. From 1980 to 2000 there was no _____ rise in the number of private cars.
6. Of all the cities on the chart, Beijing started with the _____ number of private cars in the 1950's, but by the year 2000 had _____ 2.5 million _____.
7. Tokyo is the only city on the chart to have _____ a year-to-year decrease in private vehicles.
8. _____ the number of cars in 2000 was _____ than the number of cars in 1950, the number of private vehicles actually _____ from 1980.
9. New York City and Los Angeles both _____ substantial increases in car _____ from the 1950's.
10. In the year 2000, Los Angeles and London had the _____ number of private cars out of all the _____ on the chart.

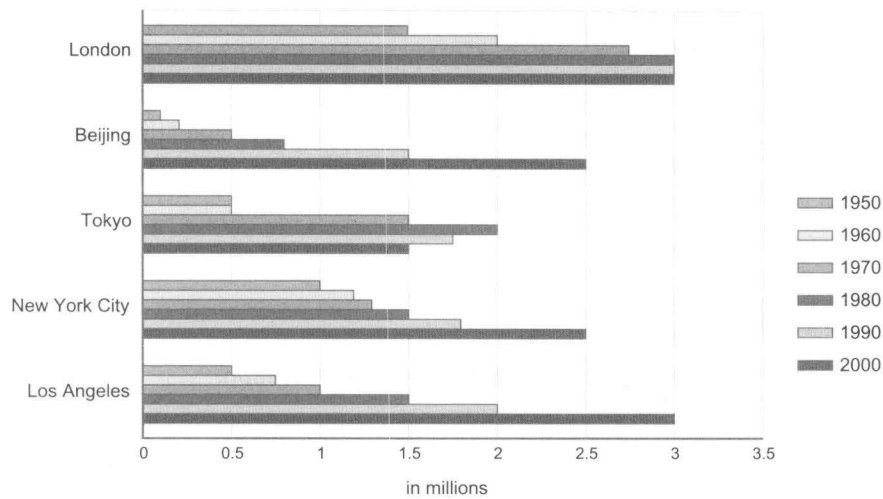
Conclusion

11. The chart shows that the number of privately _____ cars increased substantially over the _____ period.
12. Even with the _____ of Tokyo from 1980 onward, there were still many more vehicles on the road at the end of the 20th century than there were in the _____.

Step 4 Write Your Own

Try writing a report on your own. Provided below are some prompts to help you.

Private Cars



1. This chart shows the number _____ 1950 to 2000.
2. The cities shown _____ and Los Angeles. 3. There are a _____ fifty-year period.
4. In London, _____ then leveled off.
5. From 1980 to _____ of private cars. 6. Of all the _____ million private vehicles. 7. Tokyo _____ in private vehicles. 8. Though the number of _____ decreased from 1980. 9. New York City and _____ from the 1950's. 10. In the year _____ on the chart.
11. The chart shows _____ the fifty-year period. 12. Even with the _____ were in the mid-century.

Model Answer

Read and compare the two model reports below. Pay attention to words, phrases, and sentences which are similar or alike.

Type A

This chart shows the number of private cars in five cities from the year 1950 to 2000. The cities shown are London, Beijing, Tokyo, New York City and Los Angeles. There are a number of different trends that can be seen for each city over the fifty-year period.

In London, the number of private cars rose for thirty years and then leveled off. From 1980 to 2000 there was no noticeable rise in the number of private cars. Of all the cities on the chart, Beijing started with the fewest number of private cars in the 1950's, but by the year 2000 had about 2.5 million private vehicles. Tokyo is the only city on the chart to have seen a year-to-year decrease in private vehicles. Though the number of cars in 2000 was greater than the number of cars in 1950, the number of private vehicles actually decreased from 1980. New York City and Los Angeles both saw substantial increases in car ownership from the 1950's. In the year 2000, Los Angeles and London had the most number of private cars out of all the cities on the chart.

The chart shows that the number of privately owned cars increased substantially over the fifty-year period. Even with the exception of Tokyo from 1980 onward, there were still many more vehicles on the road at the end of the 20th century than there were in the mid-century.

(236 words)

Type B

The bar graph shows the number of privately owned cars in millions in five cities: London, Beijing, Tokyo, New York City, and Los Angeles, between the year of 1950 and 2000.

The number of private cars in London increased from 1.5 million to 3 million from 1950 to 1980. It then leveled off from 1980 to 2000. Beijing had the fewest number of cars to start with in 1950. The number of cars in Beijing increased steadily from then on until 2000, when it reached 2.5 million. While the number of privately owned vehicles in other four cities increases over 50 years, Tokyo's fluctuated. It started off at half a million in 1950. It reached its highest point at 2 million in 1980, and dropped to 1.5 million in 2000. New York City and Los Angeles, the two major cities in the United States, show a steady increase within those years. The number of private vehicles in New York City was 1 million in 1950. The number shows a gradual rise until 1990, then was followed by a sudden increase from 1.8 million to 2.5 million by year 2000. Los Angeles shows a similar trend for the change in the number of vehicles. There were only half a million private cars in 1950, but the number reached 3 million by 2000. It also shows a quick increase from 2 million to 3 million between 1990 and 2000.

London and Los Angeles are the two cities with the most privately owned vehicles. The city with the least number of private cars is Tokyo. The number of private cars has increased tremendously in all five cities within 50 years.

(277 words)

Practice Test 2

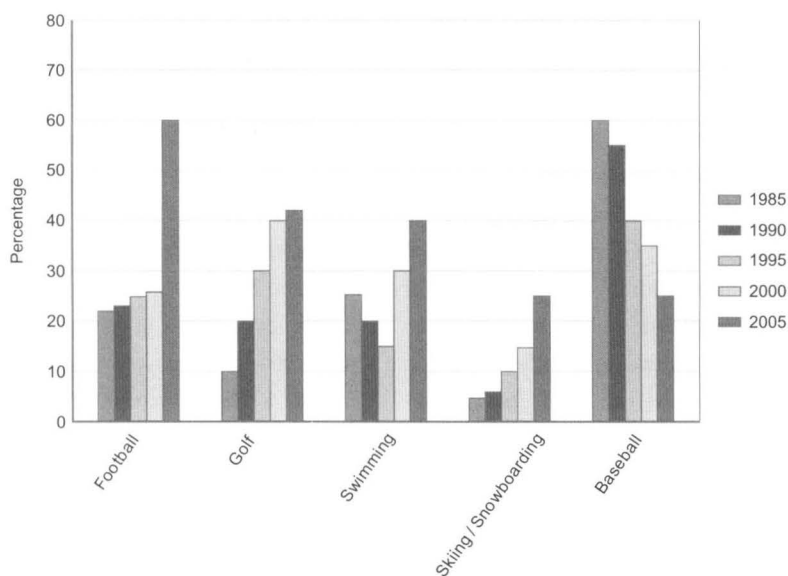
Question

You should spend no more than 20 minutes on this task.

The bar graph below shows the percentage of people that said they regularly enjoyed certain sports from 1985 to 2005.

Write a report for a university lecturer describing the information.
You should write at least 150 words.

People Who Said They Regularly Enjoyed Sports



Step 1 Discovering Key Words

When looking at any chart, graph, or process, break the visual down into key expressions. Use these key words to help write your report.

What the X and Y axes represent

- X football, golf, swimming, skiing/snowboarding, baseball
- Y the percentage of the population

What the graph is measuring or displaying

- from 1985 to 2005 / the percentage of people who enjoyed sports

Description of trends for each bar in the graph

- football increase slightly for the first 15 years
- more than doubled from 2000
- golf increase from 1985 to 2005
- swimming decrease from 1985 to 1995
- increase in 2000 and 2005
- snow sports the small percentage in 1985

- 9. increasing numbers throughout the 20-year period
- 10. baseball decrease in the percentage
- 11. 60% in 1985, about 25% in 2005

General statements about whole graph

- 12. increasing numbers: all the sports except for baseball

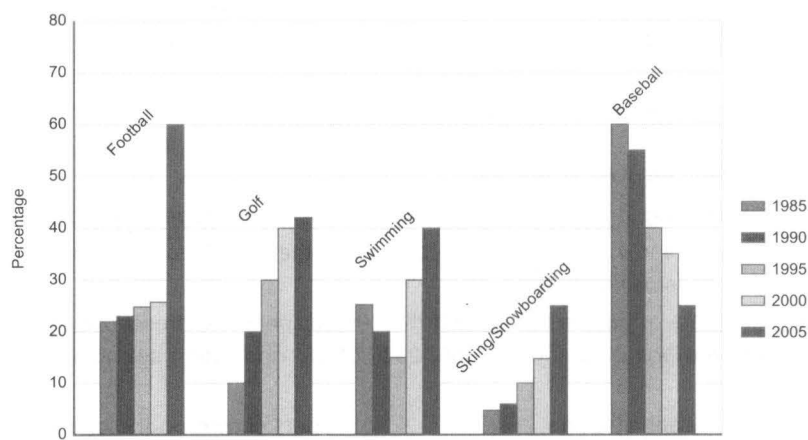
Comparative statements

- 13. people who enjoyed baseball went on to enjoy the other sports

Step 2 Planning the Report

Write the introduction, body and conclusion.

People Who Said They Regularly Enjoyed Sports



Introduction

- 1. information on several sports: football, golf, swimming, skiing/snowboarding and baseball
- 2. the percentage of the population: enjoyed each sport regularly over a 20-year period

Body

- 3. football very slight increases in the number of people for the first 15 years more than doubled from the year 2000
- 4.
- 5. golf increased steadily from 1985 to 2005, the increase slowed during the last five years
- 6. swimming decreased from 1985 to 1995, less than 20% of people enjoyed it
- 7. after increasing in 2000 and 2005, doubled to 40%
- 8. snow sports the percentage quite small in 1985
- 9. increasing numbers of people throughout the 20-year period expressed their interest, 25% of the population enjoyed it in 2005
- 10. baseball a substantial decrease in the percentage
- 11. 60% in 1985, fell to about 25% in 2005

Conclusion

- 12. increasing numbers of people: enjoyed all the sports in the chart, except for baseball
- 13. the people who used to enjoy baseball: went on to enjoy the other sports

Step 3 Finalising the Report

Complete the sentences below, using the information from the bar graph.

Introduction

1. The bar graph shows information on _____ sports: football, golf, swimming, skiing/snowboarding and baseball.
2. For _____ sport, it shows what percent of the _____ enjoyed them over a 20-year period.

Body

3. For the _____ 15 years, football saw very _____ increases in the number of people who _____ they regularly _____ it.
4. In 2005, however, the percentage of the population who enjoyed _____ football more than _____ from the year 2000.
5. The percentage of _____ who said they enjoyed golf increased _____ from 1985 to 2005, though the rate of increase _____ during the five years.
6. The percentage of people who said they liked to swim _____ from 1985 to 1995, and in _____, _____ than 20% of people asked said they regularly enjoyed swimming.
7. _____ increasing in 2000 and 2005, though, that percentage doubled _____ 40%.
8. _____ snow sports, the percentage of the population who enjoyed them was _____ small in 1985.
9. Increasing numbers of people throughout the 20-year period expressed their _____ in skiing and snowboarding and in 2005, 25% of the population said they enjoyed those snow sports.
10. _____, baseball is the _____ sport shown on the chart that saw a _____ decrease in the percentage that said they regularly enjoyed it.
11. From 60% in 1985, the percentage _____ to _____ 25% in 2005.

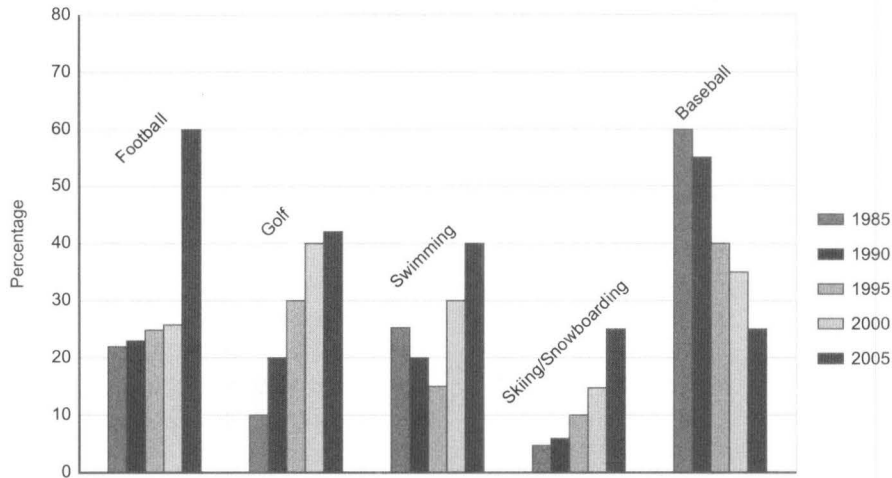
Conclusion

12. _____ numbers of people said they enjoyed all the sports in the chart, _____ for baseball, which saw a _____ drop.
13. _____ the people who used to enjoy baseball went on to enjoy the other sports shown on the chart.

Step 4 Write Your Own

Try writing a report on your own. Provided below are some prompts to help you.

People Who Said They Regularly Enjoyed Sports



1. The bar graph _____ and baseball. 2. For each sport, _____ a 20-year period.

3. For the first _____ regularly enjoyed it. 4. In 2005, however, _____ the year 2000. 5. The percentage of _____ last five years. 6. The percentage of _____ regularly enjoyed swimming. 7. After increasing in _____ doubled to 40%. 8. For snow sports, _____ small in 1985. 9. Increasing numbers of _____ those snow sports. 10. Finally, baseball is _____ regularly enjoyed it.

11. From 60% in _____ 25% in 2005.

12. Increasing numbers of _____ a steep drop. 13. Perhaps the people who _____ on the chart.

Model Answer

Read and compare the two model reports below. Pay attention to words, phrases, and sentences which are similar or alike.

Type A

The bar graph shows information on several sports: football, golf, swimming, skiing / snowboarding and baseball. For each sport, it shows what percentage of the population enjoyed them regularly over a 20-year period.

For the first 15 years, football saw very slight increases in the number of people who said they regularly enjoyed it. In 2005, however, the percentage of the population who enjoyed playing football more than doubled from the year 2000. The percentage of people who said they enjoyed golf increased steadily from 1985 to 2005, though the rate of increase slowed during the last five years. The percentage of people who said they liked to swim decreased from 1985 to 1995, and in that year, less than 20% of people asked said they regularly enjoyed swimming. After increasing in 2000 and 2005, though, that percentage doubled to 40%. For snow sports, the percentage of the population who enjoyed them was quite small in 1985. Increasing numbers of people throughout the 20-year period expressed their interest in skiing and snowboarding and in 2005, 25% of the population said they enjoyed those snow sports. Finally, baseball is the only sport shown on the chart that saw a substantial decrease in the percentage that said they regularly enjoyed it. From 60% in 1985, the percentage fell to about 25% in 2005.

Increasing numbers of people said they enjoyed all the sports in the chart, except for baseball, which saw a steep drop. Perhaps the people who used to enjoy baseball went on to enjoy the other sports shown in the chart.

(259 words)

Type B

The bar graph shows the percentage of five different sports that people enjoyed on a regular basis from 1985 to 2005 at intervals of five years. The five sports include football, golf, swimming, skiing or snowboarding, and baseball.

In 1985, just over 20 percent of the total population said that they regularly enjoyed football. The rate gradually increased for 15 years. It shows a sudden growth from 2000 to 2005, and the rate of people who enjoyed football reached 60 percent by 2005. 10 percent said that they enjoyed golf in 1985. The number increased steadily from 10 percent to just over 40 percent in 2005. It shows no decrease in the rate of people who enjoyed golf, however, the speed of growth slowed down from 2000 to 2005. People who said that they enjoyed swimming were at about 25 percent in 1985. It declined for the next 10 years to 15 percent, and then it was followed by a sudden increase of 15 percent by 2000. It was followed by another increase of 10 percent by 2005. As for the winter sports, skiing and snowboarding, the rate started off the lowest of all the sports. The rate was at just over 5 percent in 1985 and steadily increased over 20 years. By 2005, the rate had quintupled and reached 25 percent. Baseball shows a different trend. There were nearly 60 percent who said they enjoyed playing baseball on a regular basis in 1985. The rate fell constantly over the years. There was a steep fall from 1990 to 1995. By 2005, the rate of people who enjoyed baseball regularly was at 25 percent.

As an overall trend, football, golf, and the two winter sports showed no decrease during the 20-year period. On the other hand, baseball started off as the most favored sports but kept going down. There was a decline for swimming in the middle, but the percentage rose back after 1995.

(324 words)

Chapter 3

Pie Chart

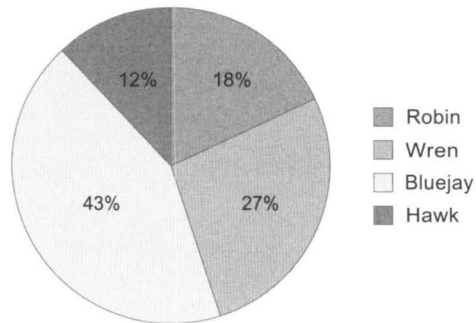
A pie chart is a circular chart. It is split into segments to show percentages or the relative size of categories of data.

When interpreting a pie chart, you need to describe the segments and their values. If there are many charts, just describe the ones that are the most significant. The values are often expressed in percentages but not always. Therefore, be careful about what scale you are using.

Sample Question

The chart below shows information about the bird population in the Hudson River Avian Preserve in the Cascade Mountains in 2005.

Makeup of Bird Population in the Cascade Mountains in 2005

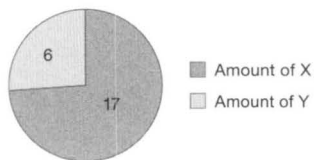


Warm-up

Essential Expressions

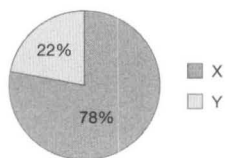
Below are useful sentences for describing data in pie charts.

Case 01 Two segments showing simple data



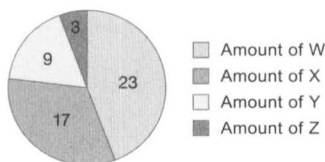
- ① The pie chart shows the number of X's and Y's.
- ② There are more X's than Y's.
- ③ There are fewer Y's than X's.
- ④ There are 17 X's and 6 Y's.

Case 02 Two segments showing percentages



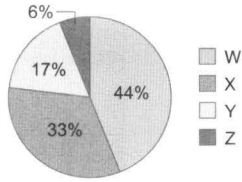
- ① The pie chart shows the percentage of X and Y.
- ② The percentage of X is higher than the percentage of Y.
- ③ The percentage of X is greater than the percentage of Y.
- ④ The percentage of Y is lower than the percentage of X.
- ⑤ The percentage of Y is less than the percentage of X.
- ⑥ Among the total, there is 78% X and 22% Y.

Case 03 Several segments showing simple data



- ① The amount of W, X, Y, and Z are shown on this pie chart.
- ② W has the greatest share of the total.
- ③ X has the second highest share of the total.
- ④ Y has the second smallest share of the total.
- ⑤ Z has the smallest share of the total.
- ⑥ X and Y together make up half the total.
- ⑦ There are three times as many Y's as there are Z's.
- ⑧ There are almost twice as many X's as there are Y's.

Case 04 Several segments showing percentages



- ① The percentages of W, X, Y, and Z are shown on this pie chart.
- ② W has the highest percentage of the total.
- ③ X has the second highest percentage of the total.
- ④ Y has the second smallest percentage of the total.
- ⑤ Z has the smallest percentage of the total.
- ⑥ X and Y together make up half the total.
- ⑦ The percentage of Y is almost three times the percentage of Z.
- ⑧ The percentage of X is almost twice the percentage of Y.

Practice Test 1

Question

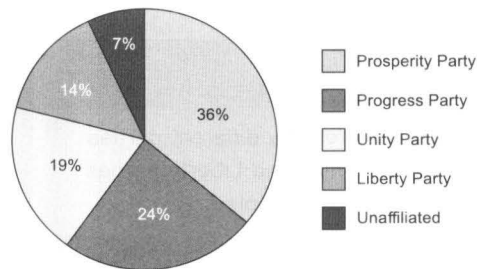
You should spend no more than 20 minutes on this task.

The pie chart below shows the makeup of the Congress in Country X after Election Day.

Write a report for a university lecturer describing the information.

You should write at least 150 words.

Breakdown of Parties in Congress of Country X



Step 1 Discovering Key Words

When looking at any chart, graph, or process, break the visual down into key expressions. Use these key words to help write your report.

What the pie chart is measuring or displaying

1. breakdown of parties in congress of Country X
2. four parties: Prosperity, Progress, Unity, Liberty
3. unaffiliated

Description of trends for each segment in the chart

- | | |
|-----------------|----------------------------------|
| 4. the largest | Prosperity |
| 5. | 36%, more than a third |
| 6. the second | Progress, a quarter |
| 7. | Unity and Liberty, less than 20% |
| 8. | Unity has 19%, Liberty has 14% |
| 9. unaffiliated | 7% |

General statements about whole chart

10. no majority

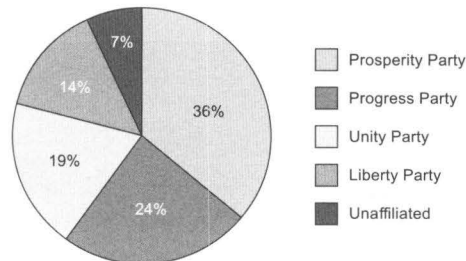
Comparative statements

11. Prosperity and any other party / the three other parties: make a majority

Step 2 Planning the Report

Write the introduction, body and conclusion.

Breakdown of Parties in Congress of Country X



Introduction: Start your report with an introduction to the subject of the pie chart. Remember to paraphrase the title.

1. the breakdown of Country X's congress by different parties
2. four parties: Prosperity, Progress, Unity, and Liberty parties
3. another category: unaffiliated congress people

Body: Always group information in a logical way to make it easy to follow and read. The most logical thing to do is to compare categories together across the chart, focusing on similarities and differences, rather than writing about each segment separately.

4. the largest party: the Prosperity party
5. 36%, more than a third of all seats
6. the party with the second biggest share: the Progress party with nearly a quarter of the total
7. the Unity party and the Liberty party: less than 20% of all seats in congress
8. the Unity party has a larger share at 19%, the Liberty party only has 14%
9. an unaffiliated category: 7% of all congress people do not belong to any party

Conclusion: End the report with one or two sentences which summarise(s) the global trends shown on the chart and compare and/or contrast them, if possible.

10. no party in congress has a majority
11. a coalition of Prosperity and any other party or the three other parties together: make a majority

Step 3 Finalising the Report

Complete the sentences below, using the information from the chart.

Introduction

1. The pie chart shows the _____ of Country X's congress by different parties.
2. Those _____ are the Prosperity, Progress, Unity, and Liberty parties.
3. There is also a _____ for _____ congress people.

Body

4. The _____ party present in the _____ of Country X is the Prosperity party.
5. At 36% they _____ more than a third of all _____.
6. The party _____ the second biggest _____ is the Progress party with nearly a _____ of the total.
7. The Unity party and the Liberty party both have _____ 20% of _____ in congress.
8. The Unity party though has a _____ share at 19% whereas the Liberty party only has 14%.
9. There is also an unaffiliated _____, _____ means 7% of all congress people do not belong to _____.

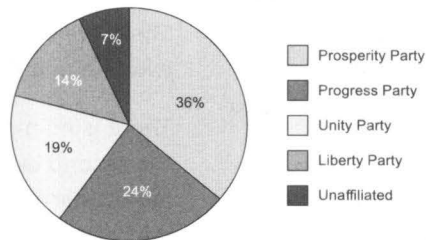
Conclusion

10. No party in congress has a _____.
11. A _____ of Prosperity and any other party would give them a _____, or the three _____ parties together could have a coalition of _____ 50% of _____ seats.

Step 4 Write Your Own

Try writing a report on your own. Provided below are some prompts to help you.

Breakdown of Parties in Congress of Country X



1. The pie chart _____ by different parties.
2. Those four parties _____ and Liberty parties. 3. There is also _____ congress people.

4. The largest party _____ the Prosperity party. 5. At 36% _____ all seats. 6. The party with _____ of the total. 7. The Unity party _____ seats in congress. 8. The Unity party _____ only has 14%. 9. There is also _____ to any party.

10. No party _____ a majority. 11. A coalition of _____ of congressional seats.

Model Answer

Read and compare the two model report passages below. Pay attention to words, phrases, and sentences which are similar or alike.

Type A

The pie chart shows the breakdown of Country X's congress by different parties. Those four parties are the Prosperity, Progress, Unity, and Liberty parties. There is also a category for unaffiliated congress people.

The largest party present in the congress of Country X is the Prosperity party. At 36% they hold more than a third of all seats. The party with the second biggest share is the Progress party with nearly a quarter of the total. The Unity party, and the Liberty party both have less than 20% of all seats in congress. The Unity party though has a larger share at 19% whereas the Liberty party only has 14%. There is also an unaffiliated category, which means 7% of all congress people do not belong to any party.

No party in congress has a majority. A coalition of Prosperity and any other party would give them a majority, or the three other parties together could have a coalition of over 50% of congressional seats.

(165 words)

Type B

The pie chart shows the breakdown of parties in the congress of Country X by percent. The chart shows four parties, Prosperity, Progress, Unity, and Liberty party, as well as people who are not affiliated with any party.

The biggest party in Country X's congress is the Prosperity party. It can be seen that 36% of the congress, which is more than a third, is affiliated with the Prosperity party. The second biggest party is the Progress party at 24%. The Unity party, the third largest party, is only 5% less than the second largest party at 19%. The smallest party is the Liberty party at 14%. There are also about 7% of congressmen who are unaffiliated.

There is no majority party. If the first and the second largest party, or the second largest party, the third, and fourth largest party come together, they can become the majority party.

(150 words)

Practice Test 2

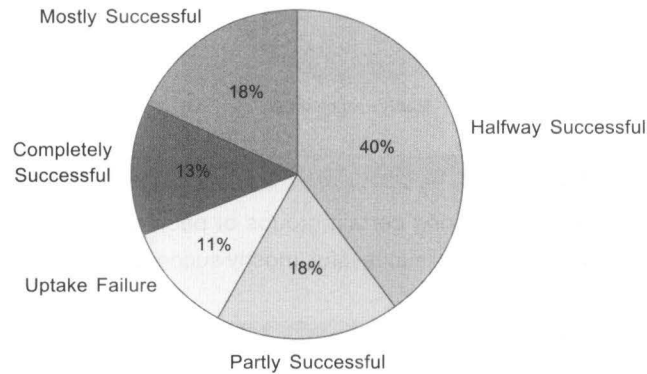
Question

You should spend no more than 20 minutes on this task.

The chart below shows the vaccination uptake results and how well certain groups of people took vaccinations.

Write a report for a university lecturer describing the information.
You should write at least 150 words.

Vaccination Uptake Results for Test Subjects



Step 1 Discovering Key Words

When looking at any chart, graph, or process, break the visual down into key expressions. Use these key words to help write your report.

What the pie chart is measuring or displaying

1. vaccination uptake results, test subjects
2. five categories: completely successful, mostly successful, halfway successful, partly successful, uptake failure

Description of trends for each segment in the chart

3. 13%: completely successful
4. 18%: mostly successful
5. 40%: halfway successful, the largest percentage of all groups
6. 18%: partly successful
- 11%: uptake failure

General statements about whole chart

7. vaccination: low failure rate at 11%
completely successful rate at 13%: low

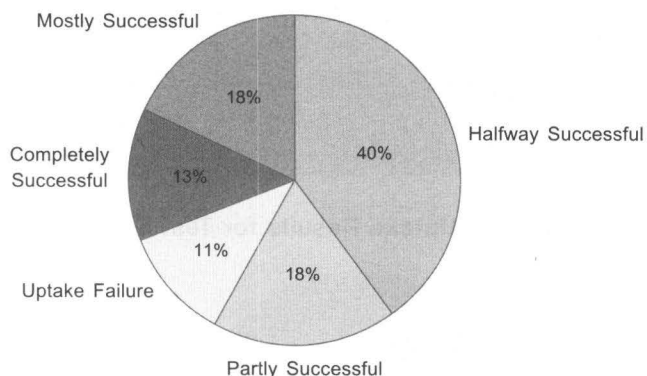
Comparative statements

8. the rest of the group: not completely successful and not a complete failure

Step 2 Planning the Report

Write the introduction, body and conclusion.

Vaccination Uptake Results for Test Subjects



Introduction

1. the results of the vaccination among certain groups of people
2. five different categories: completely successful, mostly successful, halfway successful, partly successful, and uptake failure

Body

3. 13% of the people: a completely successful result
4. 18% of the people: mostly successful
5. 40% of the people: only halfway successful, the largest percentage of all groups
6. 18% of the tested people: partly successful
11% of the test subjects: not effective at all

Conclusion

7. the vaccination: very low failure rate at 11%
the completely successful rate at 13%: low as well
8. the rest of the group: not completely successful and not a complete failure

Step 3 Finalising the Report

Complete the sentences below, using the information from the chart.

Introduction

1. The pie chart shows the _____ of a vaccination _____ certain groups of people.
2. The results are _____ into five different _____: completely successful, mostly successful, halfway successful, partly successful, and uptake failure.

Body

3. On the chart, it can be seen that 13% of the people who were _____ had a completely successful result.

4. 18% of the people _____ that the vaccination was mostly _____.
5. People who claimed that the vaccination was only _____ successful were 40%, _____ is the largest percentage of _____.
6. 18% of the _____ people stated that the _____ was partly successful and 11% of the test subjects said that it was not effective at _____.

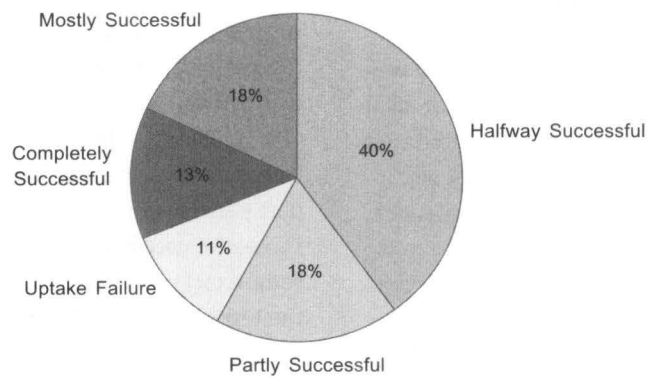
Conclusion

7. As an _____ trend, even though the vaccination has a very _____ at 11%, the completely successful rate at 13% is low as well.
8. The rest of the group stated results that were in between, not completely successful and not a complete _____.

Step 4 Write Your Own

Try writing a report on your own. Provided below are some prompts to help you.

Vaccination Uptake Results for Test Subjects



1. The pie chart _____ groups of people.
2. The results are _____, and uptake failure.
3. On the chart, _____ completely successful result. 4. 18% of the _____ was mostly successful. 5. People who claimed _____ of all groups.
6. 18% of the _____ effective at all.
7. As an overall _____ is low as well. 8. The rest of _____ a complete failure.

Model Answer

Read and compare the two model report passages below. Pay attention to words, phrases, and sentences which are similar or alike.

Type A

The pie chart shows the results of a vaccination among certain groups of people. The results are divided into five different categories: completely successful, mostly successful, halfway successful, partly successful, and uptake failure.

On the chart, it can be seen that 13% of the people who were vaccinated had a completely successful result. 18% of the people said that the vaccination was mostly successful. People who claimed that the vaccination was only halfway successful were 40%, which is the largest percentage of all groups. 18% of the tested people stated that the vaccination was partly successful and 11% of the test subjects said that it was not effective at all.

As an overall trend, even though the vaccination has a very low failure rate at 11%, the completely successful rate at 13% is low as well. The rest of the group stated results that were in between, not completely successful and not a complete failure.

(155 words)

Type B

The pie chart displays vaccination uptake results for test subjects. There are five different categories, each one a different level of success.

For about a quarter of all test subjects, the vaccination either fails outright, or is completely successful. The percentage of subjects with a completely successful vaccination, at 13%, is greater than the percentage of subjects with a failed vaccination, which is 11%. The largest category is for subjects whose vaccination was halfway successful. Two-fifths, or 40%, of all test subjects fall under this category. The other two categories are partly successful vaccinations and mostly successful vaccinations. They both have the same exact percentage with nearly a fifth of the test subjects, 18%, in each one.

It seems that the vaccination has a low failure rate, but also a low rate of being completely successful. The vast majority of the test subjects' vaccination fell somewhere in between.

(148 words)

Chapter 4

Complex Type (1)

Line Graph + Bar Graph

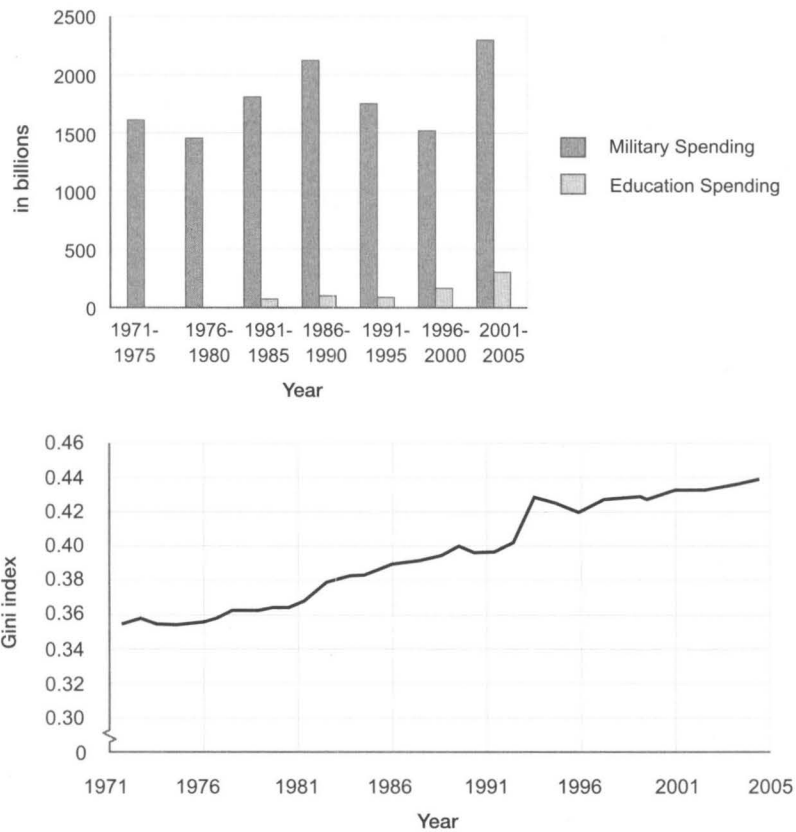
Some Academic Task 1 questions give more than one graph, such as Line Graph + Bar Graph, Line Graph + Pie Chart, Bar Graph + Pie Chart, etc.

Let us now learn how to write a report passage based on a line graph together with a bar graph. Most graphs will have two trends, or there will be two graphs with a trend in each. You could write about the two trends in two separate paragraphs. Make sure you have identified the trends in the graphs. This depends really on how much detail there is in the question. There is usually a relationship between the two and you can bring in some comparison but more than this is not necessary.

To cope with this kind of task, you should describe the relevant and most important parts or describe any comparisons or trends that can be made out. Also, you can compare and/or contrast the two different sets of data. If there is too much data presented, you should not describe all the data but just spot the significant information: the highest point and the lowest point. Finally, you should sum up the most important and significant detail that needs mentioning.

Sample Question

The first chart shows American military spending and education spending from 1971 until 2005 in billions of dollars. The second chart shows the Gini Index, a measure of economic inequality, during the same period.

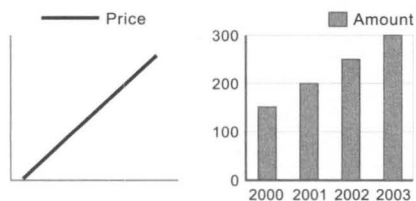


Warm-up

Essential Expressions

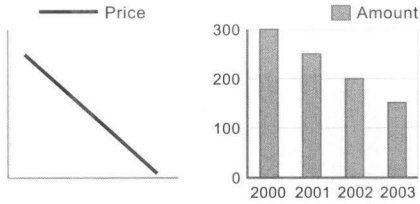
Below are useful sentences for describing data in a line graph combined with a bar graph.

Case 01 A rise in both graphs



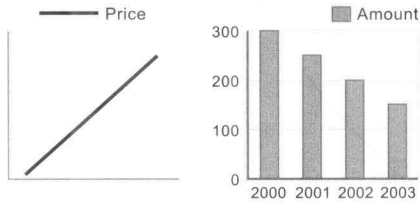
- ① Both graphs show an increase.
- ② The price and the amount go in the same direction.
- ③ The price and the amount both increase.
- ④ Both graphs show a positive trend.
- ⑤ The amount increases as the price increases.
- ⑥ There is a positive correlation between the price and the amount.

Case 02 A fall in both graphs



- ① Both graphs show a decrease.
- ② The price and the amount go in the same direction.
- ③ The price and the amount both decrease.
- ④ Both graphs show a negative trend.
- ⑤ The amount decreases as the price decreases.
- ⑥ There is a positive correlation between the price and the amount.

Case 03 A rise in the line graph and a fall in the bar graph



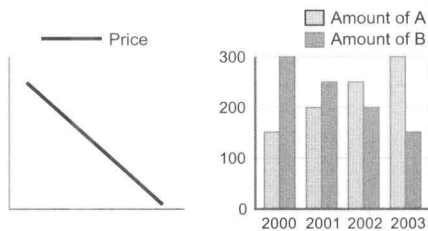
- ① Both graphs show different trends.
- ② The price and the amount go in opposite directions.
- ③ The price increases as the amount decreases.
- ④ The amount decreases as the price increases.
- ⑤ There is a negative correlation between the price and the amount.

Case 04 Both a rise and a fall in the line graph and a rise in the bar graph



- ① The amount and the price of A increase while the price of B decreases.
- ② Price B shows a decrease whereas price A and the amount increase.
- ③ Both the price of A and the amount are negatively correlated with the price of B.
- ④ Although the price of B falls continuously, the price of A and the amount go up.
- ⑤ Whereas the price of B falls, the price of A and the amount continue to rise.

Case 05 A fall in the line graph and fluctuations in the bar graph



- ① The amount of B and the price decrease while the amount of A increases.
- ② The amount of A shows an increase whereas the price and the amount of B decrease.
- ③ Both the price and the amount of B are negatively correlated with the amount of A.
- ④ Although the amount of A rises continually, the price and the amount of B go down.
- ⑤ Whereas the amount of A goes up, the price and the amount of B continue to fall.

Practice Test

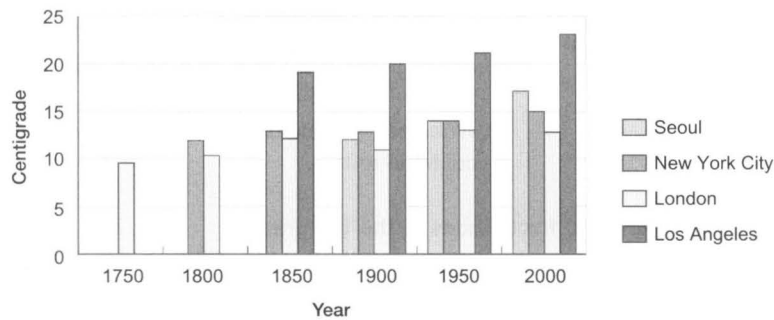
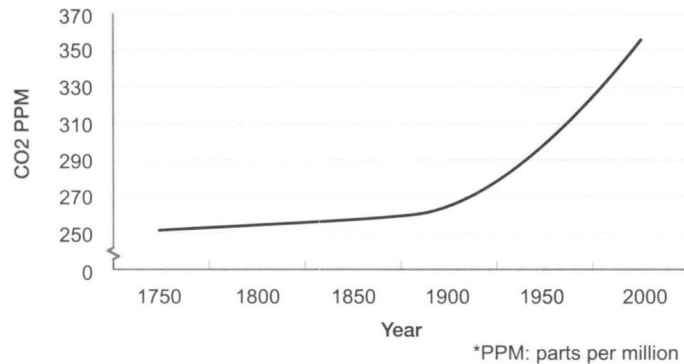
Question

You should spend no more than 20 minutes on this task.

The charts below show the parts per million of carbon dioxide in the atmosphere and the average temperature of four cities from the year 1750 to 2000.

Write a report for a university lecturer describing the information.

You should write at least 150 words.



Step 1 Discovering Key Words

When looking at any chart, graph, or process, break the visual down into key expressions. Use these key words to help write your report.

What the charts are measuring or displaying

1. Line Graph the parts per million of carbon dioxide in the atmosphere (1750-2000)
Bar Graph the average temperature of four cities (1750-2000)
2. the rise of CO₂ in the atmosphere, the rising temperatures of the four cities

Description of trends for lines and bars in the charts

3. the CO₂ level: rises from 1750 to 1900
4. after 1900: a rise in CO₂ until 2000
5. the average temperature: only London has records from 1750
6. New York City's records: start from 1800

- Los Angeles' records: from 1850
Seoul's records: from 1900

General statements about both charts

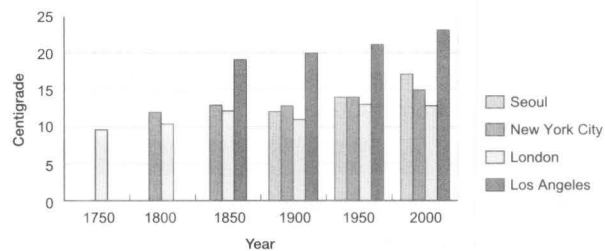
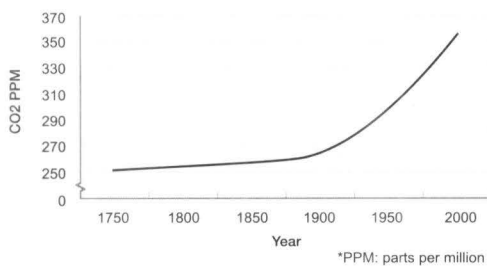
- a general rise in the average temperature
- one exception: from 1850 to 1900, the average temperature in London dropped slightly
- after that year: continued to rise

Comparative statements

- a clear correlation in the past 250 years between the rise in CO₂ levels in the atmosphere and warmer temperatures for the four cities around the world

Step 2 Planning the Report

Write the introduction, body and conclusion.



Introduction: Begin with one or two sentences that state(s) what the graphs show. Remember to paraphrase the title of the graphs, making sure you put in a time frame given.

- the average temperature in four cities: compared to the levels of carbon dioxide (CO₂) in the atmosphere
- a correlation between the substantial rise of CO₂ in the atmosphere and the slowly rising temperatures of the four cities

Body: Use complete sentences to describe the given information. Remember to identify significant trends and give examples that relate directly to the information shown to support your statements.

- the CO₂ level: rises only a minuscule amount from 1750 to 1900
- after that year: a large rise in CO₂ to the year 2000
- the average temperature: only London having records from 1750
- New York City's records: start fifty years after that
- Average temperatures in Los Angeles: recorded from 1850
- Seoul has records from 1900

Conclusion: End the report with one or two sentences which summarise(s) the global trends shown on the graphs and compare and/or contrast them, if possible.

- a general rise in the average temperature
- one exception: from 1850 to 1900, the average temperature in London dropped slightly
- after that year: continued to rise
- a clear correlation in the past 250 years between the rise in CO₂ levels in the atmosphere and warmer temperatures for the four cities around the world

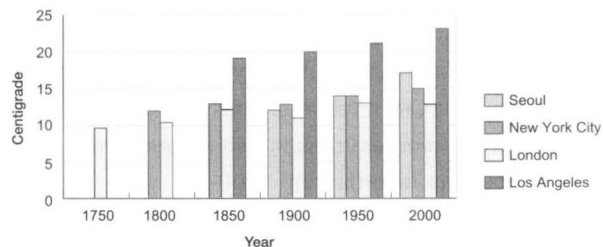
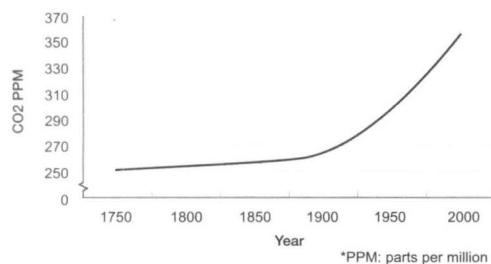
Step 3 Finalising the Report

Complete the sentences below, using the information from the chart.

Introduction	
1.	The charts show the _____ in four cities compared to the levels of carbon dioxide (CO ₂) in the _____.
2.	From a quick _____ at the charts, it _____ there is a correlation between the _____ rise of CO ₂ in the atmosphere and the _____ rising temperatures of the four cities.
Body	
3.	In the first chart, the CO ₂ level _____ only a _____ from 1750 to 1900.
4.	After that year, there is a _____ rise in CO ₂ _____ to the year 2000.
5.	In the chart with the _____ for four cities, however, the data shows only London having _____ from 1750.
6.	New York City's records start fifty years _____.
7.	Average temperatures in Los Angeles are _____ from 1850 and Seoul only has records from 1900.
Conclusion	
8.	The temperature records that do _____ show a _____ in the average temperature.
9.	There is one exception, though: from 1850 to 1900, the average temperature in London _____ slightly.
10.	After that year, it _____ to rise.
11.	Even with the exception, there _____ to be a clear correlation in the _____ 250 years between the rise in CO ₂ levels in the atmosphere and _____ temperatures for the four cities around the world.

Step 4 Write Your Own

Try writing a report on your own. Provided below are some prompts to help you.



1.	The charts show _____ in the atmosphere.	2.	From a quick _____ the four cities.
----	--	----	-------------------------------------

3. In the first _____ 1750 to 1900.
 4. After that year, _____ the year 2000. 5. In the chart
 _____ records from 1750. 6. New York City's _____ years after that. 7. Average
 temperatures in _____ records from 1900.
 8. The temperature records _____ the average temperature.
 9. There is one _____ London
 dropped slightly. 10. After that _____ to rise. 11. Even with the _____
 _____ around the world.

Model Answer

Read and compare the two model report passages below. Pay attention to words, phrases, and sentences which are similar or alike.

Type A

The charts show the average temperature in four cities compared to the levels of carbon dioxide (CO₂) in the atmosphere. From a quick glance at the charts, it seems there is a correlation between the substantial rise of CO₂ in the atmosphere and the slowly rising temperatures of the four cities.

In the first chart, the CO₂ level rises only a minuscule amount from 1750 to 1900. After that year, there is a large rise in CO₂ continuing to the year 2000. In the chart with the average temperature for four cities, however, the data shows only London having records from 1750. New York City's records start fifty years after that. Average temperatures in Los Angeles are recorded from 1850 and Seoul only has records from 1900.

The temperature records that do exist show a general rise in the average temperature. There is one exception, though: from 1850 to 1900, the average temperature in London dropped slightly. After that year, it continued to rise. Even with the exception, there seems to be a clear correlation in the past 250 years between the rise in CO₂ levels in the atmosphere and warmer temperatures for the four cities around the world.

(199 words)

Type B

The graphs explain the average temperature and the levels of carbon dioxide (CO₂) in the atmosphere of four cities between 1750 and 2000. It seems that the levels of CO₂ in the atmosphere and the average temperature are correlated.

In the line graph, the level of CO₂ increases minimally between 1750 and 1900. After 1900, it rises dramatically until 2000. The bar graph shows the average temperature for four cities. It can be seen that the data shows only London having records from 1750. New York City's records start in 1800, followed by records for Los Angeles which starts in 1850. Seoul only has records from 1900.

It clearly shows that the overall average temperatures of four cities rise over time. However, it must be noted that there is a slight decrease in the average temperature of London from 1850 to 1900. From 1900, the average temperature of all four cities continues to rise. It can be assumed that there is a correlation between the rise in the level of CO₂ in the atmosphere and the rise in temperatures for the four cities around the world in the past 250 years.

(191 words)

Chapter 5

Complex Type (2)

Line Graph + Pie Chart

The second complex type is a line graph combined with a pie chart. This may look tough, but the principle is the same: organise your writing by selecting and reporting the main features.

Before writing, you should decide how to organise your report. This means that you have to think of how many major paragraphs you will write. Generally, a two-paragraph report may be more preferable. If you write one main paragraph only, you may not be able to make the main points clear. If you write three main paragraphs, you may not be able to arrange the information in a logical way.

It should be clear that the line graph describes one kind of data and the pie chart describes the other. Therefore, you should write one paragraph for the line graph and the other for the pie chart.

Firstly, you should find out the main points in the line graph by looking at it and select the main points that you will use to organise your writing. At this stage, you are not looking for numbers, just patterns. The tip is to think visually here. That is to say, you should look for extremes (highs and lows, beginnings and endings), major changes (beginnings and endings again), and comparisons (what is the same, what different; which is greater, which smaller).

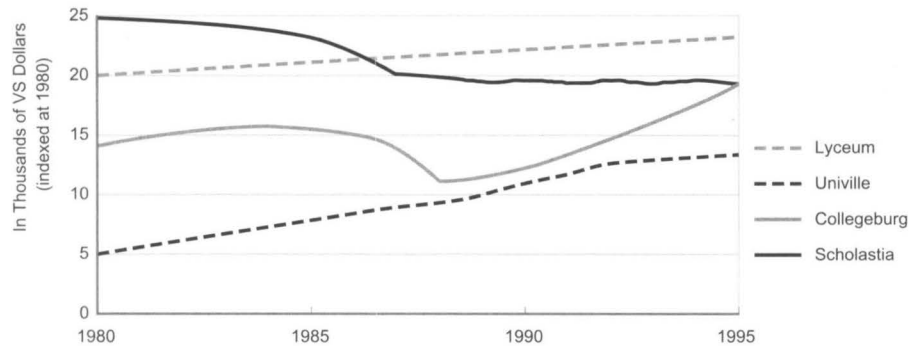
The next step is to decide what details you want to include. Remember that you should not include all the details but just the ones which support the main points.

Finally, you should make comparisons of the data shown in the line graph and the pie chart. Make sure that your language for describing, comparing, and contrasting the two sets of data in the line graph and the pie chart is correctly employed.

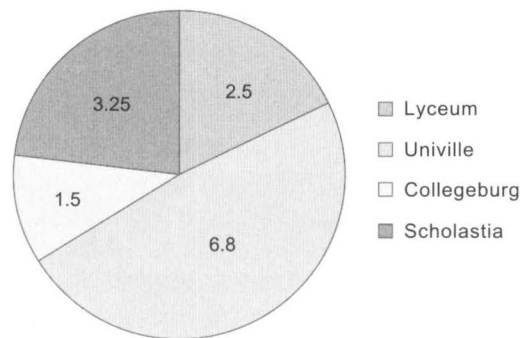
Sample Question

The first chart shows the average income per person in four imaginary countries from 1980 to 1995. The second chart shows the number of women with bachelor's or postgraduate degrees, in millions, for each of those four countries in the year 1980.

Average Income per Person



**Women with College or Postgraduate Degrees in 1980
(in millions)**



Warm-up

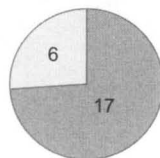
Essential Expressions

Below are useful sentences for describing data in a line graph combined with a pie chart.

Case 01 A rise in the line graph and two segments in the pie chart shown in figures

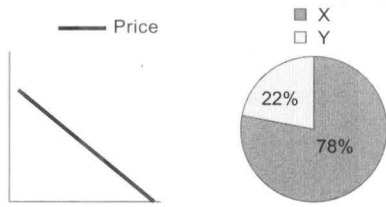


■ Amount of X
□ Amount of Y



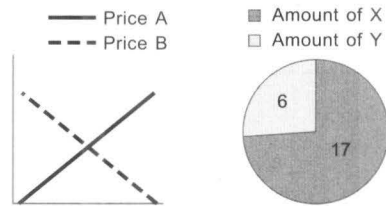
- ① The line graph shows the price whereas the pie chart shows the amount.
- ② When the amount of X is greater than the amount of Y, the price goes up.
- ③ When there is a smaller amount of Y than there is X, the price goes up.

Case 02 A fall in the line graph and two segments in the pie chart shown in percentages



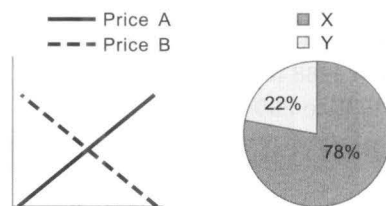
- ① The line graph shows the price while the pie chart shows the percentage of X and Y.
- ② When X has a larger percentage than Y, the price goes down.
- ③ When Y is less than X, the price goes down.

Case 03 Both a rise and a fall in the line graph and two segments in the pie chart shown in figures



- ① When there is more X than there is Y, the price of A increases and the price of B decreases.
- ② When the amount of X is greater than the amount of Y, the prices of A and B are negatively correlated.
- ③ While there are fewer Y than there are X, the price of A rises and the price of B falls.

Case 04 Both a rise and a fall in the line graph and two segments in the pie chart shown in percentages



- ① When X's percentage is greater than Y's percentage, the prices of A and B are negatively correlated.
- ② A's price goes up and B's price goes down when Y has a lower percentage than X.
- ③ The price of A and the price of B go in opposite directions when X has a larger percentage than Y.

Practice Test

Question

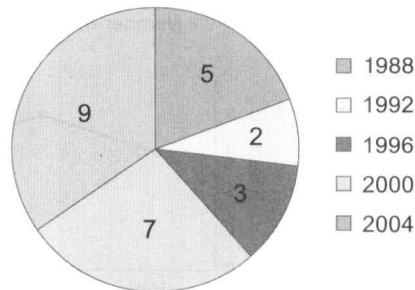
You should spend no more than 20 minutes on this task.

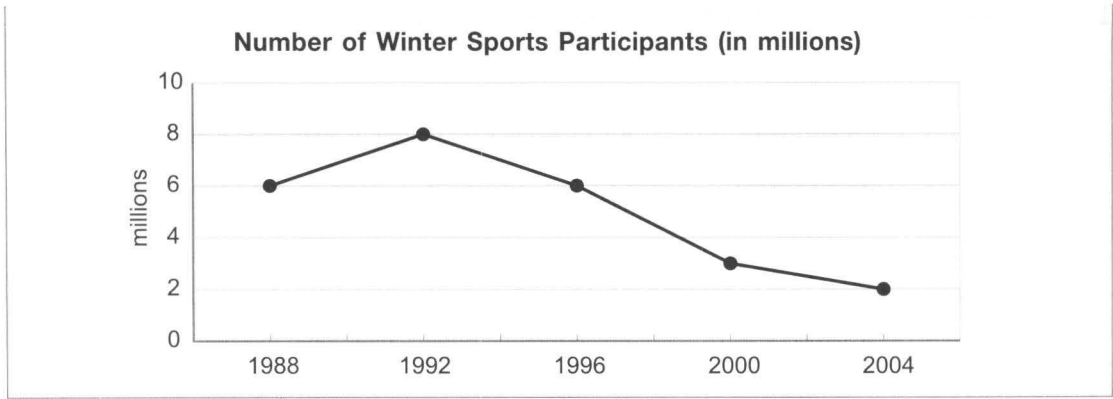
The first chart shows the number of summer sports participants, in millions, nationwide during the years the Olympic Games were held from 1988 until 2004. The second chart shows the number of winter sports participants, in millions, during those same years.

Write a report for a university lecturer describing the information.

You should write at least 150 words.

Summer Sports Participants (in millions)





Step 1 Discovering Key Words

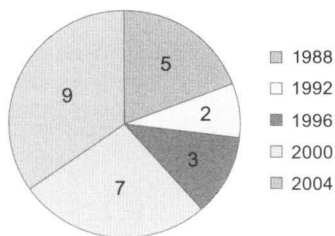
When looking at any chart, graph, or process, break the visual down into key expressions. Use these key words to help write your report.

What the charts are measuring or displaying
1. two charts: the number of sports participants during the years the Olympics were held
2. a pie chart: the number of people playing summer sports, from 1988 to 2004
3. a line graph: the number of winter sports participants, from 1988 to 2004
Description of trends for lines and segments in the charts
4. a pie chart: a decrease from 1988 to 1992
5. after 1992, rise until 2004
6. in 2004, twice as many people playing summer sports than in 1988
7. a line graph: winter sports participation, opposite of the trend
8. increase from 1988 to 1992
9. after 1992, a fall until 2004
General statements about both charts
10. negatively correlated
Comparative statements
11. 1988-2004, one rises, the other falls

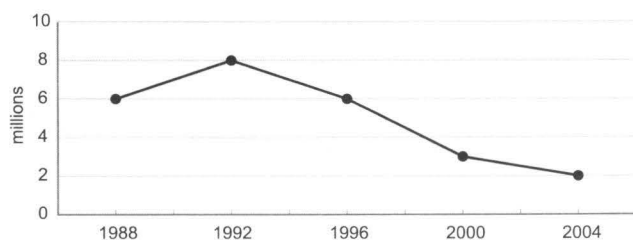
Step 2 Planning the Report

Write the introduction, body and conclusion.

Summer Sports Participants (in millions)



Number of Winter Sports Participants (in millions)



Introduction: Begin with one or two sentences that state(s) what the graph and the chart show. Remember to paraphrase the title of the graph and the chart, making sure you put in a time frame, if any.

1. two charts: the number of sports participants during the years the Olympics were held
2. a pie chart: the number of people playing summer sports, every four years from 1988 to 2004
3. a line graph: the number of winter sports participants, covers the same period

Body: Use complete sentences to describe the given information. Remember to identify significant trends and give examples that relate directly to the information shown to support your statements.

4. a pie chart: a slight decrease, from 1988 to 1992
5. after 1992, rises until 2004
6. in that year, almost twice as many people playing summer sports than in 1988
7. a line graph: winter sports participation, opposite of the trend from the first chart
8. increases from 1988 to 1992
9. fall until 2004, after that only 2 million people

Conclusion: End the report with one or two sentences which summarise(s) the global trends shown on the graphs and compare and/or contrast them if possible.

10. winter sports and summer sports, seem to be negatively correlated
11. 1988-2004, whenever one number rises, the other falls, vice versa

Step 3 Finalising the Report

Complete the sentences below, using the information from the chart.

Introduction

1. These two charts show the number of sports _____, in millions, during the years the Olympics were _____.
2. The first chart, a pie chart, shows the number of people playing _____ every _____ from 1988 to 2004.
3. The second chart, a line graph, covers the same period but shows the number of winter sports _____.

Body

4. The _____ in the pie chart shows that there is a _____ decrease of summer sports participants from 1988 to 1992.
5. _____ 1992, though, the number of people participating in summer sports rises _____ 2004.
6. In _____, there are _____ twice as many people playing summer sports than there are in 1988.
7. The data _____ winter sports participation is _____ of the trend from the first chart.
8. _____ than _____ from one Olympic year to the _____, the number of people participating in winter sports _____ from 1988 to 1992.
9. _____ fall until 2004, after that only 2 million people played winter sports, less than a _____ of the number from 1988.

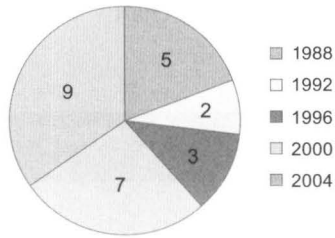
Conclusion

10. The number of people playing winter sports and summer sports _____ to be _____ correlated.
11. Throughout the period of 1988-2004, whenever _____ rises, the other falls and _____ versa.

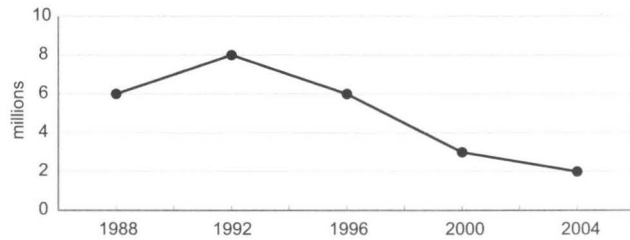
Step 4 Write Your Own

Try writing a report on your own. Provided below are some prompts to help you.

Summer Sports Participants (in millions)



Number of Winter Sports Participants (in millions)



1. These two charts _____
Olympics were held. 2. The first chart,
_____ 1988 to 2004. 3. The second chart,
_____ winter sports participants.
4. The data in _____
1988 to 1992. 5. After 1992, though,
_____ rises until 2004. 6. In that year,
_____ are in 1988.
7. The data showing _____ the first chart.
8. Rather than decreasing _____
_____ 1988 to 1992. 9. Those _____
_____ number
from 1988.
10. The number of _____ be negatively
correlated. 11. Throughout the period _____
_____ and vice versa.

Model Answer

Read and compare the two model report passages below. Pay attention to words, phrases, and sentences which are similar or alike.

Type A

These two charts show the number of sports participants, in millions, during the years the Olympics were held. The first chart, a pie chart, shows the number of people playing summer sports every four years from 1988 to 2004. The second chart, a line graph, covers the same period but shows the number of winter sports participants.

The data in the pie chart shows that there is a slight decrease of summer sports participants from 1988 to 1992. After 1992, though, the number of people participating in summer sports rises until 2004. In that year, there are almost twice as many people playing summer sports than there are in 1988.

The data showing winter sports participation is opposite of the trend from the first chart. Rather than decreasing from one Olympic year to the next, the number of people participating in winter sports increases from 1988 to 1992. Those numbers fall until 2004, after that only 2 million people played winter sports, less than a third of the number from 1988.

The number of people playing winter sports and summer sports seems to be negatively correlated. Throughout the period of 1988-2004, whenever one number rises, the other falls and vice versa.

(201 words)

Type B

The pie chart shows the number of summer sports participants in millions during the Olympics which were held between 1988 and 2004. The line graph indicates the number of winter sports participants in millions covering the same period.

As you can see from the pie chart, the number of participants for the summer sports was five million which was followed by a sudden fall to two million in 1992. Then it increased to three million in 1996 and continued to go up until 2004. The number of summer sports participants was seven million in 2000, and then it continues to rise to nine million in 2004. It can be stated that the number of sports participants for the summer has nearly doubled between 1988 and 2004.

According to the line graph, the number of winter sports participants started with six million in 1988, which was increased to eight million in 1992. It fell back to six million in 1996 and continued to decrease steadily until 2004. There were only three million participants in the winter Olympics in 2000, and two million in 2004. It can be stated that the number of winter sports participants has decreased three times from 1988 to 2004.

It seems that when the number of summer sports participants increases, the number of winter sports participants decreases and vice versa during the years of 1988 to 2004.

(229 words)

Chapter 6

Complex Type (3)

Bar Graph + Pie Chart

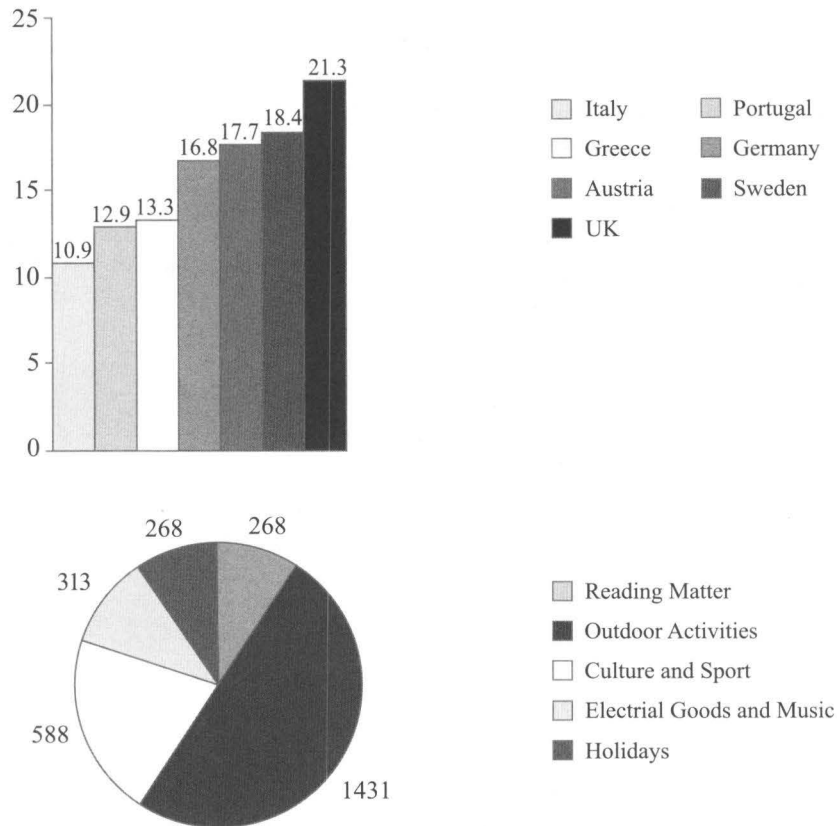
The most complex type is a bar graph combined with a pie chart. This may be tough, but the principle is the same: organise your writing by selecting and reporting the main features.

Before writing, you should decide how to organise the report. This means that you have to think of how many major paragraphs you will write. You had better write two paragraphs: one for the information in the bar graph and the other for that in the pie chart.

You may apply the same advice as for the complex type (2) mentioned in Chapter 5.

Sample Question

The bar graph shows spending on leisure activities as a percentage of total household spending in seven European countries. The pie chart shows the average annual expenditure (in pounds) on recreational activities per household in the UK.

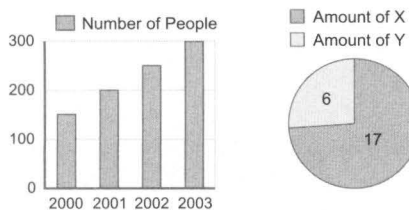


Warm-up

Essential Expressions

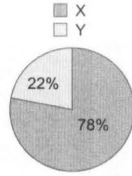
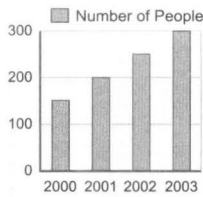
Below are useful sentences for describing data in a bar graph combined with a pie chart.

Case 01 A rise in the bar graph and two segments in the pie chart shown in figures



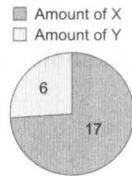
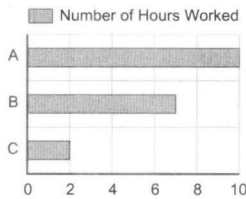
- ① When the amount of X is greater than that of Y, the number of people rises from 2000 to 2003.
- ② The number of people goes up continually when the amount of Y is less than that of X.
- ③ When the amount of Y is less than the amount of X, the number of people goes up each year.
- ④ The number of people increases constantly when there are fewer Y's than X's.

Case 02 A rise in the bar graph and two segments in the pie chart shown in percentages



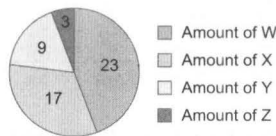
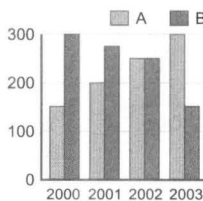
- ① When the percentage of Y is less than the percentage of X, the number of people goes up.
- ② When the number of people is increasing, the percentage of X is greater than the percentage of Y.
- ③ The number of people rises each year because Y has a lower percentage than X.
- ④ Since the percentage of X is higher than the percentage of Y, the price goes up continually.

Case 03 Horizontal single bars in the bar graph and two segments in the pie chart shown in figures



- ① When A works the most hours, there are more X's than Y's.
- ② There are fewer Y's than X's because C worked only two hours.
- ③ When everyone works 19 hours, the amount of X is greater than the amount of Y.
- ④ A works the most, B works the second most, and C works the least when the amount of X is greater than Y.

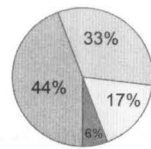
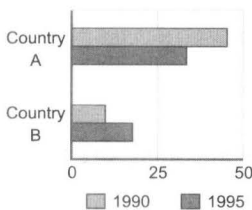
Case 04 Vertical double bars in the bar graph and several segments in the pie chart shown in figures



- ① The amount of A rises throughout the years while B falls because the amount of W is the greatest.
- ② There is the least amount of Z when B falls continually.
- ③ There are fewer X's, Y's, and Z's than there are W's when A rises.
- ④ When the amount of W and X makes up more than half the total, A and B are negatively correlated.

Case 05 Horizontal double bars in the bar graph and several segments in the pie chart shown in percentages

Percentage of People Who Took a Vacation in:



- ① The percentage of people going to Country A decreases when W has the greatest percentage of the total.
- ② A higher percentage of people go to Country B in 1995 when Z has the least percentage.
- ③ When the combined percentage of Y and of Z is less than half of the total, the percentage of people going to Country A falls, while the percentage of people going to B rises.
- ④ The percentage of people who took a vacation to Country B was lower than to Country A in both years because the percentage of X was more than the percentage of Y.

Practice Test

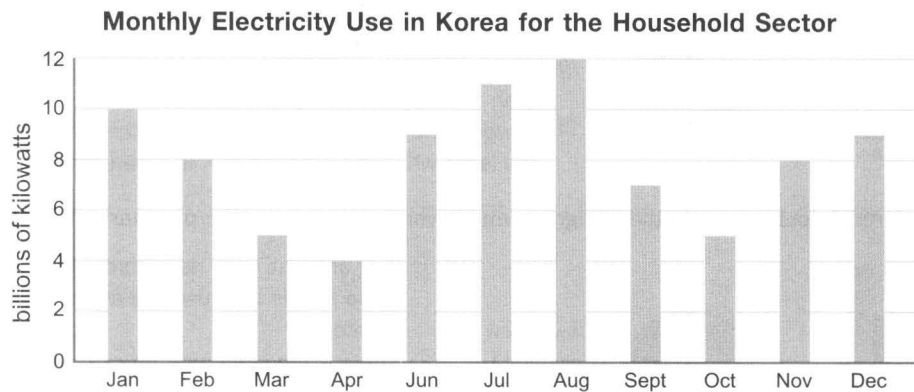
Question

You should spend no more than 20 minutes on this task.

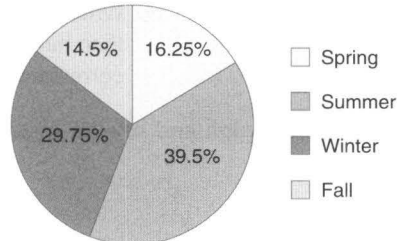
The bar graph shows how much electricity all Korean households use per month in billions of kilowatts. The pie chart shows what the seasonal share of annual total electricity use for all sectors is.

Write a report for a university lecturer describing the information.

You should write at least 150 words.



Seasonal Share of Annual Electricity Use for All Sectors in Korea



Step 1 Discovering Key Words

When looking at any chart, graph, or process, break the visual down into key expressions. Use these key words to help write your report.

What the charts are measuring or displaying

1. Bar Graph how much electricity all Korean households use per month
2. Pie Chart what the seasonal share of annual total electricity use

Description of data in the bar graph

3. monthly electricity use: declines from January to April, increases from June to August
4. monthly total: decreases from August to October, increases in November and December

Description of categories in the pie chart

5. correlated with the seasons
6. the largest amount: summer
7. higher in the winter than in the spring or fall
8. seasonal differences
9. winter and summer: greater than spring and fall

General statements about both charts

10. seasonal differences in the amount of electricity used

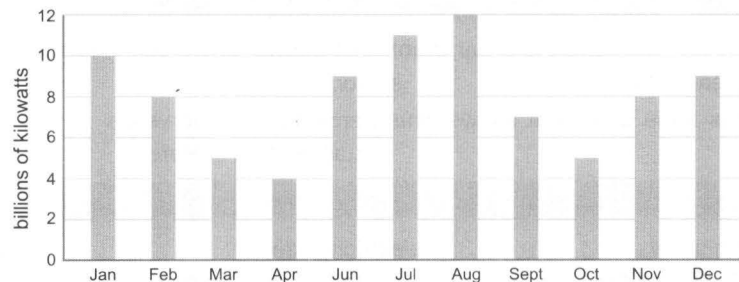
Comparative statements

11. about 70% of all electricity, used in summer and winter
12. energy used to cool and heat homes

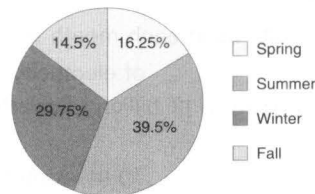
Step 2 Planning the Report

Write the introduction, body and conclusion.

Monthly Electricity Use in Korea for the Household Sector



Seasonal Share of Annual Electricity Use for All Sectors in Korea



Introduction: Begin with one or two sentences that state(s) what the graph and the chart show. Remember to paraphrase the title of the graph and the chart, making sure you put in a time frame, if any.

1. Bar Graph: how much electricity used each month in Korea by the household sector
2. Pie Chart: what percentage of the year's electricity is used each season

Body: Use complete sentences to describe the given information. Remember to identify significant trends and give examples that relate directly to the information shown to support your statements.

3. monthly electricity use for households: declining from January to April, rising for the next three months until August
4. monthly total decreases until October, increases in November and December
5. the rise and fall of the electricity: correlated with the seasons

6. the greatest amount of electricity used during the summer, over 12 billion kilowatts of energy just during the month of August
7. the monthly totals: higher in the winter than in the spring or fall
8. the data shown in the pie chart, reflective of seasonal differences
9. information for all sectors in Korea, electricity used in the winter and summer, much larger than the percentage used in the spring and fall

Conclusion: End the report with one or two sentences which summarise(s) the global trends shown on the graphs and compare and/or contrast them, if possible.

10. the two charts: seasonal differences in the amount of electricity used
11. about 70% of electricity: used during the summer and winter
12. disproportionate share, extra energy being used to cool and heat homes during extreme weather

Step 3 Finalising the Report

Complete the sentences below, using the information from the chart.

Introduction

1. The _____ chart is a bar graph that shows how much electricity is used each month in Korea by the _____ sector.
2. The second is a pie chart that shows what percentage of the year's _____ is used _____ for all sectors in Korea.

Body

3. The bar graph shows _____ electricity use for _____ declining from January to April, and then _____ for the next three months until August.
4. The monthly total then _____ again until October, after which it _____ in November and December.
5. The rise and fall of the electricity used each month is _____ with the seasons.
6. The _____ of electricity is used during the summer, with the Korean household sector using over 12 billion kilowatts of energy just _____ the month of August.
7. The monthly totals are also _____ in the winter than they are in the _____ or fall.
8. The data shown in the pie chart is also _____ of seasonal _____.
9. Even though it shows information for all sectors in Korea, the percentage of electricity used in the _____ and summer is clearly _____ than the percentage used in the spring and fall.

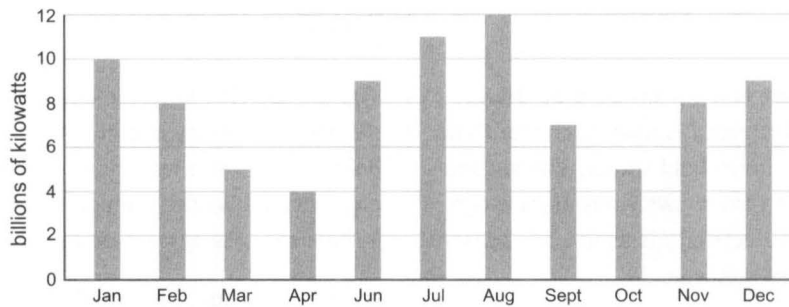
Conclusion

10. The two charts show _____ seasonal _____ in the amount of electricity used.
11. Over the course of one year, about 70% of all _____ is used during the _____ and winter.
12. This _____ share might be attributed to extra energy being used to cool and heat homes during _____.

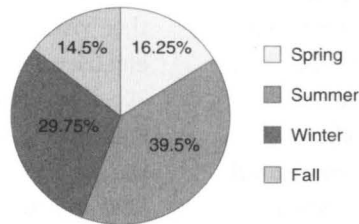
Step 4 Write Your Own

Try writing a report on your own. Provided below are some prompts to help you.

Monthly Electricity Use in Korea for the Household Sector



Seasonal Share of Annual Electricity Use for All Sectors in Korea



1. The first chart _____
_____ the household sector. 2. The second is _____
_____ sectors in Korea.
3. The bar graph _____
_____ months until August. 4. The monthly total _____
_____ November and December.
5. The rise and _____ with the seasons.
6. The greatest amount _____
_____ month of August.
7. The monthly totals _____ spring or fall.
8. The data shown _____ of seasonal differences.
9. Even though it _____
_____ spring and fall.
10. The two charts _____ of electricity used.
11. Over the course _____ summer and
winter. 12. This disproportionate share _____
_____ during extreme weather.

Model Answer

Read and compare the two model report passages below. Pay attention to words, phrases, and sentences which are similar or alike.

Type A

The first chart is a bar graph that shows how much electricity is used each month in Korea by the household sector. The second is a pie chart that shows what percentage of the year's electricity is used each season for all sectors in Korea.

The bar graph shows monthly electricity use for households declining from January to April, and then rising for the next three months until August. The monthly total then decreases again until October, after which it increases in November and December. The rise and fall of the electricity used each month is correlated with the seasons. The greatest amount of electricity is used during the summer, with the Korean household sector using over 12 billion kilowatts of energy just during the month of August. The monthly totals are also higher in the winter than they are in the spring or fall. The data shown in the pie chart is also reflective of seasonal differences. Even though it shows information for all sectors in Korea, the percentage of electricity used in the winter and summer is clearly much larger than the percentage used in the spring and fall.

The two charts show clear seasonal differences in the amount of electricity used. Over the course of one year, about 70% of all electricity is used during the summer and winter. This disproportionate share might be attributed to extra energy being used to cool and heat homes during extreme weather.

(241 words)

Type B

The bar graph shows the changes in monthly electricity use in Korean households over twelve months in kilowatts. The pie chart shows the annual electricity use in four seasons by percentage.

In the bar graph, the monthly electricity use for households declines from January to April, and increases back until August. The use drops again until October, and then rises again. The lowest usage of electricity occurs in April at 4 billion kilowatts. The highest point is at 12 billion kilowatts in August. It can be seen from the pie chart that all sectors including Korean households use the most electricity during summer, 39.5 percent. The second highest use of electricity is in winter at 29.75 percent. Spring and fall shows less usage at 16.25 percent and 14.5 percent each.

The electricity use in Korea seems to be correlated with the seasons. It is used much more during summer and winter, when people need air conditioning and heating. Nearly 70 percent of electricity is used in those two seasons, while only about 30 percent is used during spring and fall.

(180 words)

Chapter 7

Multiple Type (1)

Line Graph + Line Graph

You have learnt complex types in the previous chapters. In the chapters that follow, you will learn three multiple types: Line Graph + Line Graph, Bar Graph + Bar Graph, Pie Chart + Pie Chart. The first multiple type is Line Graph + Line Graph and one of these graphs has several lines. Hence, there may be a lot of information in this graph.

You are likely to meet the following types of graphs in the IELTS test – time and comparison graphs. Sometimes, you may see both in the same test.

- In time graphs, you have to describe changes over time.
- In comparison graphs, you have to compare different items – countries, people, products, places, etc.

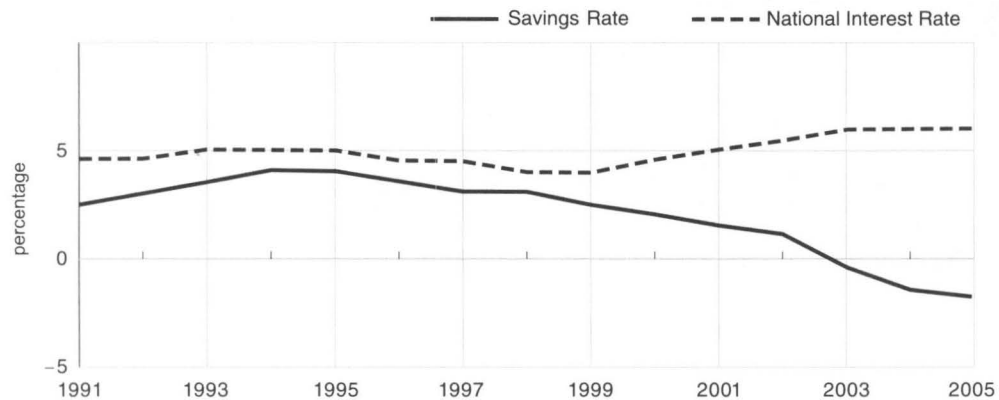
The vocabulary for each kind of graph is different. You, therefore, should apply the following tips:

- In time graphs, you should use vocabulary to describe changes, such as *rose, fell, declined, shot up, increased, remained steady*, etc.
- In comparison graphs, you should use lexical items of comparison, such as *twice as much as, more than, less than, the same amount, both X and Y have the same figures*, etc.

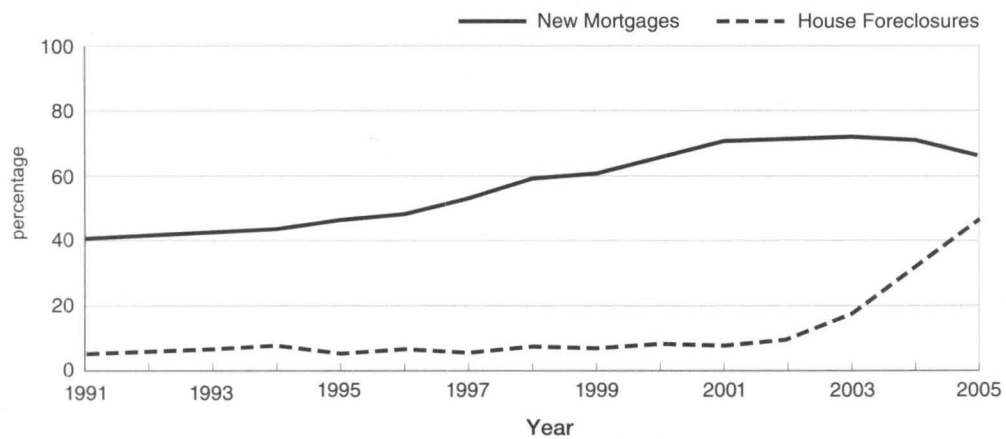
Sample Question

The first chart below shows the yearly savings rate, the average percentage of income people save, and the national interest rate. The second chart shows the number of new mortgages, loans for houses, and the number of foreclosures each year in Country X.

Savings Rate and Interest Rate for Country X



Housing Statistics for Country X

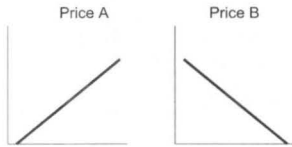


Warm-up

Essential Expressions

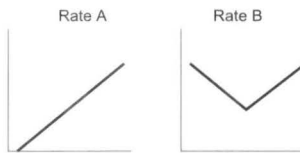
Below are useful sentences for describing data in two line graphs.

Case 01 A rise in the first graph and a fall in the second graph



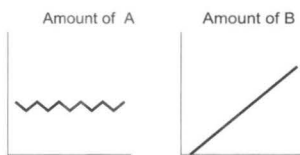
- ① Price A and price B go in opposite directions.
- ② Price A rises while price B falls.
- ③ Price A increases steadily whereas price B decreases steadily.
- ④ Price B goes down because price A is going up.

Case 02 A rise in the first graph and a fall then a rise in the second graph



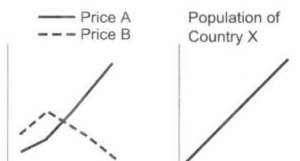
- ① Rate A goes up continuously in contrast to rate B, which decreases at first and then increases.
- ② Rate A ends higher than where it started, whereas rate B ends at the same place.
- ③ Rate B falls and then rises, but rate A only goes up.
- ④ When rate A is rising, rate B falls for a while and then also starts rising.

Case 03 A stable trend in the first graph and a rise in the second graph



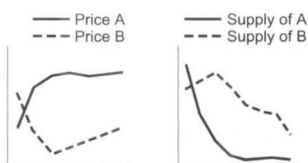
- ① The average amount of A remains the same whereas the amount of B rises.
- ② The amount of A vacillates but the amount of B goes up steadily.
- ③ Throughout the time period, the amount of A continuously goes up and down and the amount of B rises.
- ④ The amount of A rises and falls around one value while the amount of B rises constantly.

Case 04 In the first line graph, item A rises; item B rises then falls. There is a rise in the second graph.



- ① The population rises continuously while the price of A rises quickly.
- ② When the population rises steadily, the price of A goes up rapidly.
- ③ When the population goes up constantly, the price of B goes up at first and then starts to go down.
- ④ The price of A and the price of B both increase at first, but then the price of B starts decreasing.
- ⑤ The price of A ends up higher than the price of B because the population of Country X is rising.

Case 05 In the first line graph, item A rises then remains stable; item B falls then increases slightly. In the second graph, item A falls then remains stable; item B increases then falls sharply.



- ① The prices of A and B change because of their supply.
- ② The price of A increases very rapidly at first and then stays mostly flat while the supply of A decreases very rapidly at first and then also stays flat.
- ③ The price of B falls and then starts to rise while the supply of B rises and then starts to fall.
- ④ The price of A and the price of B move in opposite directions at first.
- ⑤ The price of A and B and the supply of A and B are negatively correlated.

Practice Test

Question

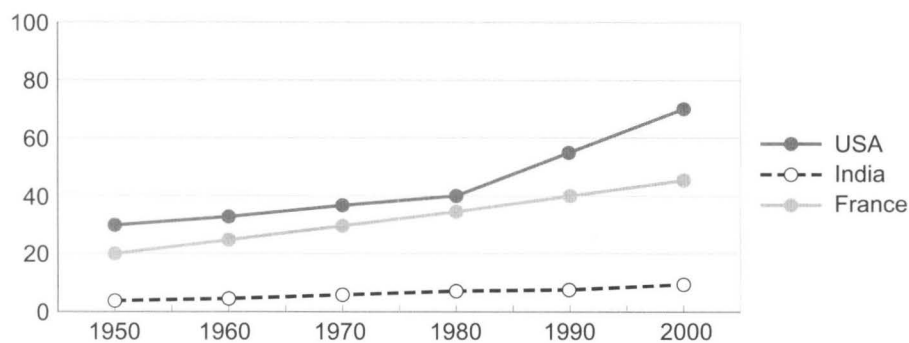
You should spend no more than 20 minutes on this task.

The two line graphs below show the percentage of three countries' population that eat more than three servings of meat and three servings of vegetables every day from 1950 to 2000.

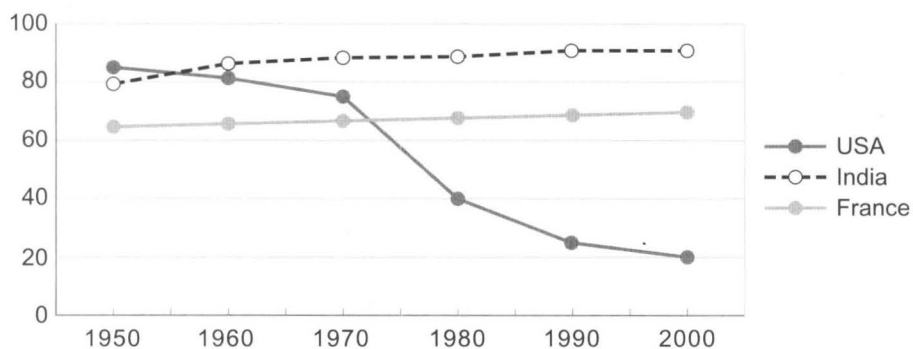
Write a report for a university lecturer describing the information.

You should write at least 150 words.

Percentage of Population that Eats More than 3 Servings of Meat per Day



Percentage of Population that Eats More than 3 Servings of Vegetables per Day



Step 1 Discovering Key Words

When looking at any chart, graph, or process, break the visual down into key expressions. Use these key words to help write your report.

What the graphs are measuring or displaying

1. the first line graph percentage of population that eats more than three servings of meat per day
2. the second line graph percentage of population that eats more than three servings of vegetables every day

Description of trends for lines in the graphs

3. the most dramatic changes: the United States
4. 1950's: more than 80 percent of Americans, 3 servings of vegetables
5. by 2000: fallen to about 20 percent
6. meat consumption: opposite direction
7. 1950's: about 30 percent of Americans, 3 servings of meat
by 2000: rose to about 70 percent
8. France and India: less change
9. France: meat, a rise
10. France: people who ate vegetables increased
11. India's numbers: the least amount of change
12. vegetables, 80 percent in 1950, more than 90% in 2000

General statements about both graphs

13. the United States: negatively correlated

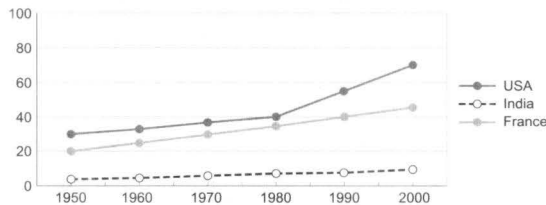
Comparative statements

14. some change in France, hardly change in India

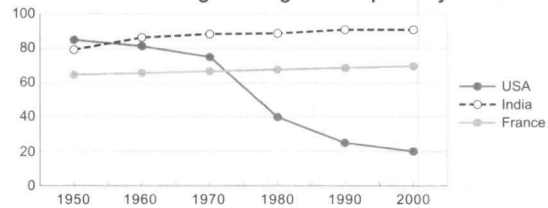
Step 2 Planning the Report

Write the introduction, body and conclusion.

Percentage of Population that Eats More than 3 Servings of Meat per Day



Percentage of Population that Eats More than 3 Servings of Vegetables per Day



Introduction: Begin with one or two sentences that state(s) what the two line graphs show. Remember to paraphrase the title of the graphs, making sure you put in a time frame, if any.

1. the first line graph percentage of population that eats more than three servings of meat per day
2. the second line graph percentage of population that eats more than three servings of vegetables every day

Body: Use complete sentences to describe the given information. Remember to identify significant trends and give examples that relate directly to the information shown to support your statements.

3. the most dramatic changes: the United States
4. 1950's: more than 80 percent of Americans ate more than three servings of vegetables per day
5. by 2000, fallen to about 20 percent
6. meat consumption went in the opposite direction
7. 1950's: about 30 percent of the United States population consumed more than three servings of meat per day
8. France and India saw much less change in their eating habits
9. France saw a rise in the number of people who ate more than three servings of meat

10. France: the number of people who ate more vegetables also increased slightly
11. India's numbers: the least amount of change
12. from 1950, people who ate more than three servings of meat per day, not above 10 percent, people who ate more than three servings of vegetables per day: from 80 percent in 1950 to more than 90% in the year 2000

Conclusion: End the report with one or two sentences which summarise(s) the global trends shown on the graphs and compare and/or contrast them, if possible.

13. the most change: the United States, eating meat and eating vegetables negatively correlated
14. some incremental change in France, India's numbers hardly change at all

Step 3 Finalising the Report

Complete the sentences below, using the information from the chart.

Introduction

1. The first line graph _____ the percentage of the population that eats _____ than three servings of meat _____ day for three countries from 1950 to 2000.
2. The second line graph _____ the same time _____ and countries, but shows the percentage of the population that eats more than three servings of vegetables _____ day.

Body

3. The most _____ changes seen on the line graphs are for the United States.
4. In the 1950's, more than 80 percent of Americans _____ more than three servings of vegetables per day.
5. By 2000, that number had _____ to _____ 20 percent.
6. Meat _____, on the _____ hand, went in the _____ direction.
7. About 30 percent of the United States population _____ more than three servings of meat per day in the 1950's, but by 2000 the percentage rose to about 70 percent.
8. _____ to the United States, France and India _____ much _____ change in their eating _____.
9. France _____ a rise in the number of people who ate more than three servings of meat per day: from 20% in 1950 to _____ 45% in 2000.
10. The _____ of people in France who ate _____ vegetables also increased _____ over the same time.
11. India's numbers show the _____ amount of change.
12. From 1950 _____ the percentage of people who ate more than three servings of meat per day _____ went _____ 10 percent and the percentage of people who ate more than three servings of vegetables per day _____ from 80 percent in 1950 and increased _____ to more than 90% in the year 2000.

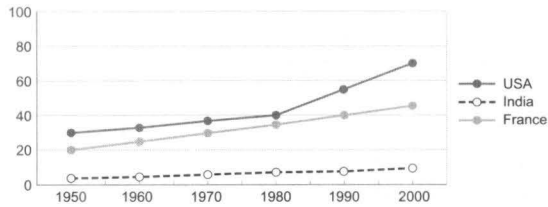
Conclusion

13. The data show the _____ change _____ in the United States, where eating meat and eating vegetables might be negatively _____.
14. There was some _____ change in France and India's numbers _____ changed at all.

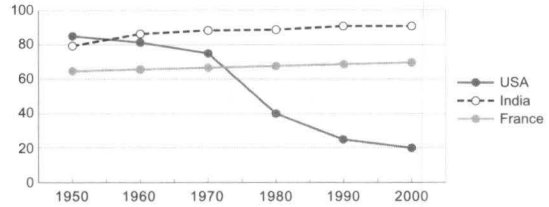
Step 4 Write Your Own

Try writing a report on your own. Provided below are some prompts to help you.

Percentage of Population that Eats More than 3 Servings of Meat per Day



Percentage of Population that Eats More than 3 Servings of Vegetables per Day



1. The first line _____ 1950 to 2000. 2. The second line _____
 _____ vegetables every day.

3. The most dramatic _____ the United States. 4. In the 1950's, _____ vegetables per day. 5. By 2000, that _____ to about 20 percent. 6. Meat consumption, on _____ the opposite direction. 7. About 30 percent _____
 _____ about 70 percent.

8. Compared to the _____ their eating habits. 9. France saw a _____ 45% in 2000. 10. The number of _____ the same time. 11. India's numbers _____ of change. 12. From 1950 onward _____
 _____ in the year 2000.

13. The data show _____ be negatively correlated. 14. There was some _____ changed at all.

Model Answer

Read and compare the two model report passages below. Pay attention to words, phrases, and sentences which are similar or alike.

Type A

The first line graph shows the percentage of the population that eats more than three servings of meat per day for three countries from 1950 to 2000. The second line graph covers the same time period and countries, but shows the percentage of the population that eats more than three servings of vegetables every day.

The most dramatic changes seen on the line graphs are for the United States. In the 1950's, more than 80 percent of Americans ate more than three servings of vegetables per day. By 2000, that number had fallen to about 20 percent. Meat consumption, on the other hand, went in the opposite direction. About 30 percent of the United States population consumed more than three servings of meat per day in the 1950's, but by 2000 the percentage rose to about 70 percent.

Compared to the United States, France and India saw much less change in their eating habits. France saw a rise in the number of people who ate more than three servings of meat per day: from 20% in 1950 to about 45% in 2000. The number of people in France who ate more vegetables also increased slightly over the same time. India's numbers show the least amount of change. From 1950 onward the percentage of people who ate more than three servings of meat per day never went above 10 percent and the percentage of people who ate more than three servings of vegetables per day went from 80 percent in 1950 and increased slightly to more than 90% in the year 2000.

The data show the most change occurring in the United States, where eating meat and eating vegetables might be negatively correlated. There was some incremental change in France and India's numbers hardly changed at all.

(296 words)

Type B

The first line graph shows the percentage of the population that eats more than three servings of meat per day in three countries: the United States, India and France, from 1950 to 2000. The second line graph describes the percentage of the population that eats more than three servings of vegetables per day in the same countries of the same year.

According to the two graphs, the United States shows the most significant changes in eating habits over the 50 years. While more than 20 percent of Americans consumed over 3 servings of meat per day in 1950, 70 percent of Americans consumed more than 3 servings per day in 2000. In contrast, over 80 percent of Americans ate more than 3 servings of vegetables every day in 1950, but the rate dropped to 20 percent in 2000.

In the case of India, the rates for both categories show minimal changes. The percentage of population that eats more than 3 servings of meat per day started at nearly 2 percent in 1950, and went up to just over 10 percent by 2000. The percentage of population that eats more than three servings of vegetables over the 50 years went up from around 80 percent to 90.

France shows small changes for both categories as well. 20 percent of population consumed at least 3 servings of meat every day in 1950, which more than doubled to 45 percent by 2000. There were about 65 percent of French people who took more than three servings of vegetables per day in 1950. The rate only went up by five percent by the year 2000.

The graphs show that the most change occurred in the United States. Eating meat and vegetables may be negatively correlated. The other two countries show slight increases for both eating meat and vegetables.

(304 words)

Chapter 8

Multiple Type (2)

Bar Graph + Bar Graph

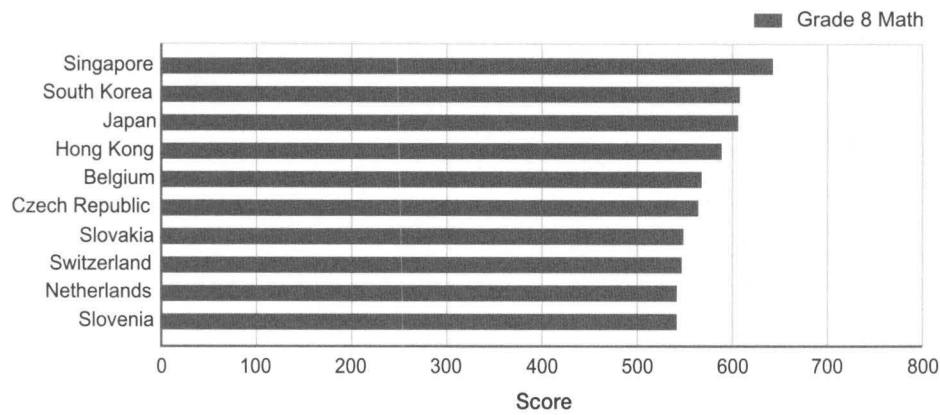
The second multiple type is Bar Graph + Bar Graph.

Similar to the description of line graphs, your report should be structured simply with an introduction, two body paragraphs, and a conclusion. It is important that you mention the topic of each graph and then fully describe and compare all of the noticeable information given. Tenses should be used appropriately.

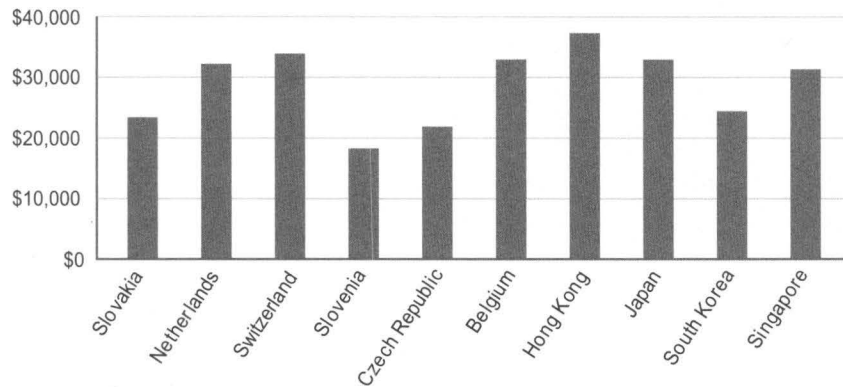
Sample Question

Below are two charts, the first showing the top 10 countries in a 1999 international assessment of math skills and the second showing the GDP per capita for each of those countries.

International Education Assessment Results in 1999



GDP per Capita in Selected Countries

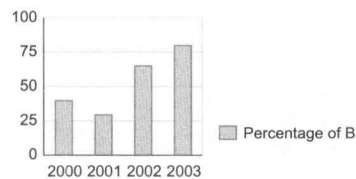
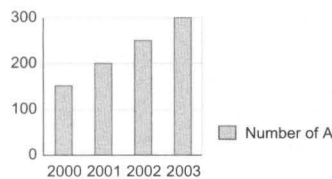


Warm-up

Essential Expressions

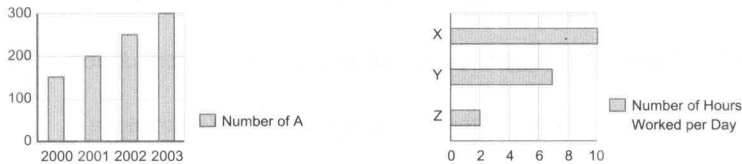
Below are useful sentences for describing data in two bar graphs.

Case 01 A steady rise shown in figures in the first bar graph and a slow rise shown in percentages in the second bar graph



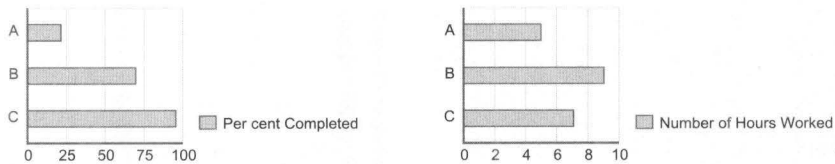
- ① Both the number of A and the percentage of B end up higher in 2003.
- ② The number of A continues to go up despite a drop in the percentage of B in 2001.
- ③ The number of A goes up constantly while there is also an upward trend in the percentage of B.
- ④ Except for the slight drop in 2001, the percentage of B is largely correlated with the number of A.
- ⑤ The number of A rises continuously whereas the percentage of B drops for one year and then continues to rise.

Case 02 Both vertical bars in the first bar graph and horizontal bars in the second bar graph shown in figures



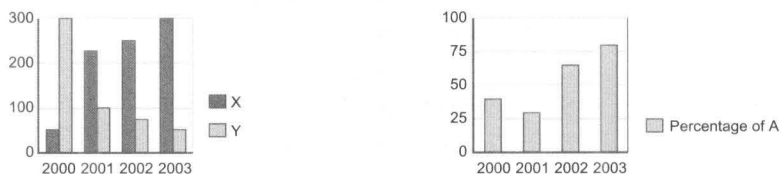
- ① Even though Z works only two hours per day, the number of A rises constantly.
- ② The number of A rises steadily when X, Y, and Z work 19 hours per day combined.
- ③ When X works the most number of hours per day, the number of A rises for three years.
- ④ The number of A never drops from 2001 to 2003 despite the fact that Y and Z work less than X.
- ⑤ When X works the most number of hours, Y works the second most, and Z the least, the number of A increases from 2001 to 2003.

Case 03 Horizontal bars shown in percentages in the first bar graph and also horizontal bars shown in figures in the second bar graph



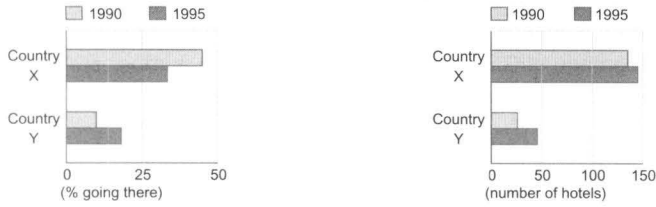
- ① Workers A, B, and C work a total of 21 hours combined.
- ② A works the least amount of hours and has the least per cent completed.
- ③ Although B works the most number of hours, B only has the second most per cent completed.
- ④ C has the greatest per cent completed, despite the fact that C works only the second most number of hours.
- ⑤ The number of hours worked does not correspond exactly with the per cent completed for all workers.

Case 04 Item X rises rapidly and item Y falls steeply in the first bar graph and A rises slowly in the second bar graph.



- ① When the percentage of A goes down in 2001, the rise in X and the fall in Y accelerate.
- ② The change in the percentage of A affects the change in X and Y throughout the years 2001-2003.
- ③ The percentage of A and the amount of X both end up higher in 2003, whereas the amount of Y ends lower.
- ④ Y starts to decrease faster and X starts to increase faster in 2001, the one year the percentage of A goes down.
- ⑤ From the year 2000 to the year 2001, X rises very rapidly and afterwards goes up steadily whereas Y falls very steeply and afterwards goes down slowly.

Case 05 A comparison of two measurements in both horizontal bar graphs



- ① In country Y, the increase in the number of hotels correlates with the rise in the percentage of people who go there.
- ② The number of hotels in country Y and the percentage of people taking a vacation there double from 1990 to 1995.
- ③ Even though the number of hotels goes up in country X, the percentage of people who take a vacation there decreases.
- ④ An increase in the number of hotels in a country does not mean there is an increase in the percentage of people who take a vacation there.
- ⑤ The number of hotels in both countries goes up from 1990 to 1995, but only Country Y saw an increase in the percentage of people who take a vacation there.

Practice Test

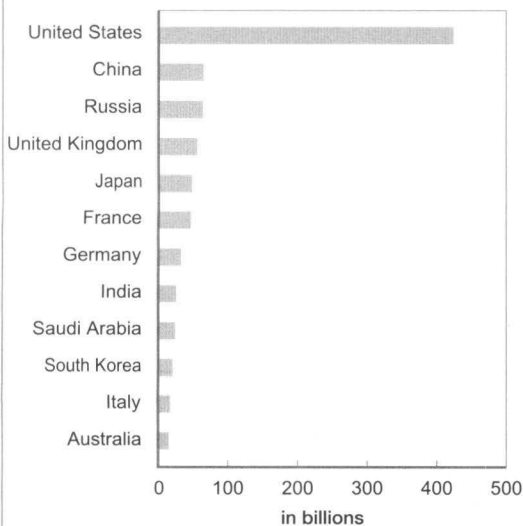
Question

You should spend no more than 20 minutes on this task.

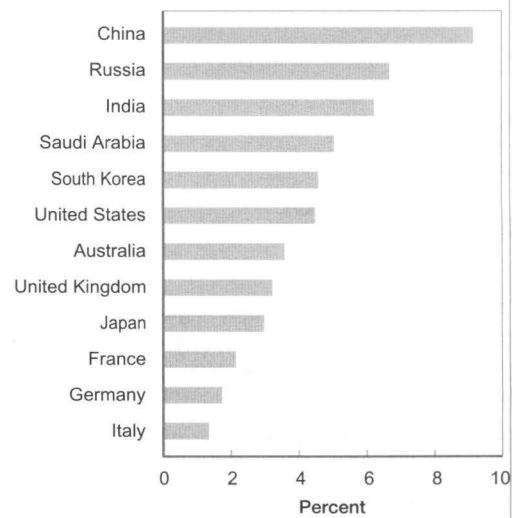
Below are two charts showing the top 12 nations in military spending for 2005 and those countries' GDP growth for the same year.

Write a report for a university lecturer describing the information.
You should write at least 150 words.

Top 12 Nations in Military Spending in 2005 (US dollar)



GDP (Gross Domestic Product) Growth in 2005



Step 1 Discovering Key Words

When looking at any chart, graph, or process, break the visual down into key expressions. Use these key words to help write your report.

What the graphs are measuring or displaying

1. two different statistics, 12 countries
2. the first bar graph: the top 12 nations in military spending for 2005
3. the second bar graph: 12 countries' GDP growth for 2005

Description of trends for bars in the graphs

4. the first bar graph: very striking
5. the United States: more than US\$400 billion
the rest: below US\$100 billion
6. the second bar graph: more balanced
7. China: the highest growth, ten percent
8. the rest: smaller rate

General statements about both graphs

9. no correlation

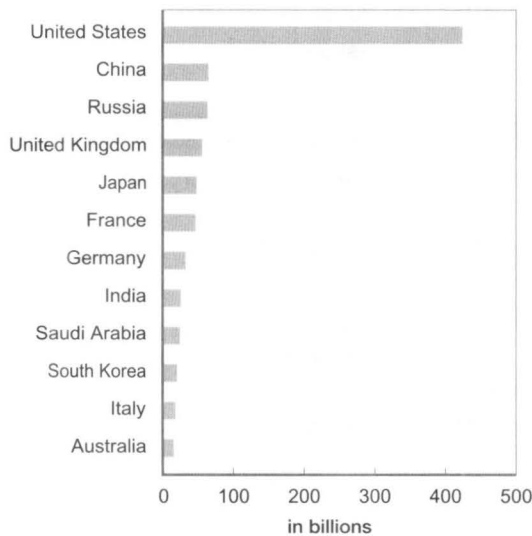
Comparative statements

10. China: 2nd for military spending, 1st for GDP growth
Russia: 3rd for military spending, 2nd for GDP growth
11. other countries: no such a relationship

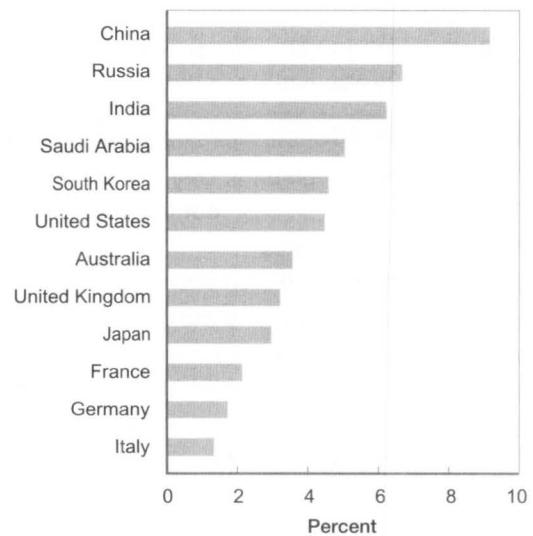
Step 2 Planning the Report

Write the introduction, body and conclusion.

**Top 12 Nations in Military Spending
in 2005 (US dollar)**



**GDP (Gross Domestic Product)
Growth in 2005**



Introduction: Begin with one or two sentences that state(s) what the two bar graphs show. Remember to paraphrase the title of the graphs, making sure you put in a time frame, if any.

1. two different statistics for the same group of countries
2. the first bar graph: the top twelve nations in the world according to military spending in the year 2005
3. the second bar graph: the gross domestic product growth

Body: Use complete sentences to describe the given information. Remember to identify significant trends and give examples that relate directly to the information shown to support your statements.

4. the first bar graph: one country that clearly stands out from rest
5. the United States: more than US\$400 billion in 2005
the next eleven countries: below US\$100 billion
6. the next bar graph: more balanced
7. China: the highest growth rate, GDP grows by almost ten percent in 2005
8. each country: a slightly smaller rate of growth

Conclusion: End the report with two or three sentences which summarise the global trends shown on the graphs and compare and/or contrast them, if possible.

9. no obvious correlation between military spending and GDP growth
10. China and Russia: numbers two and three for military spending, numbers one and two for GDP growth
11. for other countries: relationship between the two numbers doesn't exist

Step 3 Finalising the Report

Complete the sentences below, using the information from the chart.

Introduction

1. These charts show two _____ for the _____ of countries.
2. The first bar graph shows the _____ nations in the world _____ to military spending in the year 2005.
3. The second bar graph shows the _____ domestic product growth for those same twelve nations in the same year.

Body

4. The first bar graph is very _____ because there is one country that clearly _____ out from rest.
5. The United States _____ more than US\$400 billion in 2005 _____ the next eleven countries are well below US\$100 billion.
6. The next bar graph is more _____.
7. China clearly had the highest _____ rate among those twelve countries, _____ its GDP by almost ten percent in 2005.
8. Going _____ the rankings, each country thereafter has a _____ smaller rate of growth.

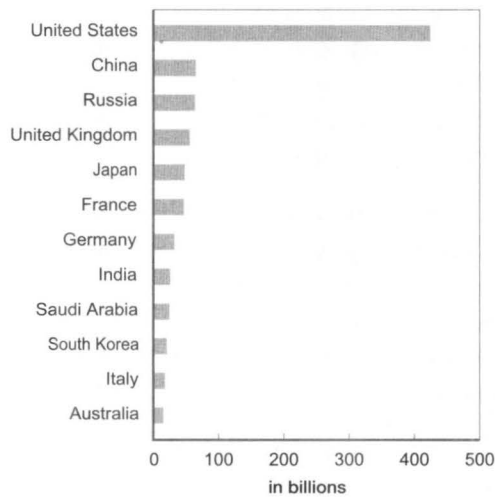
Conclusion

9. There does not seem to be an obvious _____ between military _____ and GDP growth.
10. China and Russia are numbers two and three, _____, for military spending in 2005 and are numbers one and two for GDP _____.
11. For other countries however, such a _____ between the two numbers does not seem to _____.

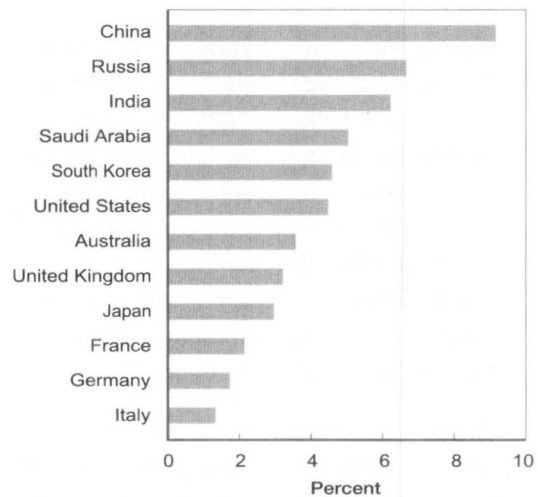
Step 4 Write Your Own

Try writing a report on your own. Provided below are some prompts to help you.

Top 12 Nations in Military Spending in 2005 (US dollar)



GDP (Gross Domestic Product) Growth in 2005



1. These charts show _____ countries. 2. The first bar graph shows the top twelve nations in the world _____ in the year 2005. 3. The second bar graph shows _____ in the same year.
4. The first bar graph _____ . 5. The United States _____ . 6. The next _____ .
7. China clearly _____ growing _____ . 8. _____ , each country thereafter _____ .
9. There does not _____ . 10. China and Russia _____ and are _____ . 11. For other countries however, _____ exist.

Model Answer

Read and compare the two model report passages below. Pay attention to words, phrases, and sentences which are similar or alike.

Type A

These charts show two different statistics for the same group of countries. The first bar graph shows the top twelve nations in the world according to military spending in the year 2005. The second bar graph shows the gross domestic product growth for those same twelve nations in the same year.

The first bar graph is very striking because there is one country that clearly stands out from the rest. The United States spent more than US\$400 billion in 2005 whereas the next eleven countries are well below US\$100 billion. The next bar graph is more balanced. China clearly had the highest growth rate among those twelve countries, growing its GDP by almost ten percent in 2005. Going down the rankings, each country thereafter has a slightly smaller rate of growth.

There does not seem to be an obvious correlation between military spending and GDP growth. China and Russia are numbers two and three, respectively, for military spending in 2005 and are numbers one and two for GDP growth. For other countries however, such a relationship between the two numbers does not seem to exist.

(186 words)

Type B

The first bar graph shows the top twelve nations in military spending in 2005. The records are indicated in billions of US dollars. The second graph is also a bar graph which shows the gross domestic product growth in 2005 for those twelve countries.

The first graph shows that the United States spent the most money for the military among the top twelve countries. They spent over 400 billion dollars in 2005. It is greater than the amount the other eleven countries spent all together that year.

The second graph shows the gross domestic product (GDP) growth in 2005. China shows the most growth among all countries with almost 10%. The country that shows the second and the third most growth in GDP are Russia and India. Italy ranks last at 1.5%.

As an overall trend, while the first graph shows that only the United States stands out from the rest of the countries in military spending, the second graph is more balanced than the first one. It does not seem that there is any correlation between military spending and GDP growth. However, China and Russia, ranking in 2nd and 3rd in military spending, also rank the 1st and 2nd in GDP growth.

(203 words)

Chapter 9

Multiple Type (3)

Pie Chart + Pie Chart

The last multiple type is Pie Chart + Pie Chart. Some tasks may give more than two pie charts which also require you to describe and compare them.

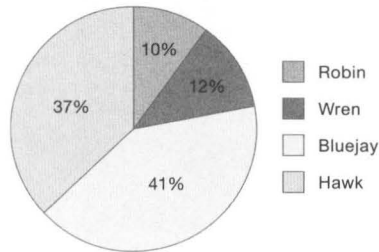
As you have known, pie charts are generally used to show percentages or proportional data and usually the percentage represented by each category is provided next to the corresponding segment of the pie chart. Percentages are used because they are the easiest way to represent a whole. In the IELTS test, two or more pie charts can be shown to compare two sets of data where the categories are the same or similar but there is a change in another variable, such as time or age. This type of writing is similar to a compare-and-contrast essay. The most logical thing to do is to compare categories together across the charts, focusing on similarities and differences, rather than writing about each chart separately.

In paragraph 1, you should introduce the topics of the two pie charts. Remember to mention them in your own words, not to repeat the same wording as that in the question. Paragraphs 2 and 3 (or even paragraph 4) should be the comparison of the data between the two charts, starting with the biggest segments and working your way down. The conclusion in the last paragraph will sum up the important similarities and differences.

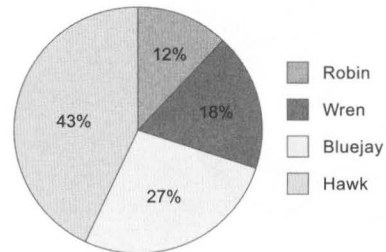
Sample Question

The two pie charts below show information about the bird population in the Hudson River Avian Preserve in the Cascade Mountains. They show what percentage of four different kinds of bird make up the population.

**Makeup of Bird Population
in the Cascade Mountains in 1990**



**Makeup of Bird Population
in the Cascade Mountains in 2005**

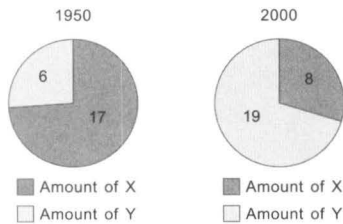


Warm-up

Essential Expressions

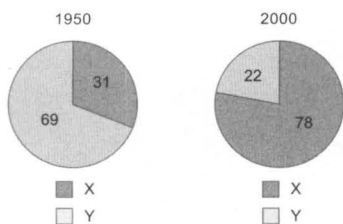
Below are useful sentences for describing data in two pie charts.

Case 01 X accounts for a large segment and Y accounts for a small segment in the first pie chart and vice versa in the second pie chart.



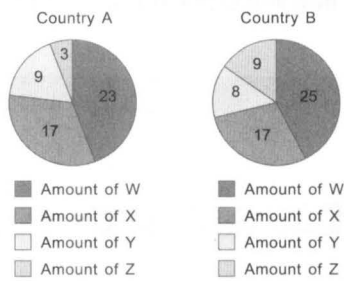
- ① The amount of X goes down from 1950 to 2000.
- ② From 1950 to 2000, the amount of Y goes up.
- ③ The amount of X decreases by more than half over fifty years.
- ④ Over fifty years, the amount of Y triples.
- ⑤ The amount of Y goes from 6 in the year 1950 to 19 in the year 2000.
- ⑥ There are more X's than there are Y's in 1950, but by 2000 there are more Y's than there are X's.

Case 02 X accounts for a small segment and Y accounts for a large segment in the first pie chart and vice versa in the second pie chart.



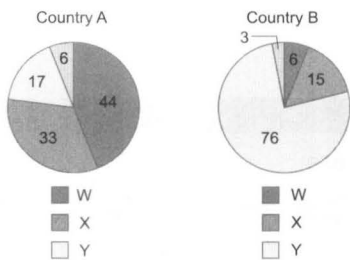
- ① From 1950 to 2000, the percentage of X rises substantially.
- ② The percentage of Y decreases quite a bit from 1950 to 2000.
- ③ The percentage of X is substantially higher in the year 2000 than in the year 1950.
- ④ In 2000, the percentage of Y is much lower than in 1950.
- ⑤ The percentage of Y goes from 69% in 1950 to 22% in 2000.
- ⑥ The percentage of Y drops from more than two-thirds in 1950 to more than one-fifth in 2000, whereas the percentage of X goes from less than one-third in 1950 to more than three-fourths in 2000.

Case 03 More than three various segments are shown in the first pie chart and the amounts of these segments change slightly in the second pie chart.



- ① The amount of W is slightly different in Country A and Country B.
- ② The amount of W in Country A is slightly less than the amount of W in Country B.
- ③ In Country A and Country B, the amount of X is exactly the same.
- ④ The amount of Z in Country B is three times the amount of Z in Country A.
- ⑤ In Country A, the amount of Y is slightly higher than the amount of Y in Country B.
- ⑥ The amounts of W, X, Y, and Z are somewhat similar between Country A and Country B.

Case 04 More than three various segments are shown in the first pie chart and the percentages of these segments change significantly in the second pie chart.



- ① The percentage of W in Country A is seven times greater than in Country B.
- ② The percentage of Y in Country B is more than four times greater than in Country A.
- ③ In Country A, the percentage of Z is twice that of Country B.
- ④ Country B's percentage of X is less than half the percentage of X in Country A.
- ⑤ The percentages of W, X, Y and Z are quite different between Country A and Country B.

Practice Test

Question

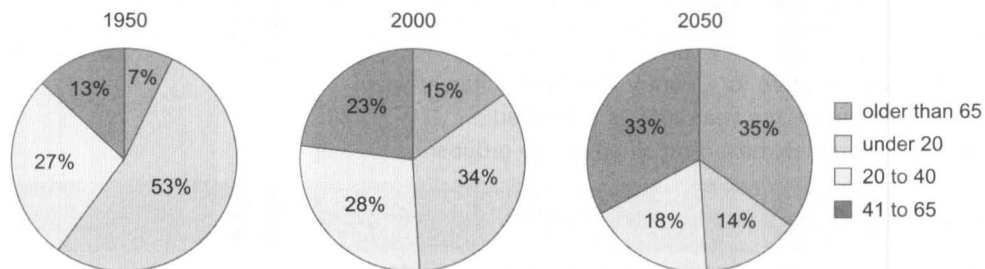
You should spend no more than 20 minutes on this task.

These pie charts show the age structure for Country X during three different years. The first two show the years 1950 and 2000. The third one is a projection for the year 2050.

Write a report for a university lecturer describing the information.

You should write at least 150 words.

Age Structure for the National Population of Country X



Step 1 Discovering Key Words

When looking at any chart, graph, or process, break the visual down into key expressions. Use these key words to help write your report.

What the charts are measuring or displaying

1. three pie charts: 1950, 2000, 2050; the age structure
2. four categories; different age groups

Description of trends for segments in the charts

3. the first pie chart: 53%, under 20, in 1950
4. between the ages of 20 and 40, 27%
5. 41-65, 13%; over 65, 7%
6. the second pie chart: under 20, 34%; between 20 and 40, 28%
7. 23%, 41-65
8. the third pie chart: projection for 2050, great change
9. 35%, over 65
10. 33%, 41-65
11. 18%, 20-40; 14%, younger than 20

General statements about three charts

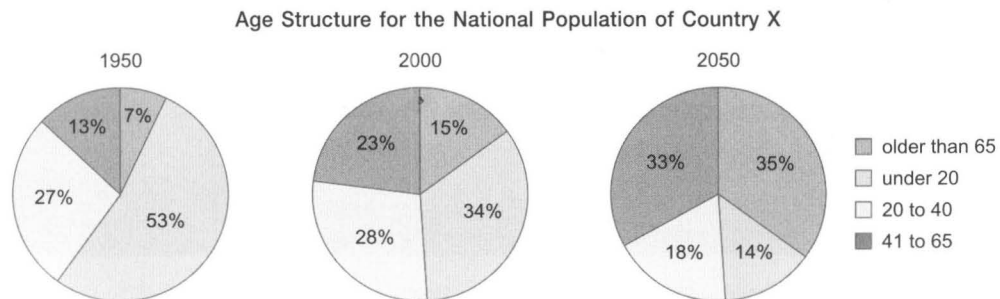
12. two younger groups, decrease; the two older generations, increase

Comparative statements

13. related to falling birthrates

Step 2 Planning the Report

Write the introduction, body and conclusion.



Introduction: Begin with one or two sentences that state(s) what the pie charts show. Remember to paraphrase the title of the charts, making sure you put in a time frame, if any.

1. the age structure for Country X in three different years
2. The record for the year 2050 is estimated
3. four categories, based on different age groups

Body: Use complete sentences to describe the given information. Compare the data between the two charts, starting with the biggest segments and working your way down.

4. the first pie chart: 53% of the population, under 20 in 1950
5. the second biggest population, between the ages of 20 and 40 at 27%

6. the rest of the population: people who were 41 to 65 at 13%, over 65 at 7%
7. the second pie chart: about 34% of people under 20, followed by 28% of people between 20 and 40 in 2000
8. 23% of the population: people between the ages of 41 and 65, the rest were older than 65
9. the third pie chart: the projection for the year of 2050, a great change in the population ratio
10. 35%: people who are over 65
11. another 33%: people who are 41 to 65
12. the ratio of younger generation: lower than the two previous years, estimated to be 18% and 14% for people 20 to 40, and younger than 20, respectively

Conclusion: End the report with one or two sentences which summarise(s) the global trends shown on the charts and compare and/or contrast them, if possible.

13. two younger age groups: predicted to fall, two older generations: likely to increase
14. related to falling birthrates, happening throughout the world

Step 3 Finalising the Report

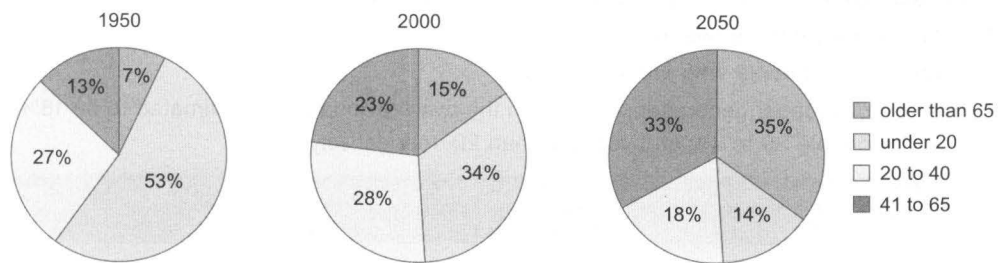
Complete the sentences below, using the information from the chart.

Introduction
<p>1. These three pie charts show the _____ for Country X in _____ different years: 1950, 2000, and 2050.</p> <p>2. The _____ for the year 2050 is _____.</p> <p>3. There are _____ categories which are _____ on different _____ groups.</p>
Body
<p>4. On the first pie chart, it shows that 53% of the _____ of the country was _____ 20 in 1950.</p> <p>5. The second _____ population was people between the ages of 20 and 40 at 27%.</p> <p>6. The _____ of the population consisted of people who were 41 to 65 at 13%, and _____ 65 at 7%.</p> <p>7. The second pie chart shows that there were about 34% of people who were _____ 20, _____ 28% of people between 20 and 40 in 2000.</p> <p>8. 23% of the population was people _____ the ages of 41 and 65, and the _____ was _____ 65.</p> <p>9. The _____ for the year 2050 shows a great _____ in the population ratio.</p> <p>10. 35% will be people who are _____, largest of all age groups.</p> <p>11. _____ 33% will be people who are 41 to 65.</p> <p>12. The ratio of younger generations will be _____ the two _____ years, _____ to be 18% and 14% for people 20 to 40, and younger than 20, respectively.</p>
Conclusion
<p>13. As an _____ trend, while the ratio for the two younger age groups is _____ to _____, the one for the two older generations is likely to increase tremendously.</p> <p>14. It might be _____ to falling _____ which are happening _____ the world.</p>

Step 4 Write Your Own

Try writing a report on your own. Provided below are some prompts to help you.

Age Structure for the National Population of Country X



1. These three pie charts _____ :
 1950, 2000, and 2050. 2. The _____ is estimated. 3. There are _____.

4. On the first pie chart, it _____ in
 1950. 5. The second biggest population _____.

6. The rest of the population _____.

7. The second pie chart _____,
 followed by _____ in 2000. 8. 23% of the population _____.

9. The projection for the year 2050 _____. 10. 35% will be _____.
 _____ . 11. Another 33% _____.

12. The ratio of younger generations _____,
 _____, estimated to be _____, respectively.

13. As an overall trend, while _____,
 the one for the two older generations _____. 14. It might be _____.

Model Answer

Read and compare the two model report passages below. Pay attention to words, phrases, and sentences which are similar or alike.

Type A

These three pie charts show the age structure for Country X in three different years: 1950, 2000, and 2050. The record for the year 2050 is estimated. There are four categories which are based on different age groups.

On the first pie chart, it shows that 53% of the population of the country was under 20 in 1950. The second biggest population was people between the ages of 20 and 40 at 27%. The rest of the population consisted of people who were 41 to 65 at 13%, and over 65 at 7%.

The second pie chart shows that there were about 34% of people who were under 20, followed by 28% of people between 20 and 40 in 2000. 23% of the population was people between the ages of 41 and 65, and the rest was older than 65.

The projection for the year 2050 shows a great change in the population ratio. 35% will be people who are over 65, largest of all age groups. Another 33% will be people who are 41 to 65. The ratio of younger generations will be lower than the two previous years, estimated to be 18% and 14% for people 20 to 40, and younger than 20, respectively.

As an overall trend, while the ratio for the two younger age groups is predicted to fall, the one for the two older generations is likely to increase tremendously. It might be related to falling birthrates which are happening throughout the world.

(248 words)

Type B

Three pie charts show the age structure of Country X's population during three different years: 1950, 2000, and 2050. The pie chart for 2050 is based on a projection into the future. The four categories the population is divided up into are based on age.

In 1950, the majority of the population of Country X is under 20. The next biggest group is 20 to 40 years old, with 27% of the population. The next two age groups, those who are 41 to 65 years old and those older than 65, make up only 20% of the population in that year.

Fifty years later, there is quite a bit of change. Those under 20 are not the majority anymore, and make up only about a third of the population in the year 2000. The percentage of people between 20 and 40 years old is basically the same. Both age groups, between 41 and 65 years and older than 65, see substantial increases of 10 percentage points and 8 percentage points, respectively.

The third pie chart is a projection of the age structure in 2050 and also shows significant changes. Under 20's are now only about 14% of the population. 20 to 40-year-olds also see a significant drop of 10 percentage points from 2000 to 2050. The largest age groups are now those over 41, which combined, make up about two-thirds of the population.

The projection for the population in 2050 reveals a very different age structure from 1950. Over that time period, people under 20 go from being the largest age group to the smallest and people over 65 go from being the smallest age group to the largest.

(279 words)

Chapter 10

Table

Describing a table seems to be the most challenging IELTS Writing task. Like other visual graphs, your report should be structured simply with an introduction, a body, and a conclusion.

In completing this task, it is important that you cover the information given. You should describe the significant trends in your report. This means that you should not include every detail which is invariably too much information for you to mention. You will, therefore, need to summarise the table in meaningful segments.

To see the trends in a table, you should start by finding patterns under the horizontal and vertical headings. You should also look at the information in rows and columns. You may use standard opening sentences to introduce the table and your report. These opening sentences should make up the first paragraph that defines what the table is about; for example, the date, location, what is being described in the table, etc.

The body of the report will describe the information in detail. You need to decide on the most logical order to present the material. Generally, you will choose the most significant categories given in the table to describe them.

Ideally, your report should end with one or two sentences which summarise(s) your report or draw a relevant conclusion. Additionally, tenses should be used appropriately.

Sample Question

This table shows some labor statistics for the United States of America for three different years: 1985, 1995 and 2005.

Labor Statistics for the USA

	1985	1995	2005
Percentage of Female Workers with Bachelor's Degree or Higher	15	21	28
Percentage of Male Workers with Bachelor's Degree or Higher	26	28	31
Unemployment Rate (percentage of adults in job market)	7.2	5.5	5.1
Net Increase in Income (percentage change minus inflation)	1.3	1.1	0.6
Worker Productivity (percentage change from year before)	1.6	0.5	2.1
Average Number of Hours Worked per Week	37	39	42

Warm-up

Essential Expressions

Below are useful sentences for describing data in a table.

Case 01 Two different categories in the years 2000 and 2005

Percentage of People Who Owned a Cell Phone

	Men	Women
2000	55%	45%
2005	66%	64%

- ① A higher percentage of men than women own a cell phone in 2000.
- ② From 2000 to 2005, the percentage of men owning a cell phone increases by 11%.
- ③ The percentage of men and women owning a cell phone is nearly the same in 2005.
- ④ In 2000, the majority of women do not own a cell phone, but by 2005, almost two-thirds do.
- ⑤ In 2000, the percentage of women owning a cell phone is less than the percentage of men owning a cell phone.
- ⑥ In 2005, the percentage of men owning a cell phone is only slightly higher than the percentage of women owning one.

Case 02 Specific figures of two categories in the years 1990 and 2005

Average Number of Cars per Household in Los Angeles

	Less than \$40,000 income	More than \$40,000 income
1990	0.8	2.2
2005	1.2	3.1

- ① Households with more than \$40,000 in income can buy more cars in general.
- ② Both types of households see an increase in the average number of cars from 1990 to 2005.
- ③ Households with less than \$40,000 in income have an average of less than one car in 1990.

- ④ For poorer households, the average number of cars only goes from 0.8 in 1990 to 1.2 in 2005.
- ⑤ The average number of cars in richer households increases from just over two in 1990 to about three in 2005.
- ⑥ The average number of cars for households with more than \$40,000 in income is almost three times the average of poorer households.

Case 03 Specific figures of four categories in developing and developed countries

Business Environment Ratings Given by a Business Magazine

(Out of 10: 1 - being the worst, 10 - being the best)

	Developing Country		Developed Country	
	South Korea	China	France	USA
Ease of Starting a Business	6.7	5.1	4.0	8.1
Labor Flexibility	6.0	4.1	3.8	8.2
Tax Burden	5.2	6.1	4.1	5.2
Public Benefits	2.5	2.2	7.9	3.6

- ① France has the lowest rating in the ease of starting a business.
- ② The business environment seems to be the best in the USA and South Korea.
- ③ China and South Korea have relatively better business environment ratings than France.
- ④ The developing countries and the USA have a poor rating in public benefits.
- ⑤ The USA has the third lowest rating among the four countries in public benefits.
- ⑥ The business environment ratings do not seem to depend on whether or not a country is developed.

Case 04 Five items in an invoice

Order Invoice for Company X				
Item Number	Item Quantity	Item Description	Cost per Item	Special Instructions
E224	12	iNac Computer Towers	\$1,599.00	Please ship immediately
		Shipping and Handling	\$250.00	
0894	15	Aeronflux Chairs	\$1,000.00	
		Shipping and Handling	\$300.00	
0314	7	Pine Wood Computer Desks	\$700.00	
		Shipping and Handling, Assembly	\$650.00	
E399	14	Ergonomic Keyboards	\$65.00	
		Shipping and Handling	\$50.00	
0948	4	Xerox Copy/Printer/Fax Machine	\$9,865	Please confirm delivery date
		Shipping and Handling, Installation, 2-Year Maintenance	\$8,000	

- ① The table shows an order invoice for Company X.
- ② Aeronflux chairs are the largest quantity of items ordered.
- ③ The chairs, desks, and keyboards have no special instructions.
- ④ The iNac computer towers and the Xerox machines are the only items with special instructions.
- ⑤ Xerox machines are the smallest quantity of items ordered, but they are the most expensive per item.
- ⑥ The least expensive items are the ergonomic keyboards, which also have the cheapest shipping and handling cost.

Practice Test 1

Question

You should spend no more than 20 minutes on this task.

The table below shows the average percentage of household income spent on food for specific countries. The percentages shown are at ten-year intervals starting in 1950 and going to 2000.

Write a report for a university lecturer describing the information.
You should write at least 150 words.

Average Percentages of Household Income Spent on Food

	1950	1960	1970	1980	1990	2000
France	29.6	31.4	25.0	21.6	16.9	10.3
Japan	30.3	26.7	20.4	17.0	12.2	7.4
Korea	30.4	37.1	25.6	20.5	15.5	8.7
Mexico	28.7	23.6	22.0	20.7	19.5	24.9
USA	20.6	18.2	13.3	10.1	8.9	6.2

Step 1 Discovering Key Words

When looking at any chart, graph, or process, break the visual down into key expressions. Use these key words to help write your report.

Brief summary of the given table

1. household income spent on food from 1950 to 2000
2. five specific countries: France, Japan, Korea, Mexico, and the United States

Description of each specific category

3. all countries: lower in 2000 than in 1950
4. Japan and the United States: a continual decrease
5. France and Korea: rose from 1950 to 1960
6. the percentage decreases until the year 2000
7. Mexico: goes down until the year 1990 / goes up in the year 2000
8. Korea: 37.1%, the year 1960
9. the United States: 6.2% in 2000

General statements about whole table

10. almost all countries: decrease

Data that is different from the others

11. the sole exception - Mexico

Comparative statements

12. in Mexico, the percentage seems to be rising

Step 2 Planning the Report

Write the introduction, body and conclusion.

Average Percentages of Household Income Spent on Food

	1950	1960	1970	1980	1990	2000
France	29.6	31.4	25.0	21.6	16.9	10.3
Japan	30.3	26.7	20.4	17.0	12.2	7.4
Korea	30.4	37.1	25.6	20.5	15.5	8.7
Mexico	28.7	23.6	22.0	20.7	19.5	24.9
USA	20.6	18.2	13.3	10.1	8.9	6.2

Introduction: Begin with one or two sentences that state(s) what the table shows. Remember to paraphrase the title of the table.

1. household income spent on food, at ten-year intervals, from 1950 to 2000
2. five specific countries: France, Japan, Korea, Mexico, and the United States

Body: Use complete sentences to describe the information in detail. You just need to describe the most significant facts or the major trends, then decide on a logical order to present the material.

3. income spent on food: lower in 2000 than in 1950
4. Japan and the United States: a continual decrease, at every ten-year interval
5. France and Korea: an initial increase from 1950 to 1960
6. income spent on food: decrease until the year 2000
7. Mexico: goes down until the year 1990, goes up in the year 2000
8. Korea: the highest value of 37.1% during the year 1960
9. the United States: lowest value at 6.2%, in the year 2000

Conclusion: End the report with one or two sentences which summarise(s) the global trends shown on the table and compare and/or contrast them, if possible.

10. almost all countries: a steady decrease in income spent on food
11. the sole exception is Mexico
12. the percentage seems to be rising

Step 3 Finalising the Report

Complete the sentences below, using the information from the chart.

Introduction

1. This table shows the _____ percentages of _____ income spent on _____ at ten-year _____ from 1950 to 2000.
2. Information is _____ about _____ specific countries: France, Japan, Korea, Mexico, and the United States.

Body

3. For all countries, the _____ of income spent on food is _____ in 2000 than it is in 1950.

4. Only two countries, though, show a continual _____ at every ten-year _____ : Japan and the United States.
5. France and _____ show an initial _____ from 1950 to 1960.
6. Then, in all the following years, the percentage of _____ spent on food _____ until the year 2000.
7. For Mexico, the percentage continued to _____ down until the year 1990, but then went up in the year 2000.
8. Among all the _____ listed in the table, Korea has the _____ value of 37.1% during the year 1960.
9. In the year 2000, the United States has the _____ value at 6.2% among all those shown.

Conclusion

10. Almost all countries shown in the table show a steady _____ in the percentage of income spent on _____.
11. The sole _____ is Mexico.
12. Even though the _____ for the year 2000 is _____ than in the year 1950, the percentage _____ to be _____, a _____ seen from the year 1990 onward.

Step 4 Write Your Own

Try writing a report on your own. Provided below are some prompts to help you.

Average Percentages of Household Income Spent on Food

	1950	1960	1970	1980	1990	2000
France	29.6	31.4	25.0	21.6	16.9	10.3
Japan	30.3	26.7	20.4	17.0	12.2	7.4
Korea	30.4	37.1	25.6	20.5	15.5	8.7
Mexico	28.7	23.6	22.0	20.7	19.5	24.9
USA	20.6	18.2	13.3	10.1	8.9	6.2

1. This table shows _____ spent on _____ from 1950 to 2000. 2. Information is _____ : France, Japan, Korea, Mexico, and the United States.
3. For all countries, the percentage of _____ in 2000 _____.
4. Only two countries, though, show a _____ : Japan and the United States. 5. France and Korea show _____ from 1950 to 1960.
6. Then, in all the following years, the percentage of _____ until the year 2000. 7. For Mexico, the percentage _____ until the year 1990, but then _____.
8. Among all _____ in the table, Korea has _____ of 37.1% during the year 1960. 9. In the year 2000, _____ at 6.2% among all those shown.

10. _____ shown in the table _____ in the percentage of _____ . 11. _____ is Mexico. 12. Even though _____ in the year 1950, the percentage _____ from the year 1990 onward.

Model Answer

Read and compare the two model report passages below. Pay attention to words, phrases, and sentences which are similar or alike.

Type A

This table shows the average percentage of household income spent on food at ten-year intervals from 1950 to 2000. Information is given about five specific countries: France, Japan, Korea, Mexico, and the United States.

For all countries, the percentage of income spent on food is lower in 2000 than it is in 1950. Only two countries, though, show a continual decrease at every ten-year interval: Japan and the United States. France and Korea show an initial increase from 1950 to 1960. Then, in all the following years, the percentage of income spent on food decreases until the year 2000. For Mexico, the percentage continued to go down until the year 1990, but then went up in the year 2000. Among all the figures listed in the table, Korea has the highest value of 37.1% during the year 1960. In the year 2000, the United States has the lowest value at 6.2% among all those shown.

Almost all countries shown in the table show a steady decrease in the percentage of income spent on food. The sole exception is Mexico. Even though the figure for the year 2000 is lower than in the year 1950, the percentage seems to be rising, a trend seen from the year 1990 onward.

(208 words)

Type B

This table illustrates the average percentage of household income spent on food in five countries: France, Japan, Korea, Mexico, and the United States of America, between 1950 and 2000 at ten-year intervals. It can be seen that the average percentage of household income spent on food has decreased in all five countries from 1950 to 2000.

Japan and the United States show a continual decrease at every ten-year interval, while France and Korea show an increase from 1950 to 1960, followed by a decrease until the year 2000. In the case of Mexico, the percentage keeps going down until 1990, which is followed by an increase in 2000. It can be noted that the average percentage of Korea is at its peak at 37.1% in 1960. On the other hand, the average percentage of the United States reached its lowest point at 6.2% in 2000.

Almost all countries shown in the table show a steady decrease in the percentage of income spent on food. The sole exception is Mexico. Even though the figure for the year 2000 is lower than in the year 1950, the percentage seems to be rising from 1990 to 2000.

(194 words)

Practice Test 2

Question

You should spend no more than 20 minutes on this task.

This table displays the results of a survey of tourists. It shows the average ranking of what those tourists think is important when they look for a hotel or motel. The rankings are from 1 through 10, with 1 being the least important and 10 being the most important, and are listed by sex and age.

In a report, describe the information in the table for a university lecturer.
You should write at least 150 words.

Ranking of What Tourists Look for in Accommodation

Importance of: (Ranked 1-10, 1 being least important, 10 being most important)	Females		Males	
	Age 18-29	Over 30	Age 18-29	Over 30
Price	8.5	7.0	9.0	6.0
Location	5.0	7.5	4.5	8.5
Good Quality Service	9.5	9.0	5.0	7.0
Cleanliness	9.0	9.5	4.5	8.0
Amenities (Pool, Restaurants, Shops, etc.)	7.0	8.0	3.0	7.5

Step 1 Discovering Key Words

When looking at any chart, graph, or process, break the visual down into key expressions. Use these key words to help write your report.

Brief summary of the given table

1. importance of accommodation: price, location, service, cleanliness, amenities
2. female (18-29 / over 30), male (18-29 / over 30)
3. rating: 1-10: importance of quality

Description of each specific category

4. price: important to younger people, regardless of sex
5. for location, the other way around
6. older people value the location
7. women of all ages: good service is important
8. men of all ages do not rate good service as high
9. males over 30 & females: the importance of cleanliness, males under 30 rated cleanliness lower
10. for amenities, males under 30, the lowest ranking

Data that is different from the others

11. differences between male and female and between ages

Comparative statements

12. some agreement: a few accommodation qualities

Step 2 Planning the Report

Write the introduction, body and conclusion.

Ranking of What Tourists Look for in Accommodation

Importance of: (Ranked 1-10, 1 being least important, 10 being most important)	Females		Males	
	Age 18-29	Over 30	Age 18-29	Over 30
Price	8.5	7.0	9.0	6.0
Location	5.0	7.5	4.5	8.5
Good Quality Service	9.5	9.0	5.0	7.0
Cleanliness	9.0	9.5	4.5	8.0
Amenities (Pool, Restaurants, Shops, etc.)	7.0	8.0	3.0	7.5

Introduction: Begin with one or two sentences that state(s) what the table shows. Remember to paraphrase the title of the table.

1. what is important to tourists when they choose accommodation
2. rate them from one through ten / one: the quality is not important, ten: the quality is extremely important
3. separated into different categories: male and female, different age groups for both sexes

Body: Use complete sentences to describe the information in detail. You just need to describe the most significant facts or the major trends, then decide on a logical order to present the material.

4. price: more important to younger people, regardless of sex
5. for location, the other way around
6. older people value location more than younger people
7. good service is rated very important by women of all ages
8. men of all ages do not rate this quality as high
9. males over thirty and females regardless of age expressed the importance of cleanliness, males under thirty rated cleanliness much lower
10. for amenities, males under thirty, the lowest ranking, everyone else rated it highly

Conclusion: End the report with one or two sentences which summarise(s) the global trends shown on the table and compare and/or contrast them, if possible.

11. clear differences between male and female and between ages, when they look for accommodation
12. a few accommodation qualities, there was some agreement

Step 3 Finalising the Report

Complete the sentences below, using the information from the chart.

Introduction	
1.	The table displays what _____ are important to _____ when they choose _____.
2.	The survey asked a variety of tourists to _____ them from one through ten, with a one meaning that the quality is not _____ important, and a ten _____ that the _____ is extremely _____.
3.	The tourists' average _____ are _____ into different _____ : male and female, and then into different _____ groups for both _____.
Body	
4.	From the ratings, _____ seems to be _____ important to younger people, regardless of sex.
5.	For _____, it seems to be the other way around.
6.	Older people seem to _____ the location of their accommodation more than _____ people.
7.	Good _____ service is _____ very important by _____ of all ages.
8.	Men of all ages do not _____ this quality as _____.
9.	All males over thirty and all females, regardless of _____, expressed the importance of _____, but males under _____ rated cleanliness much _____.
10.	This was also the case for _____, where _____ under the age of thirty gave that quality the _____ ranking on the table, but _____ else _____ it highly.
Conclusion	
11.	There are some clear _____ between male and _____ tourists and between tourists of different ages, when they look for _____.
12.	There are also accommodation qualities, though, where there was some _____.

Step 4 Write Your Own

Try writing a report on your own. Provided below are some prompts to help you.

Ranking of What Tourists Look for in Accommodation

Importance of: (Ranked 1-10, 1 being least important, 10 being most important)	Females		Males	
	Age 18-29	Over 30	Age 18-29	Over 30
Price	8.5	7.0	9.0	6.0
Location	5.0	7.5	4.5	8.5
Good Quality Service	9.5	9.0	5.0	7.0
Cleanliness	9.0	9.5	4.5	8.0
Amenities (Pool, Restaurants, Shops, etc.)	7.0	8.0	3.0	7.5

1. The table displays _____ . 2. The survey asked _____
_____. 3. The tourists' average ratings are separated into different categories:
_____.
4. From the ratings, _____ .
5. For location, _____ . 6. Older people _____ . 7. Good quality service is _____
_____ ages. 8. Men of all ages _____ .
9. All males over thirty and all females, regardless of age, _____ . 10. This was also the case for
amenities, _____ .
11. There are some clear differences _____ . 12. There are also accommodation qualities,
though, where there was some agreement.

Model Answer

Read and compare the two model report passages below. Pay attention to words, phrases, and sentences which are similar or alike.

Type A

The table displays what qualities are important to tourists when they choose accommodation. The survey asked a variety of tourists to rate them from one through ten, with a one meaning that the quality is not at all important, and a ten meaning that the quality is extremely important. The tourists' average ratings are separated into different categories: male and female, and then into different age groups for both sexes.

From the ratings, price seems to be more important to younger people, regardless of sex. For location, it seems to be the other way around. Older people seem to value the location of their accommodation more than younger people. Good quality service is rated very important by women of all ages. Men of all ages do not rate this quality as high. All males over thirty and all females, regardless of age, expressed the importance of cleanliness, but males under thirty rated cleanliness much lower. This was also the case for amenities, where males under the age of thirty gave that quality the lowest ranking on the table, but everyone else rated it highly.

There are some clear differences between male and female tourists and between tourists of different ages, when they look for accommodation. There are also accommodation qualities, though, where there was some agreement.

(216 words)

Type B

The table illustrates the ranking of what tourists value the most in accommodation. Tourists were asked about criteria for accommodation like price, location, good quality service, cleanliness, and amenities, and were asked to rate the value from one to ten, with ten being the most important factor. The results are first divided into two different groups: male and female, then into different age groups: age 18-29 and over 30, for both sexes.

By observing the table, it can be said that the price of their accommodation is more important to younger travelers of both sexes. On the other hand, younger travelers do not value the location of their accommodation as much as older travelers do. In the case of good quality service, women of all ages rate it very important while men do not seem to care too much for it. Female travelers of all ages and male travelers over 30 say that they think cleanliness is very important. Male tourists under the age of 30 gave that quality much lower ranking. This was also the case for amenities, where young males rated it low.

(185 words)

Chapter 11

Process

Describing a process is pretty easy. In fact, this type of question is not frequently given in the IELTS test.

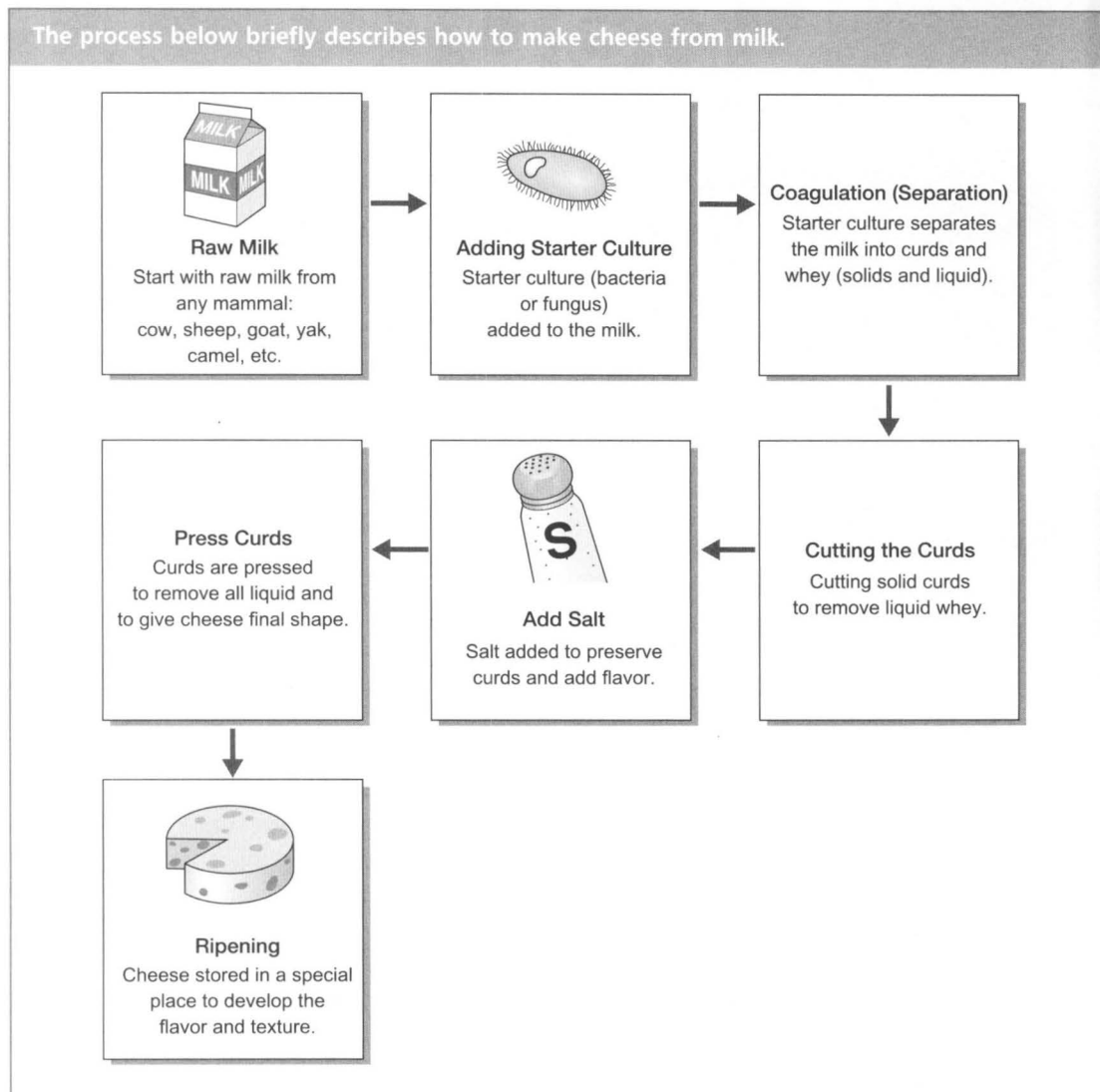
In your introduction, you should use a single sentence to paraphrase the introduction to the process. In the body, you had better describe each stage by looking at the illustration and working out what the stages are and the order that things happen. You should remember to organise your information clearly and describe each important stage and do not miss any stages. Notice that you can expand the labels from the diagram into full sentences and add any other words that are necessary as these labels often do not include articles (*a/the*) or prepositions (*in/on/at*), and some are just nouns or verbs.

You should also link the stages, using sequence expressions such as *First of all*, *To begin with*, *and then*, *after that*, *at the same time*, *next*, *finally*, etc. Sometimes, the process is more complex. You may, hence, need to use words like *Alternatively*, *Otherwise*, *In addition*, *At the same time*, *Concurrently*. Be careful to distinguish stages which happen at the same time and you possibly use the conjunction *while*.

Besides, you have to think about verb tenses. For processes, you will probably need the present simple active or the present simple passive and the present perfect passive. Make sure you know exactly why we sometimes use an active verb and sometimes a passive verb. Specifically, whatever is the focus should be put at the beginning to become the subject of a sentence. So, if the person or the agent that does the action is not important, a passive form should be used.

The final paragraph may be a brief summary of the overall function of what you have just described. Importantly, you should never give your own opinion since an opinion would be considered irrelevant for this task and could lose your marks.

Sample Question



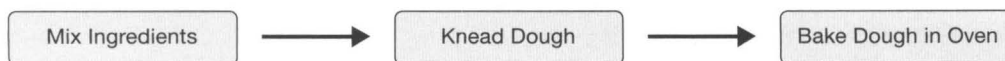
Warm-up

Essential Expressions

Below are useful sentences for describing a process.

Case 01 A simple process in a consecutive order

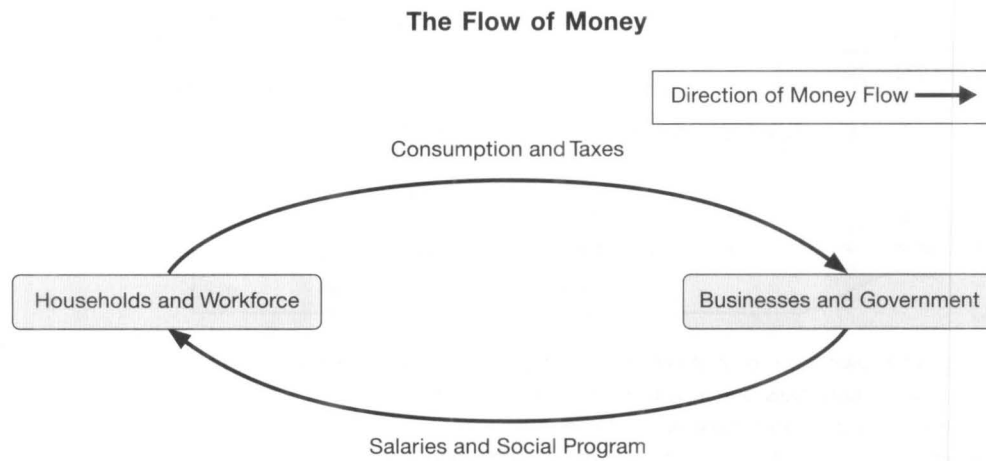
How to Make Bread



- ① This flow chart shows how to make bread.
- ② The first step is to mix the ingredients.
- ③ The second step is kneading the dough.

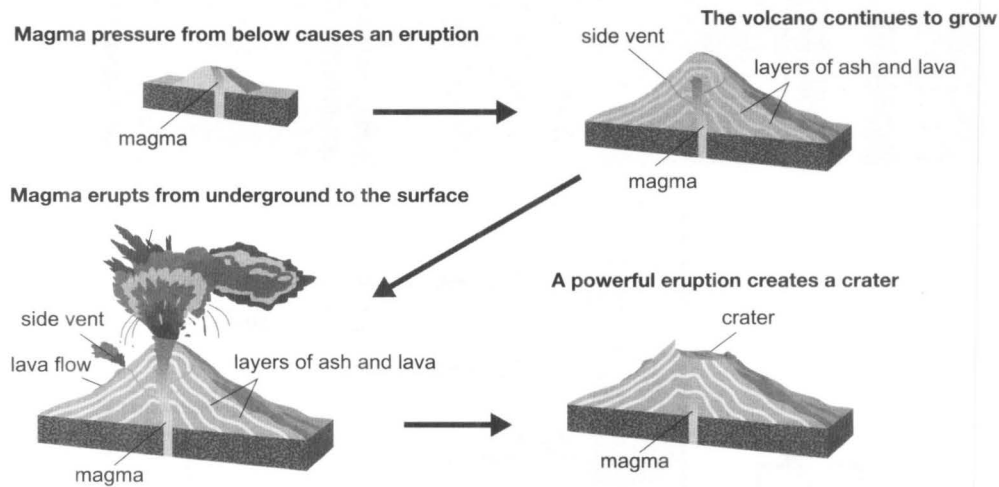
- ④ The last step requires baking the dough in an oven.
- ⑤ There are three steps in this process.
- ⑥ This process is linear.

Case 02 A simple process in a circular order



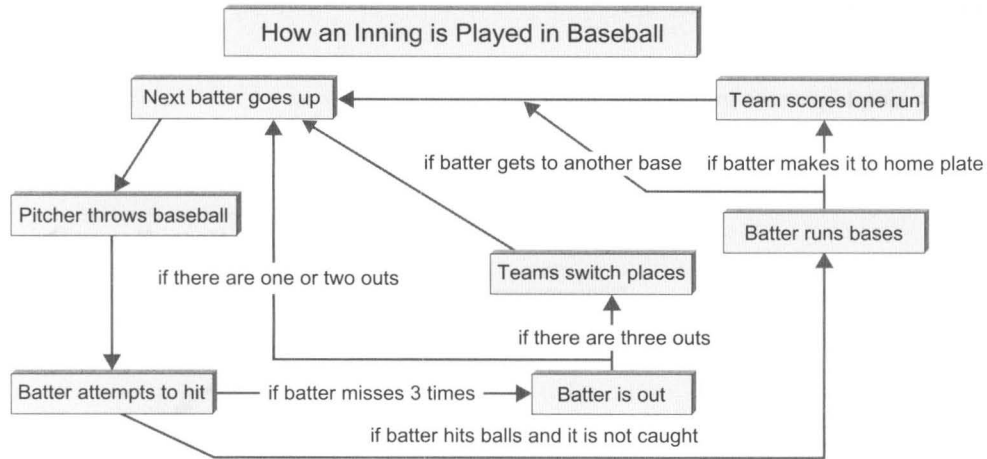
- ① This chart shows the flow of money.
- ② This flow of money is circular.
- ③ Money goes from households and the workforce to businesses and the government.
- ④ This money comes from consumption and taxes.
- ⑤ Money goes from businesses and the government to households and the workforce.
- ⑥ This money takes the form of salaries and social programs.

Case 03 A complicated visual process



- ① This chart shows how a volcano forms and erupts.
- ② The volcano continues to change as it goes through each step in the process.
- ③ Magma from underground comes to the surface and makes a small volcano.
- ⑤ Layers of ash and lava continue to make the volcano grow.
- ⑤ Magma pressure from below causes ash, gas, and lava to erupt.
- ⑥ A powerful eruption creates a crater and also makes the volcano smaller.

Case 04 A process in the form of a diagram



- ① This diagram shows step by step how one inning of baseball is played.
- ② The flow chart shows how one inning goes on to the next inning.
- ③ If the batter misses the ball three times, he is out.
- ④ If there are three outs in an inning, the teams switch places.
- ⑤ If the batter hits the ball and makes it to home plate, the team scores one and the next batter goes up.
- ⑥ There are four situations which lead to the next batter going up and then, afterwards, the pitcher throws the ball again.

Practice Test 1

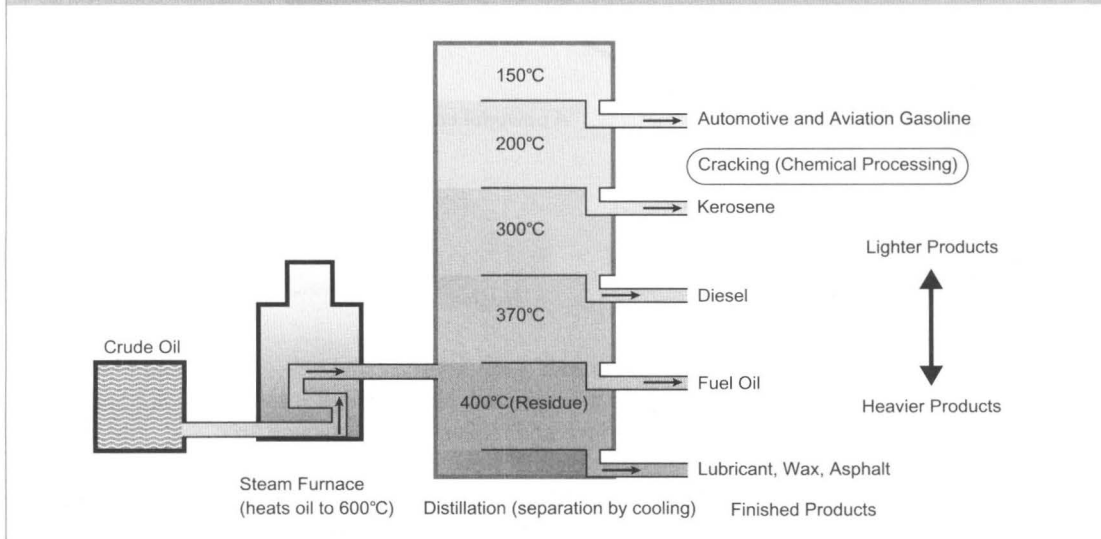
Question

You should spend no more than 20 minutes on this task.

The diagram below is a summary of the crude oil refining process.

Write a report for a university lecturer describing the information.

You should write at least 150 words.



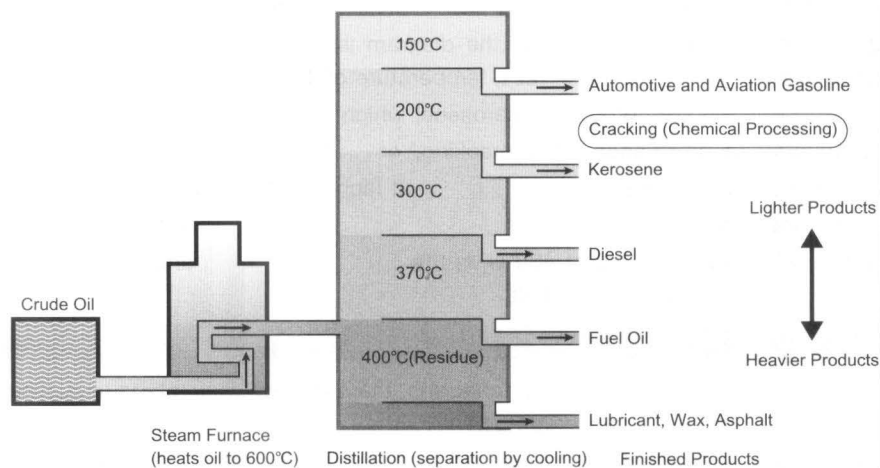
Step 1 Discovering Key Words

When looking at any chart, graph, or process, break the visual down into key expressions. Use these key words to help write your report.

What the diagram is measuring or displaying
<ol style="list-style-type: none">1. a summary of oil refining2. different steps3. heat to 600°C, distillation
Description of stages in the diagram
<ol style="list-style-type: none">4. separation by cooling5. aviation and automotive gasoline: separated at 150°C6. kerosene: distilled at 200°C7. cracking or chemical processing8. heavier finished product: separated at higher temperature9. diesel: separated at 300°C, fuel oil: separated at 370°C10. residue(lubricant, wax and asphalt): separated at 400°C
General statements about the diagram
<ol style="list-style-type: none">11. two main steps in getting finished products from crude oil12. the first step: heating the oil, the second step: distillation or separation13. the lightest products: extra chemical processing

Step 2 Planning the Report

Write the introduction, body and conclusion.



Introduction: Begin with one or two sentences that state(s) what the process shows. Remember to paraphrase the introduction to the process.

1. how crude oil is refined
2. crude oil: from storage into a steam furnace
3. heat to 600°C → distillation or separating

Body: Use complete sentences to describe the information in order of the process.

4. cooling → separates products
5. aviation and automotive gasoline: separated at 150°C
6. kerosene: distilled at 200°C
7. cracking or chemical processing
8. heavier finished product: separated at higher temperatures
9. diesel: separated at 300°C, fuel oil: at 370°C
10. residue(lubricant, wax and asphalt): separated at 400°C

Conclusion: End the report with the final stage of the process or an overall summary of the sequence.

11. two main steps in getting finished products from crude oil
12. the first step: heating the oil / the second step: distillation or separation
13. the lightest products: extra chemical processing to become a finished product

Step 3 Finalising the Report

Complete the sentences below, using the information from the chart.

Introduction

1. The diagram shows a summary of how crude oil is _____ into different _____.
2. In the first step, the crude oil _____ from _____ into a _____ furnace.
3. The steam furnace _____ the oil _____ 600°C where it then goes through the _____, or separating process.

Body

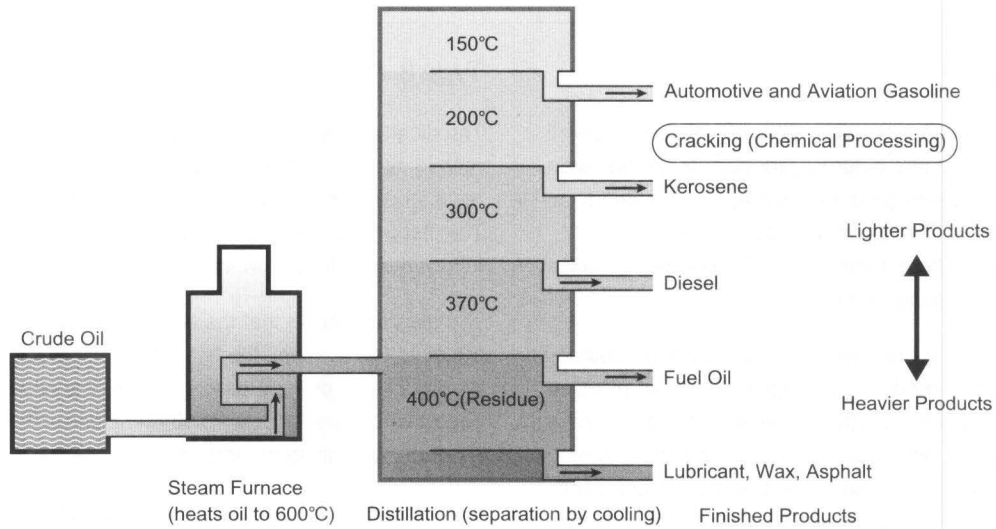
4. During the distillation process, cooling _____ different products.
5. The lightest finished product shown in the diagram is _____ and automotive gasoline, which is _____ at a temperature of 150°C.
6. The next _____ product is kerosene, which is _____ at 200°C.
7. Those products also go through more 'cracking,' or _____ processing.
8. Heavier finished products are _____ at higher temperatures.
9. Diesel is separated at 300°C and _____ is separated at 370°C.
10. The residue, which is separated at 400°C, is the _____, and includes products like _____, wax and asphalt.

Conclusion

11. _____ the diagram, there are two main steps in getting _____ products from crude oil.
12. The first step is heating the oil, which is then followed by distillation, or separation, into different products depending on the _____.
13. The lightest products also go through extra _____ processing to _____ a finished product.

Step 4 Write Your Own

Try writing a report on your own. Provided below are some prompts to help you.



1. The diagram shows a summary of how _____ different products. 2. In the first step, the crude oil _____ furnace. 3. The steam furnace _____ where it then _____, or separating process.
4. During the _____, cooling _____. 5. The lightest finished product shown in the diagram _____, which is _____.
6. The next lightest product is _____.
7. Those products also _____.
8. Heavier finished products are _____.
9. Diesel is _____ and _____ at 370°C. 10. The residue, which _____, is the heaviest, and includes _____.
11. According to the diagram, there are _____.
12. The first step _____, which is then _____ depending on the temperature. 13. The lightest products also _____.

Model Answer

Read and compare the two model report passages below. Pay attention to words, phrases, and sentences which are similar or alike.

Type A

The diagram shows a summary of how crude oil is refined into different products. In the first step, the crude oil goes from storage into a steam furnace. The steam furnace heats the oil to 600°C where it then goes through the distillation, or separating process.

During the distillation process, cooling separates different products. The lightest finished product shown in the diagram is aviation and automotive gasoline, which is separated at a temperature of 150°C. The next lightest product is kerosene, which is distilled at 200°C. Those products also go through more "cracking," or chemical processing.

Heavier finished products are separated at higher temperatures. Diesel is separated at 300°C and fuel oil is separated at 370°C. The residue, which is separated at 400°C, is the heaviest, and includes products like lubricant, wax and asphalt.

According to the diagram, there are two main steps in getting finished products from crude oil. The first step is heating the oil, which is then followed by distillation, or separation, into different products depending on the temperature. The lightest products also go through extra chemical processing to become a finished product.

(186 words)

Type B

The diagram shows a summary of crude oil refined into five different products. There are two main steps to make petroleum useful in our lives. The first process is heating the oil. Then it is followed by a distillation, or separation, process.

The diagram shows that the steam furnace heats the oil to 600°C. Then the heated oil is sent to the distillation, or separation process. The oil is cooled and separated into 5 different kinds of products with different temperatures.

In the diagram, it shows that the lightest product is automotive and aviation gasoline, which is separated at a temperature of 150°C. The second lightest product is kerosene distilled at 200°C. These two products go through a chemical process called cracking.

The third lightest product, or the third heaviest product, is diesel which is separated at a temperature of 300°C. The next product to be produced, which is the second heaviest product, is fuel oil cooled at 370°C. Lastly, the residue, which is separated at 400°C, is used to make lubricants, waxes, and asphalt.

(175 words)

Practice Test 2

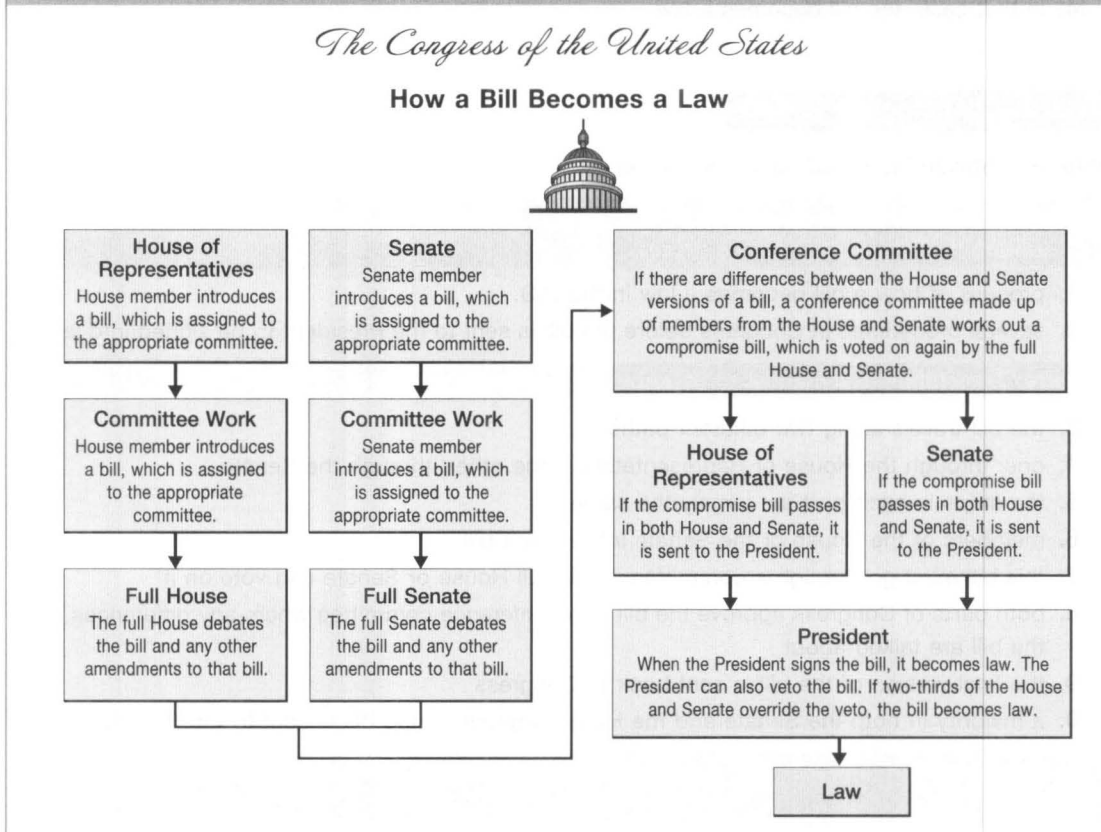
Question

You should spend no more than 20 minutes on this task.

The flow chart below shows how a bill in the United States Congress becomes a law.

Write a report for a university lecturer describing the information.

You should write at least 150 words.



Step 1 Discovering Key Words

When looking at any chart, graph, or process, break the visual down into key expressions. Use these key words to help write your report.

What the flow chart is measuring or displaying

1. process of how a bill becomes a law in the U.S.
2. several procedures in Congress

Description of steps in the flow chart

3. the bill: two different paths
4. the House of Representatives, the Senate
5. the steps in each part are largely the same
6. members of the House or the Senate introduce a bill

7. this bill: a committee → House or Senate
8. Congress approves the bill → a conference committee
9. the bill is sent back to Congress
10. a majority in both the Senate and the House approve → the President

General statements about flow chart

11. the President signs the bill → becomes a law
12. can veto it
13. the Senate and House have the power to override that veto (more than two-thirds needed)
14. in that case, the bill becomes a law

Step 2 Planning the Report

Write the introduction, body and conclusion.

Introduction: Begin with one or two sentences that state(s) what the process shows. Remember to paraphrase the introduction to the process.

1. process of how a bill becomes a law in the U.S.
2. several procedures in Congress before the bill is sent to the President to be signed into law

Body: Use complete sentences to describe the information in order of the process.

3. the bill travels along two different paths
4. one: through the House of Representatives / the other: through the Senate
5. the steps in each part are largely the same
6. members of the House or the Senate introduce a bill
7. this bill must go through a committee → the full House or Senate can vote on it
8. both parts of Congress approve the bill → a conference committee where any differences in the bill are talked about
9. the final version of the bill is sent back to Congress
10. a majority in both the Senate and the House approve → the bill is sent to the President

Conclusion: End the report with the final stage of the process or an overall summary of the sequence.

11. the President can sign the bill → it becomes a law
12. he can veto it → it does not pass
13. Senate and House have the power to override that veto ← more than two-thirds of both
14. in that case, the bill becomes a law

Step 3 Finalising the Report

Complete the sentences below, using the information from the chart.

Introduction

1. This flow chart _____ the simplified _____ of how a _____ becomes a law in the United States of America.
2. There are several different _____ that take _____ in Congress before the bill is sent to the President to be signed into law.

Body

3. For _____ of the time, the bill travels along two different _____.
4. One is _____ the House of Representatives and the other is through the _____.
5. The steps that take _____ in each part, though, are largely the same.
6. _____ of the _____ or the Senate can _____ a bill that they want to become a law.
7. This bill must _____ a committee first before the full House or Senate can _____ on it.
8. If _____ parts of Congress _____ the bill, there is a conference committee where any _____ in the bill are talked about.
9. The _____ version of the bill is then sent back to both parts of the Congress to be _____ on again.
10. If a _____ in both the Senate and the House _____, the bill is sent to the _____.

Conclusion

11. Now, the President can sign the _____ which becomes a _____ for the whole country.
12. If the President doesn't like the bill, he can _____ it, meaning it does not _____.
13. The Senate and House, however, have the power to _____ that veto if more than _____ of both vote to override the President.
14. In that _____ as well, the bill becomes a law.

Step 4 Write Your Own

Try writing a report on your own. Provided below are some prompts to help you.

1. This flow chart _____.
2. There are several different procedures _____.
3. For most of the time, the bill travels along two different paths. 4. One is through _____.
5. The steps that take place in each part, _____.
6. Members of the House or the Senate _____.
7. This bill must go through a committee _____.
8. If both parts of Congress approve the bill, _____.
9. The final version of the bill is _____.
10. If a majority in both the Senate and the House _____.
11. Now, the President can sign the bill which becomes a law for the whole country. 12. If the President doesn't like the bill, _____.
13. The Senate and House, however, have the power to override that veto if more than two-thirds of both vote to override the President. 14. In that case as well, the bill becomes a law.

Model Answer

Read and compare the two model report passages below. Pay attention to words, phrases, and sentences which are similar or alike.

Type A

This flow chart shows the simplified process of how a bill becomes a law in the United States of America. There are several different procedures that take place in Congress before the bill is sent to the President to be signed into law.

For most of the time, the bill travels along two different paths. One is through the House of Representatives and the other is through the Senate. The steps that take place in each part, though, are largely the same. Members of the House or the Senate can introduce a bill that they want to become a law. This bill must go through a committee first before the full House or Senate can vote on it. If both parts of Congress approve the bill, there is a conference committee where any differences in the bill are talked about. The final version of the bill is then sent back to both parts of the Congress to be voted on again. If a majority in both the Senate and the House approve, the bill is sent to the President.

Now, the President can sign the bill which becomes a law for the whole country. If the President doesn't like the bill, he can veto it, meaning it does not pass. The Senate and House, however, have the power to override that veto if more than two-thirds of both vote to override the President. In that case as well, the bill becomes a law.

(243 words)

Type B

The flow chart represents different ways a bill becomes a law in the United States Congress. There are two parts for a bill to become a law in the United States.

One of the parts in making a bill into a law is through the House of Representatives. A House member introduces a bill that is assigned to an appropriate committee. The committee votes to decide whether the bill should be sent to the full House or be killed. The bill that passes this inspection is debated in front of the full House. During this process, the full House debates amendments to the bill.

The other part is when a bill is assigned to an appropriate committee; a Senate member introduces it to the Senate. The committee votes to send it to the full Senate or kill it. When the bill is debated among the full Senate, senators decide on any amendments to that bill.

After a bill passes through the House and the Senate, it is examined by the conference committee. They work on a compromise version of the bill. The compromised bill then needs to be voted on again by each part in order for it to reach the President. When the bill finally reaches the President, he or she signs the bill to make it a law. The President, instead of signing the bill, can veto it. The vetoed bill gets sent back to the House and the Senate where it can be voted on again. If the House and Senate override the veto, the bill finally becomes law.

(262 words)

PART II

TASK 2

Essay Writing Skills and Practice

Chapter 1

Agree or Disagree

In the IELTS Writing Task 2, you will frequently be asked to give your own opinion on a certain issue.

An opinion essay is a formal piece of writing. It requires your opinion on a topic, which must be stated clearly, giving various viewpoints on the topic supported by reasons and/or examples. You should also include the opposing viewpoint in one of the body paragraphs.

A successful opinion essay should have three parts: an introductory paragraph in which you state the topic and your opinion; a body which consists of several paragraphs, each presenting a separate viewpoint supported by reasons and/or examples. You should also include a paragraph presenting the opposing viewpoint and reason why you think it is an unconvincing viewpoint; and a conclusion in which you restate your opinion using different words.

Points to consider

You have to decide whether you agree or disagree with the subject of the topic, then make a list of your viewpoints and reasons. You then write well-developed paragraphs to explain your opinion and agree or disagree with the opinions of other people. You should use linking words such as *in addition*, *similarly* when adding an idea connected to one viewpoint and use *however*, *yet*, *on the other hand*, or *although* to introduce contrasting points.

Do not forget to start each paragraph with a topic sentence which summarises what the paragraph is about.

Sample Question

You should spend no more than 40 minutes on this task.

People with a master's degree or a doctorate (PhD) sometimes have trouble finding a job because they are often seen as "overqualified." Therefore, it is a waste of money to pursue anything more than a bachelor's degree.

Do you agree or disagree with this statement?

Use examples from your own experience to support your answer.

You should write at least 250 words.

Warm-up

Brainstorming

Below are some typical outlines for some specific essay titles.

Case 01 Showing disagreement

Question: Everyone should have and should use mobile phones in their daily lives.

Introduction	
Your opinion	I do not agree (with the statement that everyone should have and use mobile phones in their lives).
Argument	People do not always have to be available to talk at every moment in their lives.
Body	
First reason	Cell phones can be useful, but not for everyone.
Second reason	Sometimes, the use of cell phones bothers other people.
Third reason	Also, some phones are too expensive.
Counter-argument	Cell phones are good for certain types of busy people.
Conclusion	
Restating your opinion	There are other ways of communicating besides cell phones because cell phones make people feel like they are tied down.
Concluding	Therefore, I do not agree (that everyone needs to have a cell phone).

Case 02 Showing agreement

Question: The manufacturing of nuclear weapons needs to be restricted.

Introduction	
Your opinion	I agree that nuclear weapons need to be restricted because they are so dangerous.
Argument	They threaten to destroy the entire population and the whole environment.

Body	
First reason	First of all, the use of nuclear weapons is completely immoral.
Second reason	When they are used, they throw large amounts of radioactive fallout into the atmosphere.
Third reason	This radiation lasts for thousands and thousands of years, affecting the health of everyone in the world.
Supporting argument	As long as nuclear weapons exist, they threaten all countries.
Conclusion	
Restating your opinion	It is obvious that nuclear weapons should be restricted.
Concluding	To conclude, I think that all countries should get rid of their nukes.

Practice Test 1

Question

You should spend no more than 40 minutes on this task.

Some people claim that young people are more creative than older people in business or in the workplace.

Do you agree or disagree with this?

Use examples from your own experience to support your answer.

You should write at least 250 words.

Step 1 Analysing the Question & Brainstorming

When asked to write an essay, analyse the question, paying careful attention to what is asked. Brainstorm some key words and phrases and use them to help you write your essay.

Analysing the Question

Topic

- Some people claim that young people are more creative than older people in business or in the workplace.

Key expressions

- agree / disagree

Task

- Make a statement on whether you agree or disagree that young people are more creative than older people in business or in the workplace.
- Use examples from your own experience to support your answer.

Brainstorming

- young people: open to new ideas
- young people: synthesize ideas from a wide variety of sources
- old people: more experienced / lived through many situations
- old people: know better which ideas are good or bad
- old people: save the company from wasted effort

Step 2 Planning the Essay

Plan out your essay by outlining the introductory, body, and concluding paragraphs.

Some people claim that young people are more creative than older people in business or in the workplace. Do you agree or disagree with this?

Introduction: Introduce the topic and briefly state what your own opinion is so that this is clear from the start.

Introduction to the topic

1. turn a certain age, forced to leave the company

Background information and thesis statement

2. 60 years old has several good working years
3. older people, not less capable than younger people
4. young people and older people have strengths and weaknesses

Body: Write two or three paragraphs of similar length in which all the arguments are clearly presented to the reader and are proved by substantial evidence.

Arguments

5. young people are desired for a job
6. young people are open to new ideas
7. synthesize ideas from a wide variety of sources
8. for example, surfing the Internet, read an article about business in Africa
9. older person might not be interested in such an article
10. young person knows a different perspective
11. older people, more experienced
12. have worked for more years, and have lived through many different situations
13. bad to waste time and money on ideas that do not work
14. experienced person knows better which ideas have good potential
15. that experience saves the company from wasted effort

Conclusion: Restate your arguments and offer a good closing statement that will leave readers pondering on your message.

Restating your opinion

16. company lets workers rise to full potential
17. young people and old people, contribute to the well-being of a business

Step 3 Finalising the Essay

Complete the sentences below, using the information given.

Some people claim that young people are more creative than older people in business or in the workplace. Do you agree or disagree with this?

Introduction

1. In Vietnam, when people turn a certain age, they are often _____ or asked to _____ the _____ where they work.

2. _____ someone who is 60 years old has several good working years ahead of them.
3. There is a _____ that older people are less _____ in their work, or are less _____ than _____ people.
4. I think that _____ people and older people both have _____ and _____ in their creative processes.

Body

5. Young people are often desired for a _____ because they seem to _____ a "fresher" _____ in life.
6. People who are young are more _____ to new ideas and to new ways of doing business.
7. This _____ their creative process because they can synthesize ideas from a wide variety of sources.
8. For example, a young person surfing the Internet _____ an article about business _____ in Africa.
9. An older person might not be _____ in such an article or may never even _____ it.
10. The young person now knows a different _____ that might _____ him and his company in the _____.
11. Older people are not usually _____ open _____ young people to new ideas, but they are more _____.
12. They have _____ for more years, and have _____ through many different _____.
13. It is good to have many different and new _____, but it is bad to _____ time and money on _____ that do not work.
14. An older, more _____ person knows better which ideas have good _____ and which ideas are dead ends.
15. That experience can _____ the company from _____ effort.

Conclusion

16. A smart company lets workers _____ to their full _____.
17. Even though they are _____ in different ways, young people and old people can both _____ to the strength of a _____.

Step 4 Write Your Own

Try writing an essay on your own. Provided below are some prompts to help you.

Some people claim that young people are more creative than older people in business or in the workplace. Do you agree or disagree with this?

1. In Vietnam, when people _____, they are often _____ where _____.
2. Even someone who _____ has _____ ahead of them.
3. There is a stereotype that older people _____, or _____.
4. I think that _____ both have _____ in their creative processes.
5. Young people are often _____ because they seem _____.

6. People who are young are _____ and _____
 7. This helps _____ because they can _____
 8. For example, a young person _____
 in Africa. 9. An older person might _____
 or _____. 10. The young person now _____
 that might help _____
 11. Older people are not _____, but they _____
 12. They have _____, and have _____
 13. It is good _____, but it is _____
 that do not work. 14. An older, more experienced person knows _____
 15. That experience _____
 16. A smart company lets _____ 17. Even though _____
 _____, young people and old people can _____.

Model Answer

Read and compare the two model essays below. Pay attention to arguments for or against and sentence structures.

Type A

In Vietnam, when people turn a certain age, they are often forced or asked to leave the company where they work. Even someone who is 60 years old has several good working years ahead of them. There is a stereotype that older people are less capable in their work, or are less creative than younger people. I think that young people and older people both have strengths and weaknesses in their creative processes.

Young people are often desired for a job because they seem to have a 'fresher' perspective in life. People who are young are more open to new ideas and to new ways of doing business. This helps their creative process because they can synthesize ideas from a wide variety of sources. For example, a young person surfing the Internet reads an article about business networking in Africa. An older person might not be interested in such an article or may never even encounter it. The young person now knows a different perspective that might help him and his company in the future.

Older people are not usually as open as young people to new ideas, but they are more experienced. They have worked for more years, and have lived through many different situations. It is good to have many different and new ideas, but it is bad to waste time and money on ideas that do not work. An older, more experienced person knows better which ideas have good potential and which ideas are dead ends. That experience can save the company from wasted effort.

A smart company lets workers rise to their full potential. Even though they are creative in different ways, young people and old people can both contribute to the strength of a business.

(290 words)

Type B

In current society, it is often believed by many people that older people are much less creative than young people in business or in the workplace. This weird idea has been causing society to lose good and experienced workers just because they are older than the average. Both young and old people contribute to their society in different ways.

Young people are favored by many companies these days because of their ability to deal with the newest technology, which allows them to be up to date in many aspects. They are also generally open-minded in life and are more likely to adopt new ideas. In addition, most young people are well experienced in computers and other gadgets, which helps them to have necessary skills in using software or hardware to produce creative work. However, young people are thought to be a lot less responsible and reliable because they do not have many responsibilities in life, such as a family to take care of or a house to pay a mortgage on. Some of them are often late for work, or are absent many times due to 'sickness', which makes them quite unreliable.

Older people, on the other hand, have a lot of knowledge about work that they have built since they were younger. They are known to have more wisdom because they have solved more problems in life. Most of them are also responsible because they have to support their family and have economic responsibilities. Nevertheless, older people are usually slower in receiving and adopting new information, including the newest technology and useful skills. Moreover, as people get older, they become more afraid to take on risk due to their burden of responsibilities. This makes them seem less creative than younger people, and they might not be up to any challenges.

To sum up, everyone is different in certain aspects, and it is the duty of our society to help workers rise to their full potential. By working together, young people and old people can contribute their best to society.

(340 words)

Practice Test 2

Question

You should spend no more than 40 minutes on this task.

People have different views on higher education. Globalisation continues to make the job market more competitive. Some argue that university courses should focus exclusively on practical learning and vocational training rather than a liberal arts education (a broader education).

Do you agree or disagree with this statement?

Use examples from your own experience to support your answer.

You should write at least 250 words.

Step 1 Analysing the Question & Brainstorming

When asked to write an essay, analyse the question, paying careful attention to what is asked. Brainstorm some key words and phrases and use them to help you write your essay.

Analysing the Question

Topic

- Some argue that university courses should focus exclusively on practical learning and vocational training rather than a liberal arts education.

Key expressions

- agree / disagree

Task

- Make a statement on whether you agree or disagree that university courses should focus exclusively on practical learning and vocational training rather than a liberal arts education.
- Use examples from your own experience to support your answer.

Brainstorming

- broad perspective
- the liberal arts education is critical thinking process
- a good liberal arts education helps students to make better business decisions

Step 2 Planning the Essay

Plan out your essay by outlining the introductory, body, and concluding paragraphs.

People have different views on higher education. Globalisation continues to make the job market more competitive. Some argue that university courses should focus exclusively on practical learning and vocational training rather than a liberal arts education (a broader education). Do you agree or disagree with this statement?

Introduction: Introduce the topic and briefly state what your own opinion is so that this is clear from the start.

Introduction to the topic

1. national economies are open to the global market, increasing competition

Background information and thesis statement

2. well-paying jobs need a university degree
3. a broad perspective
4. practical skills or vocational education is not best way to prepare students for future job markets.

Body: Write two or three paragraphs of similar length in which all the arguments are clearly presented to the reader and are proved by substantial evidence.

Arguments

5. disagree with focusing on practical learning
6. in engineering and computer science, vocational training is required
7. engineers and computer scientists can benefit from some liberal arts education

Details/facts/examples to support your arguments

8. what a broad education means
9. what the “liberal arts” is
10. it’s not “liberal,” politically or economically / it is not about art
11. liberal arts is not just about “theories,” it is about critical thinking processes
12. technology or markets change faster and faster
13. a good liberal arts education helps to make better business decision

Conclusion: Restate your arguments and offer a good closing statement that will leave readers pondering on your message.

Restating your opinion

14. disagree with focusing only on one type of education
15. it is best not to take extreme positions
16. one philosophy of education might suit them better than the other
17. need to provide a wide range of skills

Step 3 Finalising the Essay

Complete the sentences below, using the information given.

People have different views on higher education. Globalisation continues to make the job market more competitive. Some argue that university courses should focus exclusively on practical learning and vocational training rather than a liberal arts education (a broader education.) Do you agree or disagree with this statement?

Introduction

1. National economies are _____ more _____, exposing them to global market forces and increasing _____ from abroad.
2. Even to be just a candidate for any well-_____ job, one must _____ at least a university _____.
3. In order to excel in today’s _____ economy, one has to have a broad _____.
4. Focusing only on practical _____, or vocational education, is not the best way to _____ students for _____ job markets.

Body

5. Vocational training is still _____ in today’s world, but I totally _____ with the statement that universities should only _____ on practical learning.
6. In fields like engineering and computer science, where people need very _____ skills, vocational training is _____.
7. Those kinds of businesses are _____ to wider market forces in the world, however, so even engineers and computer scientists can _____ from some liberal arts education.
8. People often _____ what a broad education _____.
9. The name “_____ arts” is a misnomer.
10. That kind of education is _____ “liberal,” politically or _____, nor is it about art.
11. A _____ arts education is not just about “theories;” it is about critical _____ processes.

12. In a world where technology or markets are _____ faster and faster, a person who can _____ change and _____ to it appropriately will help their company get ahead.
13. A good liberal arts education helps students to _____ better business decisions, not just _____ technical problems.

Conclusion

14. I _____ with the notion that society should _____ only on one type of higher education.
15. As with most _____ in life, it is best not to _____ extreme positions.
16. Different people have _____ skill sets where one philosophy of education might _____ them better than the _____.
17. With life becoming increasingly _____, we need to _____ the widest range of skills to today's students.

Step 4 Write Your Own

Try writing an essay on your own. Provided below are some prompts to help you.

People have different views on higher education. Globalization continues to make the job market more competitive. Some argue that university courses should focus exclusively on practical learning and vocational training rather than a liberal arts education (a broader education). Do you agree or disagree with this statement?

1. National economies are _____, exposing _____ and _____ from abroad. 2. Even to be just _____, one must _____.
3. In order to excel _____, one has to _____.
4. Focusing only _____, or vocational education, is not the best way to _____.
5. Vocational training is _____, but I totally _____ that universities should only _____.
6. In _____ and computer science, where people _____, vocational training is required.
7. Those kinds of businesses are _____ in the world, however, so even engineers and computer scientists can _____.
8. People often _____.
9. The name "liberal arts" is a misnomer. 10. That kind of education is _____ or economically, _____ about art. 11. A liberal arts education is not _____; it is about _____.
12. In a world _____ or markets _____, a person who can _____ and _____ appropriately will _____.
13. A good liberal arts education _____ better business decisions, _____ technical problems.
14. I disagree _____ that society should _____.
15. As with _____, it is best not _____.
16. Different people have _____ where one philosophy of education might _____.
17. With life becoming _____, we need to _____ to today's students.

Model Answer

Read and compare the two model essays below. Pay attention to arguments for or against and sentence structures.

Type A

National economies are becoming more open, exposing them to global market forces and increasing competition from abroad. Even to be just a candidate for any well-paying job, one must have at least a university degree. In order to excel in today's market economy, one has to have a broad perspective. Focusing only on practical skills, or vocational education, is not the best way to prepare students for future job markets.

Vocational training is still necessary in today's world, but I totally disagree with the statement that universities should only focus on practical learning. In fields like engineering and computer science, where people need very specialized skills, vocational training is required. Those kinds of businesses are exposed to wider market forces in the world, however, so even engineers and computer scientists can benefit from some liberal arts education.

People often misunderstand what a broad education means. The name "liberal arts" is a misnomer. That kind of education is neither "liberal," politically or economically, nor is it about art. A liberal arts education is not just about "theories;" it is about critical thinking processes. In a world where technology or markets are changing faster and faster, a person who can recognize change and react to it appropriately will help their company get ahead. A good liberal arts education helps students to make better business decisions, not just solve technical problems.

I disagree with the notion that society should focus only on one type of higher education. As with most situations in life, it is best not to take extreme positions. Different people have different skill sets where one philosophy of education might suit them better than the other. With life becoming increasingly unpredictable, we need to provide the widest range of skills to today's students.

(293 words)

Type B

Nowadays, there are many jobs that require different skills because there are many more different kinds of jobs compared to the past. The job market is more competitive than ever. Some claim that universities should focus on practical learning and vocational training so that our young generation can build up necessary skills for their upcoming jobs.

Practical learning and vocational training help students develop necessary skills when they go into the real world and start working. The learner can develop expertise in a particular group of techniques rather than spending time on learning theories that they might not find useful in their daily lives. In the past, this kind of education was needed only when a person wanted to have a job which specialized in something such as welding or an auto mechanics. However these days, the fields of careers have broadened to cosmetics, funeral services, and even retail. The advantage of such education is that a person can start obtaining essential expertise for their future career early.

In contrast, liberal arts education helps students to develop general intellectual capacities. Most of the subjects taught in today's schools fall under the traditional term of higher education. For instance, a person starts learning math by adding and subtracting and learns how to solve more

complicated math problems later. One learns how to read and literature from different countries. Liberal arts allow people to become smarter so that they can continue to proceed to higher education in graduate school or prepare for well-paying jobs. Although everyone in school needs liberal arts education for their future career, general knowledge is a must for a person to further their career whether it is in specialized fields or office jobs.

In conclusion, I believe that providing practical and vocational knowledge is very important. However, general intellectual knowledge is also very important in a person's life because one cannot become successful in a career if one does not have basic knowledge.

(325 words)

Practice Test 3

Question

You should spend no more than 40 minutes on this task.

People with a master's degree or a doctorate (PhD) sometimes have trouble finding a job because they are often seen as "overqualified." Therefore, it is a waste of money to pursue anything more than a bachelor's degree.

Do you agree or disagree with this statement?

Use examples from your own experience to support your answer.

You should write at least 250 words.

Step 1 Analysing the Question & Brainstorming

When asked to write an essay, analyse the question, paying careful attention to what is asked. Brainstorm some key words and phrases and use them to help you write your essay.

Analysing the Question

Topic

- People with a master's degree or a doctorate (PhD) sometimes have trouble finding a job because they are often seen as "overqualified." Therefore, it is a waste of money to pursue anything more than a bachelor's degree.

Key expressions

- agree / disagree

Task

- Make a statement on whether you agree or disagree that it is a waste of money to pursue anything more than a bachelor's degree.
- Use examples from your own experience to support your answer.

Brainstorming

- a higher education → get paid more
- a master's degree or doctorate: different kinds of opportunities
- a specialized knowledge: advantage over others

Step 2 Planning the Essay

Plan out your essay by outlining the introductory, body, and concluding paragraphs.

People with a master's degree or a doctorate (PhD) sometimes have trouble finding a job because they are often seen as "overqualified." Therefore, it is a waste of money to pursue anything more than a bachelor's degree. Do you agree or disagree with this statement?

Introduction: Introduce the topic and briefly state what your own opinion is so that this is clear from the start.

Introduction to the topic and background information

1. education equips one with the skills
2. going to university enhances prospects
3. desire to continue education
4. pursuing a master's degree or a doctorate

Thesis statement

5. disagree with the statement that it is a waste of money to pursue anything more than a bachelor's degree

Body: Write two or three paragraphs of similar length in which all the arguments are clearly presented to the reader and are proved by substantial evidence.

Arguments

6. a salary based on qualifications and background
7. a person with a higher education get paid more
8. the reason why a candidate is deemed "overqualified": a problem regarding the applicant's salary

Details/facts/examples to support your arguments

9. Vietnam: jobs for those with master's degrees and doctorates are scarce
10. pursuing an advanced degree, not a waste of money
11. a master's degree or doctorate opens up opportunities
12. a level of specialization not possible for undergraduates
13. specialized knowledge: advantage over others
14. the academic discipline and the personal contacts help them to be successful
15. countries seek to attract those with advanced degrees
16. have good employment opportunities elsewhere

Conclusion: Restate your arguments and offer a good closing statement that will leave readers pondering on your message.

Restating your opinion

17. takes a lot of hard work to get a master's degree or a doctorate
18. many companies and institutions recognize this effort
19. an advanced degree gives more options

Step 3 Finalising the Essay

Complete the sentences below, using the information given.

People with a master's degree or a doctorate (PhD) sometimes have trouble finding a job because they are often seen as "overqualified." Therefore, it is a waste of money to pursue anything more than a bachelor's degree. Do you agree or disagree with this statement?

Introduction

1. Education _____ people with the skills they need to survive in life.
2. Many people dream of going to university to _____ their social and business prospects.
3. Some people _____ to continue their formal education _____ the undergraduate career.
4. Those with the means and the _____ can _____ a master's degree or a doctorate.
5. I _____ the statement that it is a waste of money to _____ anything more than a _____.

Body

6. In the working world, a person is often paid a _____ based on his or her _____ and background.
7. A person with a higher education generally _____ more.
8. This is often the reason _____ a candidate is "over-qualified;" there might be a _____ regarding the applicant's _____.
9. In some countries, like Vietnam, where appropriate jobs for those with master's _____ and doctorates are scarce, people will sometimes _____ omit their higher educational _____.
10. That specific kind of situation, though, does not _____ pursuing an advanced degree a _____ of _____.
11. A _____ degree or doctorate can open up different kinds of _____ for those able to _____ them.
12. The whole process involves a level of _____ not possible for _____.
13. This specialized knowledge _____ a person an _____ over other applicants in the job market.
14. Even if they eventually end up working in a _____ unrelated to their degree, the academic discipline that is learned and the personal contacts made during the whole process help them to be _____.
15. In a world where _____ are more _____, countries often _____ to attract _____ with advanced degrees.
16. Even if it's _____ to _____ a job in one's own country, they can have good employment _____ elsewhere.

Conclusion

17. It _____ a lot of hard work to get a master's degree or a doctorate.
18. Many companies and institutions _____ this effort.
19. _____ than being a _____ of money, an advanced degree _____ people more _____ in their life.

Step 4 Write Your Own

Try writing an essay on your own. Provided below are some prompts to help you.

People with a master's degree or a doctorate (PhD) sometimes have trouble finding a job because they are often seen as "overqualified." Therefore, it is a waste of money to pursue anything more than a bachelor's degree. Do you agree or disagree with this statement?

1. Education equips _____ they need to _____. 2. Many people _____ university _____ their social and _____. 3. Some people _____ their formal education _____. 4. Those with _____ can _____ or a doctorate. 5. I _____ that it is a waste of money to _____.
6. In the working world, a person _____ his or her qualifications and background. 7. A person _____ generally gets paid more. 8. This is often the reason _____;" there _____ regarding _____. 9. In some countries, like Vietnam, where appropriate jobs for _____ are scarce, people will sometimes _____. 10. That specific kind of situation, though, _____ pursuing an advanced degree _____.
11. A master's degree or doctorate can _____ for those _____. 12. The whole process _____ not possible _____. 13. This specialized knowledge _____ other applicants in the job market. 14. Even if they eventually _____ in a field _____, the academic discipline _____ during the whole process _____. 15. In a world where _____, countries often _____ with advanced degrees. 16. Even if it's _____ in one's own country, they can _____.
17. It takes a lot of hard work _____ or a doctorate. 18. Many companies and institutions _____. 19. _____ being a waste of money, an advanced degree _____ in their life.

Model Answer

Read and compare the two model essays below. Pay attention to arguments for or against and sentence structures.

Type A

Education equips people with the skills they need to survive in life. Many people dream of going to university to enhance their social and business prospects. Some people desire to continue their formal education beyond the undergraduate career. Those with the means and the desire can pursue a master's degree or a doctorate. I disagree with the statement that it is a waste of money to pursue anything more than a bachelor's degree.

In the working world, a person is often paid a salary based on his or her qualifications and background. A person with a higher education generally gets paid more. This is often the reason why a candidate is deemed "overqualified;" there might be a problem regarding the applicant's salary. In some countries, like Vietnam, where appropriate jobs for those with master's degrees and doctorates are scarce, people will sometimes purposely omit their higher educational degrees. That specific kind of situation, though, does not make pursuing an advanced degree a waste of money.

A master's degree or doctorate can open up different kinds of opportunities for those able to acquire them. The whole process involves a level of specialization not possible for undergraduates. This specialized knowledge gives a person an advantage over other applicants in the job market. Even if they eventually end up working in a field unrelated to their degree, the academic discipline that is learned and the personal contacts made during the whole process help them to be successful. In a world where borders are more open, countries often seek to attract those with advanced degrees. Even if it's hard to find a job in one's own country, they can have good employment opportunities elsewhere.

It takes a lot of hard work to get a master's degree or a doctorate. Many companies and institutions recognize this effort. Rather than being a waste of money, an advanced degree gives people more options in their life.

(319 words)

Type B

As education standards continue to rise, there are many people who further their education with a master's or a doctorate degree nowadays. Some people claim that it is a waste of money to pursue anything more than a bachelor's degree. There are many advantages and disadvantages of pursuing more education. I think that education often helps people achieve higher goals in their jobs and in their life in general.

People pursue further education mainly to become more knowledgeable or become an expert in the field they want to work for. They are generally considered 'smarter' because they have learned more in their extended studies. They usually get higher positions in a company because they are capable of handling more difficult and challenging situations. The higher position they get, the higher salary they receive.

The problem is that they are not guaranteed to get a job they want. When they apply for a job that requires simpler knowledge, they are often seen as 'overqualified' for the job and get turned down. It is unfortunate that after investing such a large amount of money in their education, they struggle to get a job they want. This has been a serious problem especially in Vietnam because there are not many jobs available. However, the reason they face such problems is not because of their further education. It is rather because of the inability of the job market in Vietnam to absorb those elites.

To sum up, further education allows people to aim for higher living standards. Society needs to come up with a solution to broaden the job market instead of discouraging people from improving themselves.

(273 words)

Chapter 2

Advantages and Disadvantages

In this type of essay, you may have to evaluate questions or arguments based on facts and weigh the options to come to a conclusion.

To do this, you will need to consider advantages and disadvantages in a balanced way to show that you understand both sides.

One way of organising your essay is to write one paragraph giving the advantages of an argument or a solution and one paragraph giving the disadvantages. You can begin your essay by introducing your topic and explaining that you are exploring the advantages and disadvantages of the topic. You also need to write a thesis statement to introduce the coming information in the body.

Points to consider

Remember to order your ideas in a logical way and use linking words such as *However*, *On the other hand*, *In addition*, *Furthermore*, *Despite*, *Nevertheless*, *Yet*, *Although*, etc. to show how your ideas are connected.

In the conclusion, you can close your essay with the most important advantage or disadvantage and you may add your opinion at the end.

Sample Question

You should spend no more than 40 minutes on this task.

Imagine this situation: the city you live in wants to build a "Las Vegas" style casino in the area. They think the gambling and the entertainment will bring more tourists and money and, thus, help the local economy.

What would be the advantages and disadvantages of such a proposal?

Use examples from your own experience to support your answer.

You should write at least 250 words.

Warm-up

Brainstorming

Below are some typical outlines for some specific essay titles.

Case 01 Presenting one side

Question: A franchise of a major fast food chain wants to open a branch in your area. What are the advantages and disadvantages?

Introduction	
Introducing the topic	There are some advantages and disadvantages of having a major fast food chain in the area.
Thesis statement	It might be good for the economy, not for people's health.

Body	
First advantage	One advantage of a franchise is that it can bring more employment and investment into an area.
Second advantage	People enjoy food that is popular.
First disadvantage	One disadvantage is that eating too much junk food is bad for one's health.
Second disadvantage	Other more traditional eating establishments might not appreciate a fast food chain restaurant.

Conclusion	
Restating the topic	Depending on the local economy, the chain might be good or bad.
Concluding	In conclusion, people should balance their food intake, no matter what restaurants there are.

Case 02 Presenting both sides

Question: What are the advantages and disadvantages of plastic surgery?

Introduction	
Introducing the topic	Plastic surgery has both advantages and disadvantages.
Thesis statement	People have to weigh both the good things and bad things that come from plastic surgery.

Body	
First advantage	Having plastic surgery can make people feel better about themselves.
Second advantage	Another advantage of plastic surgery is that people can have more confidence.
First disadvantage	Plastic surgery has some disadvantages, including the risk of a botched job.
Second disadvantage	Another disadvantage is that it is often expensive.
Conclusion	
Restating the topic	To conclude, people need to think very carefully before having surgery.
Concluding	It is everyone's right to choose having such procedures, regardless of the risk.

Practice Test 1

Question

You should spend no more than 40 minutes on this task.

Imagine this situation: the city you live in wants to build a "Las Vegas" style casino in the area. They think the gambling and the entertainment will bring more tourists and money and, thus, help the local economy.

What would be the advantages and disadvantages of such a proposal?

Use examples from your own experience to support your answer.

You should write at least 250 words.

Step 1 Analysing the Question & Brainstorming

When asked to write an essay, analyse the question, paying careful attention to what is asked. Brainstorm some key words and phrases and use them to help you write your essay.

Analysing the Question

Topic

- Imagine this situation: the city you live in wants to build a "Las Vegas" style casino in the area. They think the gambling and the entertainment will bring more tourists and money and, thus, help the local economy.

Key expressions

- advantages and disadvantages

Task

- Make a statement on the advantages and disadvantages of the proposal.
- Use examples from your own experience to support your answer.

Brainstorming

Advantages

- provide employment / ex) Indian casinos in the United States
- bring money → helps the local economy

Disadvantages

- more traffic and more crime, pollution and noise
- people lose money gambling
- need to be careful building a new casino

Step 2 Planning the Essay

Plan out your essay by outlining the introductory, body, and concluding paragraphs.

Imagine this situation: the city you live in wants to build a "Las Vegas" style casino in the area. They think the gambling and the entertainment will bring more tourists and money and, thus, help the local economy. What would be the advantages and disadvantages of such a proposal?

Introduction: Start your essay by introducing the topic and providing general facts about it.

Introduction to the topic and general facts about it

1. local jurisdictions want new business
2. provides employment and brings money
3. raises standards of living
4. controversial business: gambling

Thesis statement

5. Casinos: advantages & disadvantages

Body: Write two to three paragraphs of similar length. Every paragraph should be devoted to advantages and disadvantages with justifications, examples, reasons, etc.

Advantages and disadvantages

6. the chance to win money
7. jackpot attracts many people
8. gambling → profitable, taxing casinos → bring lots of money to local governments
9. money can provide services or can reduce taxes
10. ex) Indian casinos in the United States
11. provide jobs to people, bring money to impoverished areas
12. casinos bring money to local businesses — restaurants and tourist shops → help the economy
13. disadvantages towns and cities have faced
14. more tourists → more traffic and more crime
15. money from new taxes on gambling → improving traffic and police
16. pollution and noise
17. whether or not it is worth the trouble to build a casino

Conclusion: Provide your opinion on the topic but with balanced consideration.

Your opinion and balanced consideration

18. I would tacitly support the casino if I were in that situation
19. helping people with gambling addictions
20. not good for the local economy if people lose all their money gambling
21. need to be careful if they decide to build a new casino

Step 3 Finalising the Essay

Complete the sentences below, using the information given.

Imagine this situation: the city you live in wants to build a "Las Vegas" style casino in the area. They think the gambling and the entertainment will bring more tourists and money and, thus, help the local economy. What would be the advantages and disadvantages of such a proposal?

Introduction

1. Local jurisdictions often want to _____ new _____.
2. They _____ employment for the local population and _____ money to the local economy.
3. This can _____ standards of _____ for everyone.
4. One _____ kind of business is _____.
5. Casinos have both _____ and _____ for the areas that _____ them.

Body

6. People often enjoy _____ the chance to win large amounts of _____.
7. The _____ of a big jackpot attracts many people to _____.
8. Gambling can be very _____, so _____ casinos can bring lots of money to local governments.
9. This money can be used to _____ more services or _____ other taxes.
10. Indian casinos in the United States have _____ much more _____.
11. They provide jobs to the people of the tribe and bring money to historically _____.
12. Casinos also bring more money to other local _____, like restaurants and tourist shops, which further help the _____.
13. There are several _____ towns and cities have faced when they _____ casinos, _____.
14. More tourists mean more _____ and _____ crime.
15. Money that is _____ from new _____ on gambling businesses also has to be spent on improving traffic _____ and on _____ more police.
16. This _____, though, does not _____ the pollution and noise of throngs of _____ coming to town to hit the "big one."
17. Local residents have to weigh carefully whether or not it is _____ the trouble to _____ a casino.

Conclusion

18. I think I would tacitly _____ the casino if I _____ in that _____ situation.
19. I would want some of that new money to be spent on _____ people with gambling addictions as well.
20. It is not good for the local economy if people _____ all their money gambling.
21. The local government would have to be very _____ if they decided to build a new casino.

Step 4 Write Your Own

Try writing an essay on your own. Provided below are some prompts to help you.

Imagine this situation: the city you live in wants to build a "Las Vegas" style casino in the area. They think the gambling and the entertainment will bring more tourists and money and, thus, help the local economy. What would be the advantages and disadvantages of such a proposal?

1. Local jurisdictions often want to _____ . 2. They _____ for the local population and _____ the local economy. 3. This can _____ for everyone. 4. One _____ is gambling. 5. Casinos _____ for the areas that _____ .
6. People often _____ to win _____. 7. The lure of a big jackpot _____ to casinos. 8. Gambling can _____ , so taxing casinos can _____ to _____. 9. This money can _____ more services or _____. 10. Indian casinos in the United States have _____. 11. They _____ jobs _____ and _____ to historically _____. 12. Casinos also _____ to other _____ , like restaurants and tourist shops, which further _____ .
13. There are _____ towns and cities _____ when _____ casinos, however. 14. More tourists mean _____. 15. Money that _____ on gambling businesses also _____ traffic infrastructure and on _____. 16. This spending, though, does _____ and noise of throngs of _____ the "big one." 17. Local residents _____ carefully whether or not it is _____ a casino.
18. I think I would _____ the casino if I _____. 19. I would want some of that _____ on _____ gambling addictions as well. 20. It is not _____ if people _____ gambling. 21. The local government would _____ if they _____ a new casino.

Model Answer

Read and compare the two model essays below. Pay attention to effective ways of presenting advantages and disadvantages and sentence structures.

Type A

Local jurisdictions often want to attract new businesses. They provide employment for the local population and bring money to the local economy. This can raise standards of living for everyone. One controversial kind of business is gambling. Casinos have both advantages and disadvantages for the areas that build them.

People often enjoy having the chance to win large amounts of money. The lure of a big jackpot attracts many people to casinos. Gambling can be very profitable, so taxing casinos can bring

lots of money to local governments. This money can be used to provide more services or reduce other taxes. Indian casinos in the United States have become much more common. They provide jobs to the people of the tribe and bring money to historically impoverished areas. Casinos also bring more money to other local businesses, like restaurants and tourist shops, which further help the economy.

There are several disadvantages towns and cities have faced when they build casinos, however. More tourists mean more traffic and more crime. Money that is raised from new taxes on gambling businesses also has to be spent on improving traffic infrastructure and on hiring more police. This spending, though, does not reduce the pollution and noise of throngs of tourists coming to town to hit the "big one." Local residents have to weigh carefully whether or not it is worth the trouble to build a casino.

I think I would tacitly support the casino if I were in that imaginary situation. I would want some of that new money to be spent on helping people with gambling addictions as well. It is not good for the local economy if people lose all their money gambling. The local government would have to be very careful if they decided to build a new casino.

(299 words)

Type B

There are many business opportunities that help the economy of a city grow strong. Building a casino can boost the local economy. However, when a casino is considered as a source of cash, it must be carefully thought through because there are disadvantages as well as advantages that come with gambling.

One of the advantages of building a casino in a city is that it will allow many job opportunities for the locals. The casino will need people for managers. This will help the economy of the area develop, allowing the citizens to have a higher standard of living. Another advantage is having many tourists, especially from foreign countries. This will help foreign currency flow into the city and help the economy grow stronger. Furthermore, the city will be able to have better roads, electricity, water, and telecommunications due to the growth.

However, there are disadvantages of having such facilities in one's city. The one that citizens are mostly concerned about is education. When a casino is built in a city, young adults might be diverted from schools and further education and will pursue an easier way to earn money. This will lower education standards in the city. In addition, developing the city will cause environmental and cultural destruction.

There are many advantages and disadvantages when it comes to building a casino in a city. If my city was to build one, I would oppose it because I believe that there are many more serious problems with a casino than benefits. Gambling is not a wise way to earn money. Money should be earned with the hard and diligent work of citizens, not by gambling.

(275 words)

Practice Test 2

Question

You should spend no more than 40 minutes on this task.

People all over the world enjoy keeping different kinds of pets, like dogs, cats, birds, fish and reptiles.

What are the advantages and disadvantages of owning a pet, for both the pet owner and society in general?

Use examples from your own experience to support your answer.

You should write at least 250 words.

Step 1 Analysing the Question & Brainstorming

When asked to write an essay, analyse the question, paying careful attention to what is asked. Brainstorm some key words and phrases and use them to help you write your essay.

Analysing the Question

Topic

- People all over the world enjoy keeping different kinds of pets, like dogs, cats, birds, fish and reptiles.

Key expressions

- advantages and disadvantages

Task

- Make a statement on advantages and disadvantages of owning a pet, for both the pet owner and society in general.
- Use examples from your own experience to support your answer.

Brainstorming

Advantages

- emotional companionship
- satisfaction from his or her animal

Disadvantages

- pets can't give advice in a time of need
- might spend too much on pets

Step 2 Planning the Essay

Plan out your essay by outlining the introductory, body, and concluding paragraphs.

People all over the world enjoy keeping different kinds of pets, like dogs, cats, birds, fish and reptiles. What are the advantages and disadvantages of owning a pet, for both the pet owner and society in general?

Introduction: Start your essay by introducing the topic and providing general facts about it.

Introduction to the topic and general facts about it

1. humans & animals: living together for thousands of years
2. in the past, people raised animals for food
3. these days, people own pet animals

Thesis statement

4. advantages and disadvantages of owning a pet

Body: Write two to three paragraphs of similar length. Every paragraph should be devoted to advantages and disadvantages with justifications, examples, reasons, etc.

Advantages

5. advantages of owning a pet
6. emotional companionship
7. the modern world is a busy place → hard to find that companionship
8. a pet can fill that role
9. people want to feel like they are needed, pets need a lot of attention
10. pet animals: living creatures
11. a pet owner can get satisfaction from his or her animal
12. person is happier because he or she owns a pet → society becomes better

Disadvantages

13. it is best for people to have contact with other human beings
14. pets can't give advice about one's life problems
15. owning a pet is also a luxury
16. it costs money to buy pet food
17. might spend too much to take care of his or her animal
18. it does not benefit the economy to spend money on frivolous goods

Conclusion: Provide your opinion on the topic but with balanced consideration.

Your opinion and balanced consideration

19. humans and animals will continue to live together for the foreseeable future
20. some disadvantages in owning a pet
21. responsible and caring pet owners benefit themselves and society

Step 3 Finalising the Essay

Complete the sentences below, using the information given.

People all over the world enjoy keeping different kinds of pets, like dogs, cats, birds, fish and reptiles. What are the advantages and disadvantages of owning a pet, for both the pet owner and society in general?

Introduction

1. Humans and _____ have been living together for thousands of years.
2. In the past, people _____ animals for _____ or to help on the farm.
3. These days, people mostly _____ pet animals, like _____ and cats.
4. There are advantages and _____ of _____ a pet for both the owner and society.

Body

5. There are several _____ of _____ a pet.
6. Humans like to have _____ companionship.
7. The modern world is a very _____, so it might _____ to find that companionship from other people.
8. A pet, even though it cannot _____, can _____ that role.
9. People want to _____ like they are _____ and pets need a lot of _____.
10. Pet animals are living _____ that _____ playtime, water and food.
11. A pet owner can get _____ from _____ his or her animal.
12. If that person is happier because he or she _____ a pet, then society _____ becomes _____.
13. Humans are social _____, though, and it is best for people to have some sort of _____ with other human beings.
14. A pet can be _____, but they can't give _____ about one's life problems or give one _____ in a time of _____.
15. _____ a pet is also a luxury.
16. It _____ money to _____ special pet _____ and pet accessories.
17. It is _____ for a pet owner to _____ too much to take care of his or her animal.
18. It does not _____ the economy or society to spend money on frivolous goods and services.

Conclusion

19. Humans and animals will continue to live together for the foreseeable _____.
20. There are a few _____ in _____ a pet.
21. Generally, though, responsible and _____ pet owners benefit themselves and _____.

Step 4 Write Your Own

Try writing an essay on your own. Provided below are some prompts to help you.

People all over the world enjoy keeping different kinds of pets, like dogs, cats, birds, fish and reptiles. What are the advantages and disadvantages of owning a pet, for both the pet owner and society in general?

1. Humans and animals have _____ for thousands of years. 2. In the past, people _____ or to help on the farm. 3. These days, people mostly _____, like dogs and cats. 4. There are _____ for both the owner and society.
5. There are several _____. 6. Humans like to _____. 7. The modern world is a very busy place, so it might be hard _____. 8. A pet, even though _____, can _____.

9. People want to _____ and pets _____. 10. Pet animals are _____ that require _____. 11. A pet owner can get _____ his or her animal. 12. If that person is _____ a pet, then society as a whole _____.
13. Humans are _____, though, and it is best _____ with other human beings. 14. A pet can be beneficial, but _____ about one's life problems or give one support _____. 15. _____ is also a luxury. 16. It costs _____ and pet accessories. 17. It is possible _____ his or her animal. 18. It does not _____ to spend _____ and services.
19. Humans and animals will _____ for the foreseeable future. 20. There are _____ in _____. 21. Generally, though, _____ pet owners _____ and society.

Model Answer

Read and compare the two model essays below. Pay attention to effective ways of presenting advantages and disadvantages and sentence structures.

Type A

Humans and animals have been living together for thousands of years. In the past, people raised animals for food or to help on the farm. These days, people mostly own pet animals, like dogs and cats. There are advantages and disadvantages of owning a pet for both the owner and society.

There are several advantages of owning a pet. Humans like to have emotional companionship. The modern world is a very busy place, so it might be hard to find that companionship from other people. A pet, even though it cannot talk, can fill that role. People want to feel like they are needed and pets need a lot of attention. Pet animals are living creatures that require playtime, water and food. A pet owner can get satisfaction from taking care of his or her animal. If that person is happier because he or she owns a pet, then society as a whole becomes better.

Humans are social creatures, though, and it is best for people to have some sort of contact with other human beings. A pet can be beneficial, but they can't give advice about one's life problems or give one support in a time of need. Owning a pet is also a luxury. It costs money to buy special pet food and pet accessories. It is possible for a pet owner to spend too much to take care of his or her animal. It does not benefit the economy or society to spend money on frivolous goods and services.

Humans and animals will continue to live together for the foreseeable future. There are a few disadvantages in owning a pet. Generally, though, responsible and caring pet owners benefit themselves and society.

(284 words)

Type B

In today's society, there are many people who own a pet. Pets have been good friends to people for decades. Nowadays, people not only raise dogs or cats for pets but also raise exotic animals such as iguanas and snakes. Pet owners are more knowledgeable in present-day society, and pet-friendly facilities in our neighborhood make everything much more convenient. However, despite the fact that there is a better pet-friendly environment, there are definitely both advantages and disadvantages of owning a pet.

I am a pet lover myself. I have always loved dogs and cats, and have owned quite a few of them since I was little. Being a pet owner is very emotional: the first time you see a puppy, getting it home, finding the right name for it, bathing and taking it to the vet are all memorable events. There is a saying that human beings are lonely animals. People have emotions and we all need to share with one another. Sometimes, though, it is not possible to give or get attention from other people. That is when pets come in. People can have good companionship from them. Even though they are not able to express their feelings verbally, they are capable of showing affection and care to their owners. They are also smart creatures that understand commands and even the feelings of their owners sometimes.

On the other hand, all the emotions that were mentioned above are inseparable with something called responsibility. If someone is not able to have that much responsibility, it is better for the person not to own a pet. An irresponsible pet owner is not only bad for the pet but also bad for the entire society. Many TV documentaries on pets show horrible owners causing pain and suffering by abusing or not taking care of their pets. Many pets are abandoned, given up to animal shelters and later humanely put to death. Irresponsible pet ownership also makes neighborhoods dirty. When pets are taken out for a walk, their feces need to be picked up and thrown away by their owners. If not, it can create unpleasant experiences for many people, especially neighbors.

Owning a pet can teach us many good things. We can learn how to love and care. We can also learn responsibility. Finally, pets can support us emotionally. Pet ownership comes with responsibility, though, which can be disadvantageous sometimes. Only people willing to take responsibility for another living creature should be a pet owner.

(413 words)

Practice Test 3

Question

You should spend no more than 40 minutes on this task.

Some people feel that our lives are more comfortable now because of new communication technology such as cellular phones and e-mails. Others say that they contribute to modern ills like "hurry sickness," where everyone feels too rushed. They do not think faster communication has improved our lives.

Has it improved our lives? What are the advantages and disadvantages of modern communication technology?

Use examples from your own experience to support your answer.

You should write at least 250 words.

Step 1 Analysing the Question & Brainstorming

When asked to write an essay, analyse the question, paying careful attention to what is asked. Brainstorm some key words and phrases and use them to help you write your essay.

Analysing the Question

Topic

- Some people feel that our lives are more comfortable now because of new communication technology such as cellular phones and e-mails. Others say that they contribute to modern ills like "hurry sickness," where everyone feels too rushed. They do not think faster communication has improved our lives.

Key expressions

- advantages and disadvantages

Task

- Make a statement on the advantages and disadvantages of modern communication technology.
- Use examples from your own experience to support your answer.

Brainstorming

Advantages

- make calls anywhere
- useful in emergencies

Disadvantages

- people very dependent on cell phones
- no phone makes people feel insecure or vulnerable
- hurry sickness

Step 2 Planning the Essay

Plan out your essay by outlining the introductory, body, and concluding paragraphs.

Some people feel that our lives are more comfortable now because of new communication technology such as cellular phones and e-mails. Others say that they contribute to modern ills like "hurry sickness," where everyone feels too rushed. They do not think faster communication has improved our lives.

Has it improved our lives? What are the advantages and disadvantages of modern communication technology?

Introduction: Start your essay by introducing the topic and providing general facts about it.

Introduction to the topic and general facts about it

1. tremendous changes in communications technology
2. old cellular phones: bulky, expensive and unreliable
3. modern cell phones: small, affordable, extra services and accessories
4. Internet changed communications
5. e-mail and instant messaging allow people to communicate conveniently

Thesis statement

6. these changes, advantages and disadvantages

Body: Write two to three paragraphs of similar length. Every paragraph should be devoted to advantages and disadvantages with justifications, examples, reasons, etc.

Advantages

7. in the past, telephone calls made over landlines
8. if not in their home, they had to go to another house, business or pay telephone in order to make a call
9. can make calls anywhere
10. useful in emergencies
11. can make it easier to plan outings
12. get information with a call or text message

Disadvantages

13. technology also has a downside
14. people very dependent on cell phones
15. without them, people feel insecure or vulnerable
16. pressure to respond right away or else risk offending the other person
17. hurry sickness

Conclusion: Provide your opinion on the topic but with balanced consideration.

Your opinion and balanced consideration

18. communications technology has changed people's lives
19. need to examine them as a society / be aware of their negative effects

Step 3 Finalising the Essay

Complete the sentences below, using the information given.

Some people feel that our lives are more comfortable now because of new communication technology such as cellular phones and e-mails. Others say that they contribute to modern ills like 'hurry sickness,' where everyone feels too rushed. They do not think faster communication has improved our lives.

Has it improved our lives? What are the advantages and disadvantages of modern communication technology?

Introduction

1. The past ten years have _____ tremendous _____ in communications technology.
2. Old cellular phones used to be _____, expensive and unreliable.
3. Modern cell phones are _____, relatively more affordable, and come with extra services and accessories.
4. The Internet has also greatly _____ communications.
5. E-mail and instant messaging _____ people to communicate across great distances quite conveniently and at little _____.
6. These changes, though, have both advantages and _____.

Body

7. In the past, telephone calls could only be made over _____.
8. If a person was _____ in their _____, they had to go to another _____, business or pay telephone in order to _____ a _____.
9. With cell phones, we can _____ anywhere there is service.
10. This is very _____ in _____ situations.
11. Cell phones also _____ it _____ to plan outings with friends.
12. Rather than _____ detailed _____ before _____, a friend can get _____ on what is happening with a call or text message.
13. That same communication _____ also has a downside.
14. One can become very _____ on cell phones.
15. It is common to _____ people who have left their phone at _____ say that they feel insecure or even vulnerable.
16. Text messaging and instant messaging create pressure to _____ right away or else risk _____ the other person.
17. This _____ to "hurry sickness," the _____ that one has to _____ through everything.

Conclusion

18. There is _____ that communications technology has _____ people's lives.
19. While there are many _____ to cellular phones and the Internet, we need to _____ them as a society, and be _____ of their _____ effects as well.

Step 4 Write Your Own

Try writing an essay on your own. Provided below are some prompts to help you.

Some people feel that our lives are more comfortable now because of new communication technology such as cellular phones and e-mails. Others say that they contribute to modern ills like "hurry sickness," where everyone feels too rushed. They do not think faster communication has improved our lives.

Has it improved our lives? What are the advantages and disadvantages of modern communication technology?

1. The past ten years have _____ in communications technology.
2. Old cellular phones _____, expensive and unreliable. 3. Modern cell phones are small, _____, and _____ extra services and accessories.
4. The Internet has also _____. 5. E-mail and instant messaging _____ quite conveniently and at little cost.
6. These changes, though, have _____.
7. In the past, telephone calls could only _____. 8. If a person was _____, they had to _____, business or pay telephone _____.

. 9. With cell phones, we can _____ there is service. 10. This is very
 _____. 11. Cell phones also make _____ with
 friends. 12. Rather than _____ before gathering, a friend can _____
 _____ with a call or text message.

13. That same communication technology also _____. 14. One can become very
 _____. 15. It is _____ who have _____
 say that they feel _____. 16. Text messaging and instant messaging
 _____ right away or else _____. 17. This _____
 _____ "hurry sickness," the feeling that one _____.

18. There is _____ communications technology has _____.
 19. While _____ to cellular phones and the Internet, we need to
 _____ as a society, and be _____ as well.

Model Answer

Read and compare the two model essays below. Pay attention to effective ways of presenting advantages and disadvantages and sentence structures.

Type A

The past ten years have seen tremendous changes in communications technology. Old cellular phones used to be bulky, expensive and unreliable. Modern cell phones are small, relatively more affordable, and come with extra services and accessories. The Internet has also greatly changed communications. E-mail and instant messaging allow people to communicate across great distances quite conveniently and at little cost. These changes, though, have both advantages and disadvantages.

In the past, telephone calls could only be made over landlines. If a person was not in their home, they had to go to another house, business or pay telephone in order to make a call. With cell phones, we can make calls anywhere there is service. This is very useful in emergency situations. Cell phones also make it easier to plan outings with friends. Rather than making detailed plans before gathering, a friend can get information on what is happening with a call or text message.

That same communication technology also has a downside. One can become very dependent on cell phones. It is common to hear people who have left their phone at home say that they feel insecure or even vulnerable. Text messaging and instant messaging create pressure to respond right away or else risk offending the other person. This contributes to "hurry sickness," the feeling that one has to rush through everything.

There is no question that communications technology has changed people's lives. While there are many benefits to cellular phones and the Internet, we need to examine them as a society, and be aware of their negative effects as well.

(263 words)

Type B

Communication technology has developed tremendously over the last few decades. There are cellular phones with many functions such as a built-in camera, MP3 player, and mobile games. Being able to use e-mails and messengers on the Internet has made our lives convenient. Many of us appreciate the convenience that modern communication offers, but some think otherwise. They believe that communication technology causes modern ills such as hurry sickness. There are certainly advantages and disadvantages in using modern communication technology.

One of the advantages of modern communication technology is that it has made our lives easier by providing fast connections between people. It is much easier to communicate with our loved ones now. Cellular phones and e-mail are used by many people every day worldwide. They can also be used to take care of business much faster because users are not limited by time or distance. These communication devices have also saved many lives in emergency situations.

However, there are some downsides. People nowadays are too dependent on communication tools. Having a cellular phone can make someone nervous. Furthermore, cellular phones can bother people around the user. For example, about 98 percent of public transport users carry a cellular phone with them. Some of them do not bother setting their phone on vibrate, and when it rings, it can be quite bothersome for others. Talking on the cellular phones really loudly also makes others uneasy.

In conclusion, I believe that the technological development of communication tools must not be stopped in any way. We will have even more advanced gadgets in the near future. In order to take the full advantage of them, we must handle the advancements wisely and sensibly so that it affects human life in a positive way. After all, people come before technology.

(296 words)

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Chapter 3

To What Extent

In addition to the above-mentioned types, IELTS Writing Task 2 also gives another type of essay including the question *To what extent do you agree with this statement?*

This type of essay requires you to present a number of points in answer to the question, some facts or evidence which proves your points, and arguments which explain and develop what you are saying in response to the question. In addition, a 'To what extent' question also gives the opportunity for you to display a whole host of extra knowledge on the opposite side of the question.

Points to consider

An essay designed to answer a 'To what extent' question should look similar to the other types of essay mentioned earlier.

In the introduction, you may present that to a certain extent, the assertion of the question is undoubtedly true. However, it is also important to take into account several other important aspects which also have an impact.

The first paragraph of the body is dedicated to proving with detailed evidence that the assumption stated in the question is true, then explaining how and why. Next, the second paragraph will show the extent to which the assumption of the question is not true. This can be achieved both by showing some counter-arguments and by offering alternatives.

In the conclusion, any 'To what extent' essay must end with a statement that answers the question. Simply, you should recap the points that suggest it is true and the points that are against it, and then conclude whether you agree the statement is true 'to a certain extent', 'to a great extent' or 'to a very small extent'. This must be backed up by a summary of the argument on both sides to prove why you feel it to be considered one way or the other.

Sample Question

You should spend no more than 40 minutes on this task.

There is increasing evidence that global warming is caused by human actions. Many people want to immediately start reducing pollution from cars and factories. This could be done through taxing polluting industries.

To what extent do you agree with this statement?

Use examples from your own experience to support your answer.

You should write at least 250 words.

Warm-up

Brainstorming

Below are some typical outlines for some specific essay titles.

Case 01 Showing total agreement

Question: The local government wants to raise property taxes to increase funding for schools. To what extent would you agree with such an initiative?

Introduction	
Introduction to the topic	Any sort of tax increase has to be carefully examined.
Showing your personal viewpoint	If the tax increase was not too high and was done fairly, I would support it.

Body	
First controlling idea	First, I want my children to go to well-funded schools.
Supporting sentence	The education my children get now will help them later in life.
Second controlling idea	Also, it is better to get local funding for schools, rather than from the national government.
Supporting sentence	I would be more supportive of such an initiative if it gave more local control over schools.

Conclusion	
Restating your idea	Tax increases are a burden, so there must be a really good purpose for them.
Concluding	Therefore, I would only support one if it was effective and if it improved the schools my children went to.

Case 02 Showing agreement with reservation

Question: Your company wants to change the computers over to another kind of operating system. To what extent do you agree with this?

Introduction	
Showing your personal viewpoint	I think if the operating system is better than the one we have now, we should change.
Stating your reservation	Sometimes though, unpredicted problems occur when change happens.
Body	
First controlling idea	If a new operating system is cheaper and more productive in the long run, I support the change.
Supporting sentence	The situation has to be studied in order to see what problems might happen.
Second controlling idea	The change to a new operating system might be too expensive because of all the computers we have.
Supporting sentence	Also, we always need to look for new ways to improve our computer system.
Conclusion	
Restating your idea	Sometimes changing the computer system is not good if it is too expensive.
Concluding	Therefore, I would only want to have a new operating system if it works better than the current one.

Practice Test 1

Question

You should spend no more than 40 minutes on this task.

There are movements all over the world to prohibit smoking from buildings such as restaurants, bars, clubs, offices and other indoor spaces. People argue secondhand smoke is dangerous and that such laws protect public health.

To what extent do you agree with this statement?

Use examples from your own experience to support your answer.

You should write at least 250 words.

Step 1 Analysing the Question & Brainstorming

When asked to write an essay, analyse the question, paying careful attention to what is asked. Brainstorm some key words and phrases and use them to help you write your essay.

Analysing the Question

Topic

- There are movements all over the world to prohibit smoking from buildings such as restaurants, bars, clubs, offices and other indoor spaces. People argue secondhand smoke is dangerous and that such laws protect public health.

Key expressions

- To what extent do you agree with this statement?

Task

- Make a statement on prohibiting smoking from all buildings because people argue secondhand smoke is dangerous and such laws protect public health.
- Use examples from your own experience to support your answer.

Brainstorming**Bad effects of smoking and passive smoking**

- smoking kills / causes cancer / secondhand smoke
- not fair to expose workers to unhealthy smoke

Measures

- cigarettes are a terrible addiction
- smoking bans help people quit

Step 2 Planning the Essay

Plan out your essay by outlining the introductory, body, and concluding paragraphs.

There are movements all over the world to prohibit smoking from buildings such as restaurants, bars, clubs, offices and other indoor spaces. People argue secondhand smoke is dangerous and that such laws protect public health. To what extent do you agree with this statement?

Introduction: Start your essay by introducing the topic and providing general facts about it.

Introduction to the topic

1. ban smoking from indoor public spaces → successful in some places
2. no longer able to smoke in bars, clubs, restaurants and workplaces

Thesis statement

3. agree very strongly with such measures, they should be implemented worldwide

Body: Write two to three paragraphs of similar length. Every paragraph should be devoted to an argument with justifications, examples, reasons, etc.

Arguments against smoking

4. smoking kills
5. irrefutable evidence to support this
6. damage from cigarettes is not limited to smokers themselves
7. the smoke travels through the air / is breathed in by other people who choose not to smoke
8. "smoking" and "non-smoking" areas in a restaurant do nothing to prevent other customers from second-hand smoke
9. special ventilated areas in the workplace for smokers → inadequate
10. those particles find their way into non-smoker's lungs
11. people take jobs in restaurants or the hospitality industry in order to survive
12. some not as flexible as others in choosing a place to work
13. exposing them to cancer causing smoke → is not fair; does not make economic sense
14. cost of employees getting disease, more expensive than the amount of business lost because a restaurant is smoke-free

Conclusion: Restate the issue raised in the introduction and draw together the points made in the body.

Restating the issue and giving some final thoughts

15. restaurants, bars and clubs: common places
16. a signal to smokers that their habits are dirty and offensive
17. encourage smokers to reduce, or stop smoking
18. cigarettes: a terrible addiction, governments should discourage smoking as much as possible
19. limiting the number of places can help people to quit

Step 3 Finalising the Essay

Complete the sentences below, using the information given.

There are movements all over the world to prohibit smoking from buildings such as restaurants, bars, clubs, offices and other indoor spaces. People argue secondhand smoke is dangerous and that such laws protect public health. To what extent do you agree with this statement?

Introduction

1. In England, the movement to _____ smoking from all indoor public spaces has been _____.
2. People will no longer be able to smoke in bars, clubs, restaurants and _____.
3. I agree very _____ with such measures and think they should be _____ worldwide.

Body

4. Smoking _____.
5. There is irrefutable _____ from decades of research to _____ this.
6. Unfortunately, the damage from cigarettes is not _____ to smokers _____.
7. The smoke _____ through the air and is _____ in by other people who choose not to smoke.
8. The division between "smoking" and " _____ " areas in a restaurant, for example, does nothing to _____ other customers from _____ carcinogenic _____ smoke.
9. Even special ventilated areas in the workplace for smokers are _____ since smoke _____ to people's hair and clothing.
10. Once a smoker _____ that area, those particles still find their way into other non-smoker's _____.
11. Many people take jobs in the restaurant or hospitality industry in order to _____.
12. They might not be as _____ as others in _____ a place to work.
13. Exposing them to cancer causing _____ from others is neither _____, nor does it make economic _____.
14. The _____ of employees getting _____ or other diseases is far more _____ than the _____ amount of business lost because a restaurant is smoke-free.

Conclusion

15. Restaurants, bars and clubs are common _____ for friends and _____ to meet.
16. Smoking bans there are a signal to _____ that their _____ are dirty and offensive.
17. This will _____ smokers to _____, or maybe even stop, smoking.
18. Cigarettes are a terrible _____ and it is the duty of the _____ to _____ smoking as much as possible.
19. _____ the number of places where a smoker can light up can help people to _____.

Step 4 Write Your Own

Try writing an essay on your own. Provided below are some prompts to help you.

There are movements all over the world to prohibit smoking from buildings such as restaurants, bars, clubs, offices and other indoor spaces. People argue secondhand smoke is dangerous and that such laws protect public health. To what extent do you agree with this statement?

1. In England, the movement to _____ from all indoor public spaces _____.
2. People will _____ in bars, clubs, restaurants and workplaces.
3. I _____ with such measures and think _____ worldwide.
4. Smoking _____ . 5. There is _____ from decades _____ this. 6. Unfortunately, the damage from cigarettes is not _____.
7. The smoke _____ and is _____ by other people _____.
8. The division _____ areas in a restaurant, for example, does _____ from inhaling carcinogenic _____.
9. Even special ventilated areas in the workplace _____ since smoke _____ and clothing. 10. Once a smoker _____, those particles still _____ into other non-smoker's lungs.
11. Many people _____ in the restaurant or hospitality industry _____.
12. They might not be _____ in _____ to work. 13. Exposing them _____ from others is neither _____.
14. The cost of employees getting cancer or other diseases is _____ than the minuscule amount of business lost because a restaurant is _____.
15. Restaurants, bars and clubs are _____ for friends and _____.
16. Smoking bans there are a _____ that their _____.
17. This will encourage _____, or maybe even stop, smoking. 18. Cigarettes are a _____ and it is the duty of the _____ as much as possible. 19. _____ of places where _____ can help _____.

Model Answer

Read and compare the two model essays below. Pay attention to effective ways of presenting arguments for and against and sentence structures.

Type A

In England, the movement to ban smoking from all indoor public spaces has been successful. People will no longer be able to smoke in bars, clubs, restaurants and workplaces. I agree very strongly with such measures and think they should be implemented worldwide.

Smoking kills. There is irrefutable evidence from decades of research to support this. Unfortunately, the damage from cigarettes is not limited to smokers themselves. The smoke travels through the air and is breathed in by other people who choose not to smoke. The division between "smoking" and "non-smoking" areas in a restaurant, for example, does nothing to prevent other customers from inhaling carcinogenic second-hand smoke. Even special ventilated areas in the workplace for smokers are inadequate since smoke sticks to people's hair and clothing. Once a smoker leaves that area, those particles still find their way into other non-smokers' lungs.

Many people take jobs in the restaurant or hospitality industry in order to survive. They might not be as flexible as others in choosing a place to work. Exposing them to cancer causing smoke from others is neither fair, nor does it make economic sense. The cost of employees getting cancer or other diseases is far more expensive than the minuscule amount of business lost because a restaurant is smoke-free.

Restaurants, bars and clubs are common places for friends and acquaintances to meet. Smoking bans there are a signal to smokers that their habits are dirty and offensive. This will encourage smokers to reduce, or maybe even stop, smoking. Cigarettes are a terrible addiction and it is the duty of the government to discourage smoking as much as possible. Limiting the number of places where a smoker can light up can help people to quit.

(288 words)

Type B

Banning smoking in public places has been a controversial issue in the United States over the last few years. Fifteen states prohibit smoking in almost all public places including workplaces, restaurants, as well as pubs. I strongly believe that it is very wise to protect nonsmokers.

Everyone is aware of the fact that smoking tobacco products is harmful due to the ingredients that they contain. Tobacco smoke produces nearly 4,000 different chemicals, such as nicotine, tar, and carbon monoxide. All of these chemicals and others like benzene, ethanol, and ammonia are extremely harmful or carcinogenic. Smoking causes many types of disease such as lung cancer, heart disease, and respiratory infections.

What is worse, smoking not only harms the person who smokes, but also harms other people. Many studies show that secondhand smoking is as harmful as smoking itself, if not worse. When a person smokes in public places, non-smokers are left with no choice but to inhale hazardous chemicals.

Secondhand smoke causes nearly 3,400 lung cancer deaths and 46,000 heart disease deaths in adult nonsmokers each year in the United States alone. It is especially harmful to young children as well. Many children who are exposed to secondhand smoke suffer from illnesses such as respiratory tract infections and even sudden infant death syndrome.

In conclusion, smoking is so bad that the person smoking is destroying not only their own health, but also the health of others. People who choose to smoke have the right to make that decision. However, everyone else also has the right to live in a safe environment where they can lead healthy lives. Therefore, smoking should be banned in public places to protect other individuals.

(279 words)

Practice Test 2

Question

You should spend no more than 40 minutes on this task.

Biotechnology is becoming more and more advanced these days. Human cloning, genetic engineering and stem cell research should all be used to: a) improve the human body and mind; b) improve food crops and food animals and c) make our lives more comfortable.

To what extent do you agree or disagree?

Use examples from your own experience to support your answer.

You should write at least 250 words.

Step 1 Analysing the Question & Brainstorming

When asked to write an essay, analyse the question, paying careful attention to what is asked. Brainstorm some key words and phrases and use them to help you write your essay.

Analysing the Question

Topic

- Biotechnology is becoming more and more advanced these days. Human cloning, genetic engineering and stem cell research should all be used to: a) improve the human body and mind; b) improve food crops and food animals and c) make our lives more comfortable.

Key expressions

- To what extent do you agree or disagree?

Task

- Make a statement on human cloning, genetic engineering and stem cell research.
- Use examples from your own experience to support your answer.

Brainstorming

Arguments

- a weapon to fight aging
- can choose the best genes
- many goods like plastics, medicines, chemicals and food products will involve "bio-processing."

- lift restrictions on biomedical research
- give money to universities and primary schools
- encourage children to become scientists

Step 2 Planning the Essay

Plan out your essay by outlining the introductory, body, and concluding paragraphs.

Biotechnology is becoming more and more advanced these days. Human cloning, genetic engineering and stem cell research should all be used to: a) improve the human body and mind; b) improve food crops and food animals and c) make our lives more comfortable. To what extent do you agree or disagree?

Introduction: Start your essay by introducing the topic and providing general facts about it.

Introduction to the topic

1. scientific process, neither good nor evil
2. discoveries used by humans for good or evil
3. science is not perfect

Thesis statement

4. need to be cautious about advancements in biotechnology, need to give much freedom to researchers and scientists

Body: Write two to three paragraphs of similar length. Every paragraph should be devoted to an argument with justifications, examples, reasons, etc.

Arguments

5. human cloning is not practical
6. in the future, there will be no clones
7. techniques in human cloning → weapon to fight the ravages of aging
8. genetic research helps parents choose the best genes for their child
9. not be able to choose exactly how smart or good-looking a child will be
10. give their children the best chance in life from the very start
11. future production of many goods, like plastics, medicines, chemicals and food products, will involve “bio-processing”
12. tailored organisms like bacteria → genetically engineered → “bio-factories”
13. medicines produced for individuals, minimizing side effects and maximizing therapeutic value
14. organs for transplant will be bio-produced in hospitals with a patient’s own genetic material, eliminating any chance of rejection, obviating the need for immunosuppressant drugs

Conclusion: Restate the issue raised in the introduction and draw together the points made in the body.

Restating the issue and giving some final thoughts

15. need to lift all restrictions on biomedical research
16. money to universities for research, to primary schools
17. high-quality research depends on the growth of new talent → need to encourage young children from the beginning to become scientists and researchers

Step 3 Finalising the Essay

Complete the sentences below, using the information given.

Biotechnology is becoming more and more advanced these days. Human cloning, genetic engineering and stem cell research should all be used to: a) improve the human body and mind; b) improve food crops and food animals and c) make our lives more comfortable. To what extent do you agree or disagree?

Introduction

1. The _____ process, in and of itself, is _____ good nor evil.
2. The _____ made by science, though, are _____ by humans for good or evil.
3. Science is not _____ because people _____ are not perfect.
4. Given that, we should be very _____ about advancements in _____, but still give as much _____ as possible to _____ and scientists.

Body

5. Human cloning as portrayed in science _____ is not practical.
6. In the future, there will be no armies of _____.
7. The techniques used in human _____, however, might give us new _____ to fight the ravages of _____.
8. _____ research can also help parents _____ the best _____ for their child.
9. _____ in the movies, parents will probably not be able to _____ exactly _____ smart or good-looking a child will be.
10. Instead, parents will be sure they are giving their children the best _____ in life _____ the very _____.
11. Future _____ of many goods, like plastics, medicines, chemicals and food products, will _____ "bio-processing."
12. Specially tailored _____, like bacteria, will be genetically _____ to be "bio-factories" that _____ goods cheaply and efficiently.
13. _____ produced this way will be made for each specific _____, minimizing _____ and _____ therapeutic value.
14. Organs for _____ will also be _____ in hospitals with a patient's own _____ material, _____ any chance of rejection by the body and _____ the need for immunosuppressant drugs.

Conclusion

15. The government needs to lift all restrictions on _____ research.
16. Money should be given not only to universities for _____, but also to primary schools.
17. Continuous, high-quality research depends on the growth of new talent, and we need to _____ young children from the _____ to _____ scientists and researchers.

Step 4 Write Your Own

Try writing an essay on your own. Provided below are some prompts to help you.

Biotechnology is becoming more and more advanced these days. Human cloning, genetic engineering and stem cell research should all be used to: a) improve the human body and mind; b) improve food crops and food animals and c) make our lives more comfortable. To what extent do you agree or disagree?

1. The scientific process, in and of itself, is _____ . 2. The discoveries made by science, though, are _____ . 3. Science is not perfect because _____ . 4. Given that, we should be _____ in biotechnology, but still give as _____ and scientists.
5. Human cloning as portrayed _____ . 6. In the future, there will be _____ . 7. The techniques used in human cloning, however, might _____ to fight _____ . 8. Genetic research can also _____ for their child. 9. Unlike in the movies, parents will probably _____ exactly how _____ . 10. Instead, parents will be _____ in life _____ .
11. Future _____, like plastics, medicines, chemicals and food products, will _____ "bio-processing." 12. Specially tailored organisms, like bacteria, will be "bio-factories" that _____ and efficiently.
13. Medicines produced this way will be _____ and maximizing therapeutic value. 14. Organs for transplant will also be bio-produced in hospitals with a patient's own genetic material, _____ by the body and _____ immunosuppressant drugs.
15. The government _____ on biomedical research. 16. Money should be given _____, but also _____. 17. Continuous, high-quality research _____, and we need to _____ from the beginning to _____.

Model Answer

Read and compare the two model essays below. Pay attention to effective ways of presenting arguments for and against and sentence structures.

Type A

The scientific process, in and of itself, is neither good nor evil. The discoveries made by science, though, are used by humans for good or evil. Science is not perfect because people themselves are not perfect. Given that, we should be very cautious about advancements in biotechnology, but still give as much freedom as possible to researchers and scientists.

Human cloning as portrayed in science fiction is not practical. In the future, there will be no armies of clones. The techniques used in human cloning, however, might give us new weapons to fight the

ravages of aging. Genetic research can also help parents choose the best genes for their child. Unlike in the movies, parents will probably not be able to choose exactly how smart or good-looking a child will be. Instead, parents will be sure they are giving their children the best chance in life from the very start.

Future production of many goods, like plastics, medicines, chemicals and food products, will involve "bio-processing." Specially tailored organisms, like bacteria, will be genetically engineered to be "bio-factories" that produce goods cheaply and efficiently. Medicines produced this way will be made for each specific individual, minimizing side effects and maximizing therapeutic value. Organs for transplant will also be bio-produced in hospitals with a patient's own genetic material, eliminating any chance of rejection by the body and obviating the need for immunosuppressant drugs.

The government needs to lift all restrictions on biomedical research. Money should be given not only to universities for research, but also to primary schools. Continuous, high-quality research depends on the growth of new talent, and we need to encourage young children from the beginning to become scientists and researchers.

(281 words)

Type B

We are very fortunate to be living in a world with advanced science. Biotechnology allows people to pursue a better life in terms of living conditions and medical treatments. Genetically engineered food sounded like a dream just two decades ago but now people might consume genetically engineered products without even noticing it. Fresher and healthier vegetables might be provided at our dining table due to the hard work of scientists.

Dr. Hwang W. Seok and his science team at Seoul National University succeeded in cloning a dog. This means a lot to mankind because dogs are physiologically similar to humans, and scientists might be able to find cures for diseases. However, this is controversial.

There are various arguments against all types of cloning, especially human cloning, which range from scientific issues to religious objections. From the scientific point of view, cloning takes too much effort and money to produce successful results. Besides, cloned animals do not live as long as naturally reproduced animals. It is also much easier and cheaper to reproduce in a natural way. People might also object to cloning for religious reasons.

Not everyone may agree with me, but I feel very strongly against cloning because of my beliefs. Humans should not create living things through cloning because tampering with Mother Nature is not natural. The idea of cloned meat on my dining table is quite creepy. Even some scientists argue against cloning based on principle. We must ask ourselves if it is really ethical to clone animals or humans.

(253 words)

Practice Test 3

Question

You should spend no more than 40 minutes on this task.

More and more people these days choose to immigrate to other countries to live, to work and to study. They claim this is the best way to advance their careers and their lives.

To what extent do you agree with this?

Use examples from your own experience to support your answer.

You should write at least 250 words.

Step 1 Analysing the Question & Brainstorming

When asked to write an essay, analyse the question, paying careful attention to what is asked. Brainstorm some key words and phrases and use them to help you write your essay.

Analysing the Question

Topic

- More and more people these days choose to immigrate to other countries to live, to work and to study. They claim this is the best way to advance their careers and their lives.

Key expressions

- To what extent do you agree with this?

Task

- Make a statement on immigration to other countries.

- Use examples from your own experience to support your answer.

Brainstorming

Immigrants' challenges

- language barrier: communication, reading written material, filling out forms
- discrimination: treated differently

Reasons for immigration

- offer many opportunities
- becoming part of an international network → help their careers and their social life

Conclusion

- not the best idea for everyone

Step 2 Planning the Essay

Plan out your essay by outlining the introductory, body, and concluding paragraphs.

More and more people these days choose to immigrate to other countries to live, to work and to study. They claim this is the best way to advance their careers and their lives. To what extent do you agree with this?

Introduction: Start your essay by introducing the topic and providing general facts about it.

Introduction to the topic

1. most people choose to live and work in the country where they were born
2. more and more people choose to immigrate to other countries
3. young people study abroad to experience another culture
4. other people move to a foreign country to start a new life

Thesis statement

5. living in a different country presents many challenges, not the best option for everyone

Body: Write two to three paragraphs of similar length. Every paragraph should be devoted to an argument with justifications, examples, reasons, etc.

Immigrants' challenges

6. the greatest challenge: language barrier
7. basic communication with other people can be frustrating
8. reading written material and filling out forms can be difficult
9. if a person does not learn the foreign language, life will be harder for them
10. discrimination can also be a problem
11. Vietnam, one of the most homogenous countries in the world
12. treated differently based on their "Asian" appearance
13. people who cannot overcome new challenges might become depressed or pessimistic

Reasons for immigration

14. going abroad offers many opportunities
15. the best universities, located in several different countries
16. students are exposed to new ideas and ways of doing business
17. part of an international network: help their careers and their social life
18. take advantage of economic opportunities, work hard → successful
19. hard work: help children to succeed in their new home

Conclusion: Restate the issue raised in the introduction and draw together the points made in the body.

Restating the issue and giving some final thoughts

20. moving to a foreign country, not the best idea for everyone
21. some people: might not have the language ability or work ethic to succeed in a country not of their birth
22. for those who are strong, going abroad can open up many doors in education and business

Step 3 Finalising the Essay

Complete the sentences below, using the information given.

More and more people these days choose to immigrate to other countries to live, to work and to study. They claim this is the best way to advance their careers and their lives. To what extent do you agree with this?

Introduction

1. _____ in the world choose to live and work in the country where they were born.
2. More and more people, though, now choose to _____ to other _____ for a variety of _____.
3. Young people who want to _____ another culture study _____ for a few years.
4. Other people _____ to a _____ country to _____ a new life.
5. Living in a different country, especially where they _____ a different language, presents many _____ and is not the best option for _____.

Body

6. The greatest _____ of living abroad is the _____ barrier.
7. Basic _____ with other people can be _____, especially if the native, fluent speaker is _____.
8. Reading written material and filling out forms can be _____ without _____.
9. If a person who _____ does not learn the _____ quickly, life will be much harder for them.
10. Discrimination can also be a _____.
11. Vietnam is one of the most _____ countries in the world.
12. When Vietnamese people go _____, they might be _____ to discover the many ways they are _____ differently based on their "Asian" _____.
13. People who cannot _____ these new challenges might become depressed or too _____.
14. On the other hand, going _____ offers many _____.
15. The best universities in the world are _____ in several _____.
16. Students are _____ to new ideas and ways of doing _____ when they study _____.
17. They also become part of an international _____ that can help their _____ and their social life.
18. A family that takes _____ of economic _____ and works hard can become very successful.
19. This hard work also helps the children and _____ generations to _____ in their new home.

Conclusion

20. Moving to a _____ country is not the _____ idea for _____.
21. Some people do not have the language _____ or work _____ to succeed in a country not of their birth.
22. For those who are strong enough, though, going _____ can _____ up many doors in education and business.

Step 4 Write Your Own

Try writing an essay on your own. Provided below are some prompts to help you.

More and more people these days choose to immigrate to other countries to live, to work and to study. They claim this is the best way to advance their careers and their lives. To what extent do you agree with this?

1. Most people in the world choose to live and work in the country where they were born.
2. More and more people, though, now choose to immigrate _____.
3. Young people _____.
4. Other people _____.
5. Living in a different country, _____.
6. The greatest challenge of living abroad is _____.
7. Basic communication _____.
8. Reading written material and filling out forms can be difficult without help.
9. If a person who emigrates _____.
10. Discrimination can also be a problem.
11. Vietnam is _____.
12. When Vietnamese people go abroad, _____.
13. People who cannot overcome these new challenges might become _____.
14. On the other hand, _____.
15. The best universities in the world _____.
16. Students are exposed to new ideas and ways of doing business when they study abroad.
17. They _____.
18. _____ can become very successful.
19. This hard work also helps the children and future generations to succeed in their new home.
20. Moving to a foreign country is _____.
21. Some people _____.
22. _____, going abroad can open up many doors in education and business.

Model Answer

Read and compare the two model essays below. Pay attention to effective ways of presenting arguments for and against and sentence structures.

Type A

Most people in the world choose to live and work in the country where they were born. More and more people, though, now choose to immigrate to other countries for a variety of reasons. Young people who want to experience another culture study abroad for a few years. Other people move to a foreign country to start a new life. Living in a different country, especially where they speak a different language, presents many challenges and is not the best option for everyone.

The greatest challenge of living abroad is the language barrier. Basic communication with other people can be frustrating, especially if the native, fluent speaker is impatient. Reading written material and filling out forms can be difficult without help. If a person who emigrates does not learn the foreign language quickly, life will be much harder for them. Discrimination can also be a problem. Vietnam is one of the most homogenous countries in the world. When Vietnamese people go abroad, they might be shocked to discover the many ways they are treated differently based on their "Asian" appearance. People who cannot overcome these new challenges might become depressed or too pessimistic.

On the other hand, going abroad offers many opportunities. The best universities in the world are located in several different countries. Students are exposed to new ideas and ways of doing business when they study abroad. They also become part of an international network that can help their careers and their social life. A family that takes advantage of economic opportunities and works hard can become very successful. This hard work also helps the children and future generations to succeed in their new home.

Moving to a foreign country is not the best idea for everyone. Some people do not have the language ability or work ethic to succeed in a country not of their birth. For those who are strong enough, though, going abroad can open up many doors in education and business.

(327 words)

Type B

These days, there are more and more people immigrating to other countries. A majority of those who immigrate are seeking a better life. I myself have lived abroad in many different countries for many years, but I strongly believe that living abroad is not the best way for everyone.

Going abroad to developed countries opens up many doors to anyone who sets goals and works hard. There are more opportunities to get a better paying job with better benefits. Employers provide much better working conditions and the pay is usually much better compared to one's own country. Developed countries, like America or England, also offer better environment for children, which includes better education systems, better school facilities, and better laws to protect young ones. Those who stay abroad to study for a short period of time take advantage of the developed countries' advanced education opportunities. After staying in foreign countries as "international students", they are more likely to get a better job when they go back. Whatever the reason is, the common factor here is that they are all seeking more opportunities.

However, not everyone succeeds in living abroad. Some people do not adjust well into the host society for different reasons: the cultural differences as well as the language barrier. Due to those reasons, many immigrants always live as the "minority," and sometimes even face discrimination. The first generation of immigrants face huge disadvantages, which can cause financial losses.

Immigrating to a foreign country to live, to work or to study is not as easy as everyone thinks. If someone goes abroad with absurd ideas, they will be left with unprofitable results. In order to get the best out of going abroad, one must learn to adapt to differences between two cultures. Although everyone is different in their own ways, if he or she is not willing to accept new things, going abroad is not the best way for them to achieve better things in life.

(327 words)

Chapter 4

Your Opinion

In the IELTS Writing test, you may also be given some questions such as “What is your opinion on this?”, “What factors are important in your ~?”, “What do you think are the causes of this?”, “What solutions can you suggest?”, “Discuss both these views and give your own opinion.”, “Which do you consider to be the major influence?”

Points to consider

In general, these essay titles may be grouped as “opinion essays” and can be organised in this way:

The introduction consists of two parts:

- a. It should include a few general statements about the subject to provide a background to your essay and to attract the reader’s attention.
- b. It should also include a thesis statement of the topic and/or indication of how the topic is going to be tackled in order to specifically address the question.

The body consists of two or more paragraphs of ideas and arguments. Each paragraph develops a subdivision of the arguments with justifications or examples. The paragraphs should be linked with appropriate connectors in order to achieve coherence and cohesion. The purpose of the essay must be made clear, and the reader must be able to follow its development.

The conclusion includes your final points. It should recall the issues raised in the introduction, draw together the points made in the body and explain the overall significance of the conclusion. It should clearly signal to the reader that the essay is finished and leave a clear impression that the purpose of the essay has been achieved.

Sample Question

You should spend no more than 40 minutes on this task.

Sometimes a country feels like they must choose between protecting the environment and encouraging economic development.

What is your opinion on the matter?

Use examples from your own experience to support your answer.

You should write at least 250 words.

Warm-up

Brainstorming

Below are some typical outlines for some specific essay titles.

Case 01 Your opinion on online gaming

Question: What is your opinion on the increase in online gaming?

Introduction	
Introduction to the topic and background information	I think online gaming can be fun but if it is done too much, it can be dangerous.
Thesis statement	People can become addicted and lose interest in the real world.
Body	
First argument	Children need to balance between playing outside and playing on the computer.
Reason	Kids might lose vital social skills if they don't interact with others.
Second argument	Online gaming can be another source of entertainment.
Reason	Like watching TV, playing computer games too much can be detrimental.
Conclusion	
Restating your idea	In the end, kids need to play with others in order to develop their minds.
Giving some final thoughts	Parents need to make sure their kids don't become addicted to online gaming.

Case 02 Your opinion on limiting Internet access speeds

Question: The government wants to limit Internet access speeds based on what a user pays. What do you think?

Introduction	
Showing your personal viewpoint	I think that restricting Internet use in such a way would be terrible for the economy.

General argument	There needs to be a policy of net neutrality, meaning everyone has equal access to the Internet.
Body	
First argument "against"	Otherwise, not having net neutrality will divide the Internet into two unequal access areas.
Reason	It will cost businesses more money to get the same kind of Internet access speeds they have now.
Second argument "against"	People without access to the faster speeds will be unable to purchase services and goods as easily.
Reason	Eventually, the Internet will cease to be a source of business innovation.
Conclusion	
Restating your idea	The government should encourage a free market regarding Internet access.
Giving some final thoughts	Everyone has a right to the free and unrestricted flow of information.

Practice Test 1

Question

You should spend no more than 40 minutes on this task.

Many countries, mainly the USA and Russia, are building the International Space Station. The total cost for the project is estimated to be about US\$130,000,000,000. Some people argue that money for the whole space program would be better spent on social programs or tax cuts. What is your opinion?

Use examples from your own experience to support your answer.

You should write at least 250 words.

Step 1 Analysing the Question & Brainstorming

When asked to write an essay, analyse the question, paying careful attention to what is asked. Brainstorm some key words and phrases and use them to help you write your essay.

Analysing the Question

Topic

- Many countries, mainly the USA and Russia, are building the International Space Station. The total cost for the project is estimated to be about US\$130,000,000,000. Some people argue that money for the whole space programme would be better spent on social programmes or tax cuts.

Key expressions

- What is your opinion?

Task

- Express an opinion about money for the space programme.
- Use examples from your own experience to support your answer.

Brainstorming

Negative and positive points of the space programmes

- space programme: expensive
- space technology provides new goods for the civilian sector / helps us understand our planet

Solutions

- unmanned mission
- money for manned mission → social programmes, tax cuts

Step 2 Planning the Essay

Plan out your essay by outlining the introductory, body, and concluding paragraphs.

Many countries, mainly the USA and Russia, are building the International Space Station. The total cost for the project is estimated to be about US\$130,000,000,000. Some people argue that money for the whole space program would be better spent on social programs or tax cuts. What is your opinion?

Introduction: Start your essay by introducing the topic and showing your personal viewpoint.

Introduction to the topic and background information

1. seeing Earth from space, astronauts on the moon → inspiring
2. shows how creative and ingenious people are

Thesis statement

3. careful about how much money we spend on the space programme

Body: Write two to three paragraphs of similar length. Every paragraph should be devoted to an argument with justifications, examples, reasons, etc.

Negative and positive points of the space programmes

4. manned exploration of space → not useful
5. sending human beings into outer space → complicated and expensive
6. everything can be done better with unmanned probes and vehicles
7. already have sent probes to study our own Earth, planets and the sun
8. dangerous to encourage countries to have their own space programmes
9. technology in rocket systems is the same technology for missiles
10. China will research "space" technology when they are improving their nuclear missile and military capabilities
11. unmanned missions should be led by international organisations
12. some benefits from funding space programmes
13. space technology provides new goods for the civilian sector
14. exploring the solar system helps us understand our place
15. helps us know our surroundings

Conclusion: Restate the issue raised in the introduction and draw together the points made in the body.

Restating the issue and giving some final thoughts

16. satellites: the communication and security benefits
17. money for all manned space missions should be diverted into other social programmes or tax cuts
18. it is a waste of money to send humans into space

Step 3 Finalising the Essay

Complete the sentences below, using the information given.

Many countries, mainly the USA and Russia, are building the International Space Station. The total cost for the project is estimated to be about US\$130,000,000,000. Some people argue that money for the whole space program would be better spent on social programs or tax cuts. What is your opinion?

Introduction

1. Images of the Earth from _____, or of _____ on the moon, are very _____.
2. They show how _____ and ingenious our _____ scientists and engineers are.
3. I think we should be very _____, though, about how much money we spend on the space programme.

Body

4. _____ exploration of space is not very _____.
5. It is very _____, and expensive, to send human beings into outer _____.
6. Everything done by _____ in space can be done better with _____ probes and vehicles.
7. We have already _____ probes to _____ our own Earth, faraway _____ and even the sun.
8. _____, it is also dangerous to encourage countries to have their own space programmes.
9. The same technology used in rocket systems is the same exact technology _____ for missiles.
10. Emerging powers, like China, will often _____ "space" technology, when they are actually _____ their nuclear missile and military _____.
11. Unmanned missions to _____ outer space should be led and _____ by _____ organisations and not national governments.
12. There are some _____ from _____ space programmes.
13. Research into space _____ has _____ new goods for the civilian sector.
14. Exploring our own _____ helps us _____ our place in the universe.
15. Even though human beings will never live on any other planets or ever _____ to other stars, it is important to _____ our surroundings.

Conclusion

16. Maintaining and _____ satellites into space are _____ because of the _____ and security benefits they bring.
17. However, I think money for all _____ space missions should be _____ into other _____ programmes or tax cuts.
18. It is a _____ of money to _____ humans into space.

Step 4 Write Your Own

Try writing an essay on your own. Provided below are some prompts to help you.

Many countries, mainly the USA and Russia, are building the International Space Station. The total cost for the project is estimated to be about US\$130,000,000,000. Some people argue that money for the whole space program would be better spent on social programs or tax cuts. What is your opinion?

1. Images of the Earth from space, or of astronauts on the moon, are very inspiring. 2. They show _____ . 3. I think we should _____ .
4. Manned exploration of space is _____ . 5. It is _____ . 6. Everything done by humans in space can _____ . 7. We have already sent probes to study our own Earth, faraway planets and even the sun.
8. In general, it is _____ .
9. The same technology used in rocket systems is _____ .
10. _____ , when they are actually improving their nuclear missile and military capabilities. 11. _____ by international organisations and not national governments.
12. There are some benefits _____ . 13. Research into _____ . 14. Exploring our own solar system helps _____ . 15. Even though human _____ .
16. Maintaining and launching satellites into space are beneficial because of the communication and security benefits they bring. 17. However, I think money for all manned space missions should _____ .

Model Answer

Read and compare the two model essays below. Pay attention to effective ways of presenting arguments for and against and sentence structures.

Type A

Images of the Earth from space, or of astronauts on the moon, are very inspiring. They show how creative and ingenious our planet's scientists and engineers are. I think we should be very careful, though, about how much money we spend on the space programme.

Manned exploration of space is not very useful. It is very complicated, and expensive, to send human beings into outer space. Everything done by humans in space can be done better with unmanned probes and vehicles. We have already sent probes to study our own Earth, faraway planets and even the sun.

In general, it is also dangerous to encourage countries to have their own space programmes. The same technology used in rocket systems is the same exact technology used for missiles. Emerging powers, like China, will often research “space” technology, when they are actually improving their nuclear missile and military capabilities. Unmanned missions to explore outer space should be led and funded by international organisations and not national governments.

There are some benefits from funding space programmes. Research into space technology has provided new goods for the civilian sector. Exploring our own solar system helps us understand our place in the universe. Even though human beings will never live on any other planets or ever travel to other stars, it is important to know our surroundings.

Maintaining and launching satellites into space are beneficial because of the communication and security benefits they bring. However, I think money for all manned space missions should be diverted into other social programmes or tax cuts. It is a waste of money to send humans into space.

(270 words)

Type B

The development of technology in science has made many things possible for us. It has allowed us to explore the unknown world of space, which has brought tremendous benefits to mankind. The International Space Station Project has been a controversial issue due to the cost of building and maintaining it. Some people claim that the money for the project could be spent on better things such as social programmes or tax cuts. I believe that the International Space Station has brought us many benefits, but we must make right decisions on how to pay for the cost.

One of the main benefits of the International Space Station will be medical advancement. Scientists believe that a special kind of protein cells grow bigger and purer in orbit than it might on Earth. This will help mankind to cure diseases. In addition, astronauts who are aboard can monitor changes that occur in the ozone layer and in the atmosphere to better understand what is happening to our planet.

Despite of all the advantages that the station might bring us, there are some factors that we must consider. The amount of money that has been and will be spent on this project is extremely large. The project might seem worth every bit, but that’s not the exact truth. NASA and other space agencies are most likely to abandon it if it malfunctions. This great amount of money is at risk of being wasted if it can be used in better ways. That is why building the International Space Station has been a controversial issue.

In conclusion, there are some benefits and opportunities from the station. However, we should carefully examine whether it is worth investing such a large sum of money when we have more urgent issues to solve such as helping less fortunate people, providing better education, and making the world a better place for everyone. After all, the money is provided by all hard working citizens.

(325 words)

Practice Test 2

Question

You should spend no more than 40 minutes on this task.

Education is one of the basic necessities of life. Some believe that the government should provide education to its citizens at no cost. Others say that government funding and oversight of schools is detrimental to education.

Do you believe that the government should be involved in education?

Use examples from your own experience to support your answer.

You should write at least 250 words.

Step 1 Analysing the Question & Brainstorming

When asked to write an essay, analyse the question, paying careful attention to what is asked. Brainstorm some key words and phrases and use them to help you write your essay.

Analysing the Question

Topic

- Education is one of the basic necessities of life. Some believe that the government should provide education to its citizens at no cost. Others say that government funding and oversight of schools is detrimental to education.

Key expressions

- Do you believe that the government should be involved in education?

Task

- Make a statement on the government's involvement in education.
- Use examples from your own experience to support your answer.

Brainstorming

Arguments for funding schools

- government provides money → more people get an education
- specialised education → innovative → prosper

Arguments against funding schools

- regulation → inefficiency → harms students

Solutions

- balance between government-funded education and private schools

Step 2 Planning the Essay

Plan out your essay by outlining the introductory, body, and concluding paragraphs.

Education is one of the basic necessities of life. Some believe that the government should provide education to its citizens at no cost. Others say that government funding and oversight of schools is detrimental to education. Do you believe that the government should be involved in education?

Introduction: Start your essay by introducing the topic and showing your personal viewpoint.

Introduction to the topic

1. education: chance to succeed in life
2. school gives basic knowledge and skills, where people meet most of their friends
3. friends → a network where people can support and help each other socially and in business
4. people want the government to provide education for all its citizens

Thesis statement

5. advantages and disadvantages to this approach

Body: Write two to three paragraphs of similar length. Every paragraph should be devoted to an argument with justifications, examples, reasons, etc.

Arguments for funding schools

6. government gives money to schools → more people get an education
7. important in developing countries
8. the more people go to school, the more money they can make
9. government provides money for tuition → people can get a specialised education
10. education: innovative → helps the country prosper and compete in the global economy

Arguments against funding schools

11. providing money → controlling the school
12. succumb to government regulation, or else have their money taken away
13. regulation makes schools inefficient
14. local control → schools work best
15. inefficiency harms students
16. discourages them from learning education → affects the economy

Conclusion: Restate the issue raised in the introduction and draw together the points made in the body.

Restating the issue and giving some final thoughts

17. if governments fund schools → provide education to many people
18. if parents dissatisfied with the curriculum → seek alternatives to those public schools
19. home school, private schools where there is less government control
20. balance between government-funded education and private schools

Step 3 Finalising the Essay

Complete the sentences below, using the information given.

Education is one of the basic necessities of life. Some believe that the government should provide education to its citizens at no cost. Others say that government funding and oversight of schools is detrimental to education. Do you believe that the government should be involved in education?

Introduction

1. There is no _____ that education gives people a _____ to succeed in life.
2. Going to school not only gives people basic _____ and skills, it is also where people meet most of their _____ in life.

3. These friends _____ a network where people can _____ and help each other socially and in business.
4. Since education is so _____, people want the government to _____ education for all its _____.
5. There are both advantages and disadvantages to this approach.

Body

6. When the government gives money to schools, more people are able to get an _____.
7. This is especially _____ in poor and _____ countries.
8. The more people go to school, the more money they can _____, raising living _____ for everyone.
9. When the government _____ money for university _____, a greater _____ of people can get a _____ education.
10. Citizens need that kind of _____ to be innovative and that _____ helps the country prosper and _____ in the global economy.
11. However, when the government _____ money, this means they also _____ the school.
12. The school must _____ to government _____ or else have their money _____ away.
13. This regulation makes schools _____.
14. Schools _____ best when there is local _____, rather _____ control from an educational bureaucracy far away.
15. This inefficiency _____ students.
16. It might discourage them from _____ or seeking more education, which _____ the economy as a _____.

Conclusion

17. _____ can provide _____ to many people if they _____ schools.
18. People sometimes seek _____ to those _____ schools though.
19. Parents _____ with the curriculum there can _____ school their kids or send them to private schools, where there is less government _____.
20. There should be a _____ between government-funded education and _____ schools.

Step 4 Write Your Own

Try writing an essay on your own. Provided below are some prompts to help you.

Education is one of the basic necessities of life. Some believe that the government should provide education to its citizens at no cost. Others say that government funding and oversight of schools is detrimental to education. Do you believe that the government should be involved in education?

1. There is no doubt that education gives _____ . 2. Going to school not only _____ . 3. These friends form _____ . 4. Since education is _____ . 5. There are both advantages and disadvantages to this approach.
6. When the government gives money to schools, _____ . 7. This is especially important in _____ . 8. The more people go to school, the more _____ . 9. When the government provides money _____ . 10. Citizens need _____ .
11. However, when the government provides money, this means they _____ . 12. The school must _____ . 13. This regulation makes schools _____ . 14. _____ , rather than control from an educational bureaucracy far away. 15. This inefficiency harms students. 16. It might _____ .
17. Governments can _____ . 18. People sometimes _____ . 19. Parents dissatisfied with the curriculum there can home school their kids or send them to private schools, _____ . 20. There should be a balance between _____ .

Model Answer

Read and compare the two model essays below. Pay attention to effective ways of presenting arguments for and against and sentence structures.

Type A

There is no doubt that education gives people a chance to succeed in life. Going to school not only gives people basic knowledge and skills, it is also where people meet most of their friends in life. These friends form a network where people can support and help each other socially and in business. Since education is so important, people want the government to provide education for all its citizens. There are both advantages and disadvantages to this approach.

When the government gives money to schools, more people are able to get an education. This is especially important in poor and developing countries. The more people go to school, the more money they can make, raising living standards for everyone. When the government provides money for university tuition, a greater number of people can get a specialised education. Citizens need that kind of education to be innovative and that innovation helps the country prosper and compete in the global economy.

However, when the government provides money, this means they also control the school. The school must succumb to government regulation or else have their money taken away. This

regulation makes schools inefficient. Schools work best when there is local control, rather than control from an educational bureaucracy far away. This inefficiency harms students. It might discourage them from learning or seeking more education, which affects the economy as a whole.

Governments can provide education to many people if they fund schools. People sometimes seek alternatives to those public schools though. Parents dissatisfied with the curriculum there can home school their kids or send them to private schools, where there is less government control. There should be a balance between government-funded education and private schools.

(284 words)

Type B

Education is certainly one of the most important necessities of life. Without it, people cannot do their best in life. The whole of society benefits when everyone is educated to at least a minimum standard. In this sense, the government is obligated to provide education as a free and universal public good. There are some valid arguments against government involvement in education, though. Different positions have to be examined in order to determine what is best for the next generation of students.

Educating a populace is very expensive. The physical infrastructure necessary for education, such as the school buildings themselves, electricity, water, sanitation, and transport links, is all to ensure the best quality education. Many schools in developing countries lack one or all of them, making education a difficult and arduous task and not conducive to good learning. The government has the power to raise money and direct it to creating the infrastructure required for sustained learning. Government money also needs to be used for buying supplies, such as desks and books, and for paying teacher's salaries. It would be difficult for a local entity to raise money on its own for all those requirements.

On the other hand, local school districts might have their own standards regarding education. If they accept money from the government, they might be forced to educate their children in ways that are distasteful to them. There are only a limited number of sources that can give large and continuous amounts of money. Those sources include religious organisations and private corporations. That money also comes with many restrictions, however, which may affect the quality of education.

In the end, it might be best for the government to fund schools. In an ideal world, a government will represent all the people it serves. However, the government should not place onerous restrictions on schools and teachers.

(309 words)

Practice Test 3

Question

You should spend no more than 40 minutes on this task.

Sometimes a country feels like they must choose between protecting the environment and encouraging economic development.

What is your opinion on the matter?

Use examples from your own experience to support your answer.

You should write at least 250 words.

Step 1 Analysing the Question & Brainstorming

When asked to write an essay, analyse the question, paying careful attention to what is asked. Brainstorm some key words and phrases and use them to help you write your essay.

Analysing the Question

Topic

- Sometimes a country feels like they must choose between protecting the environment and encouraging economic development.

Key expressions

- What is your opinion on the matter?

Task

- Make a statement on the choice between protecting the environment and encouraging economic development.
- Use examples from your own experience to support your answer.

Brainstorming

Introduction

- when governments develop the economy, there are a number of choices
- seems like a choice between economy and environment

Body

- governments, important actors in economic development
- health of people and environment: important for economy

Conclusion

- health is wealth
- potential to create new business and wealth through hard work

Step 2 Planning the Essay

Plan out your essay by outlining the introductory, body, and concluding paragraphs.

Sometimes a country feels like they must choose between protecting the environment and encouraging economic development. What is your opinion on the matter?

Introduction: Start your essay by introducing the topic and showing your personal viewpoint.

Introduction to the topic

1. industrialised countries: high standards of living
2. developing countries desire to have such a life
3. faced with a number of choices
4. developing the economy vs. preserving the environment

Thesis statement

5. not always black and white

Body: Write two to three paragraphs of similar length. Every paragraph should be devoted to an argument with justifications, examples, reasons, etc.

Arguments

6. governments: important actors in a developing economy
7. provide start-up money, give approval for new factories
8. approval process: a source of conflict
9. for example: a hydroelectric dam vs. a clean river, clean air, healthy people
10. jobs and electricity vs. health of the environment

Justifications

11. sick people cannot work
12. a person without access to clean air, water, and food → less productive
13. pristine nature areas: important for the mental health of workers
14. in an undeveloped economy, the health of the labor force: important assets
15. not usually stark
16. ways to minimise the environmental impact of dams and factories
17. finding creative solutions to provide energy or employment, finding money from organisations willing to fund such projects

Conclusion: Restate the issue raised in the introduction and draw together the points made in the body.

Restating the issue and giving some final thoughts

18. "Health is wealth"
19. developing countries: have the potential to create new business opportunities and wealth through hard work
20. true development can happen → healthy bodies and environment

Step 3 Finalising the Essay

Complete the sentences below, using the information given.

Sometimes a country feels like they must choose between protecting the environment and encouraging economic development. What is your opinion on the matter?

Introduction

1. Industrialised countries are _____ throughout the world for their high _____ of living.
2. The citizens of _____ countries are _____ to this lifestyle through television and movies and often desire to _____ such a life for _____ and their families.

3. When governments try to _____ a nation's economy, they are _____ with a number of _____.
4. Sometimes it seems they have to _____ between _____ the economy and preserving the _____.
5. Such decisions, however, are not always so _____ and _____.

Body

6. Governments are very _____ actors in a _____ economy.
7. These governments _____ provide _____ money, but also give _____ for new factories, power plants, and other infrastructure.
8. This _____ process is often a _____ of conflict.
9. For example, if a government wants to _____ a hydroelectric dam to provide more power, they might _____ a pristine river or lake habitat; or the approval of a factory might pollute the air and _____ people.
10. Clearly, the government needs to _____ jobs and electricity to _____ people's living standards, but the government should _____ that the health of the environment, and of the population, is absolutely _____ to a growing economy.
11. _____ people cannot work.
12. Also, a person without _____ to clean air, water, and food is less _____.
13. Access to pristine nature areas is also _____ for the mental health of workers, especially in rural _____.
14. In an _____ economy where the population is _____, or is undereducated, the health of the labor _____ is one of the country's most important _____.
15. The examples _____ above are not actually so _____.
16. With its resources, the government can _____ ways to _____ the environmental _____ of dams and factories.
17. In a globalised world, they can also find _____ solutions to provide energy or _____ for their population and, most importantly, they can find money from _____ willing to fund such projects.

Conclusion

18. The _____, "Health is wealth," is especially _____ for developing economies.
19. They may not have as much money and education as _____ countries, but their populations still have the _____ to create new business opportunities and _____ through hard _____.
20. This can only _____ though, if their bodies and their environment are _____.

Step 4 Write Your Own

Try writing an essay on your own. Provided below are some prompts to help you.

Sometimes a country feels like they must choose between protecting the environment and encouraging economic development. What is your opinion on the matter?

1. Industrialised countries are _____ .

2. The citizens of developing countries are _____ .

3. When governments try to develop a nation's economy, _____ .

4. Sometimes it seems _____ .

5. Such decisions, however, are not always so black and white.

6. Governments are _____ .

7. These governments not only provide _____ .

8. This approval process is _____ .

9. _____ .

10. Clearly, the government needs to _____ .

11. Sick people cannot work. 12. Also, a person without _____ .

13. Access to pristine nature areas is _____ .

14. In an undeveloped economy _____ .

15. The examples stated above are not actually so stark. 16. With its resources, the government can _____ .

17. In a globalised world, they can also find creative solutions to _____ .

18. The saying, "Health is wealth," is especially true for developing economies. 19. They may _____ .

20. _____ , if their bodies and their environment are healthy.

Model Answer

Read and compare the two model essays below. Pay attention to effective ways of presenting arguments for and against and sentence structures.

Type A

Industrialised countries are envied throughout the world for their high standards of living. The citizens of developing countries are exposed to this lifestyle through television and movies and often desire to have such a life for themselves and their families. When governments try to develop a nation's economy, they are faced with a number of choices. Sometimes it seems they have to choose between developing the economy and preserving the environment. Such decisions, however, are not always so black and white.

Governments are very important actors in a developing economy. These governments not only provide start-up money, but also give approval for new factories, power plants, and other infrastructure. This approval process is often a source of conflict. For example, if a government wants to approve a hydroelectric dam to provide more power, they might destroy

a pristine river or lake habitat; or the approval of a factory might pollute the air and sicken people. Clearly, the government needs to provide jobs and electricity to improve people's living standards, but the government should understand that the health of the environment, and of the population, is absolutely essential to a growing economy.

Sick people cannot work. Also, a person without access to clean air, water, and food is less productive. Access to pristine nature areas is also important for the mental health of workers, especially in rural areas. In an undeveloped economy where the population is small, or is undereducated, the health of the labor force is one of the country's most important assets. The examples stated above are not actually so stark. With its resources, the government can find ways to minimise the environmental impact of dams and factories. In a globalised world, they can also find creative solutions to provide energy or employment for their population and, most importantly, they can find money from organisations willing to fund such projects.

The saying, "Health is wealth," is especially true for developing economies. They may not have as much money and education as industrialised countries, but their populations still have the potential to create new business opportunities and wealth through hard work. This can only happen though, if their bodies and their environment are healthy.

(364 words)

Type B

Sometimes the government of a country faces a difficult decision between protecting the environment and encouraging economic development. We can benefit from both, although we must be careful when we make a decision.

The main advantage of encouraging economic development is that, there will be more housing. The housing situation has been a very difficult task to deal with because of the difference between the land available and the population. As a result, the government deforests mountains to make new cities. Developing new cities offers advantages such as providing more businesses in the area for the convenience of citizens, which means there are more jobs available for them as well.

However, such actions are extremely hazardous to our natural environment. Deforestation takes away habitats for many animals, which ruins the ecosystem. When the ecosystem is greatly disturbed, not only do animals suffer or die, but people will also be affected. Fewer forests means more cities, therefore it means more pollution which leads to global warming. Slowly, but surely, we will suffer from the effects of global warming. Soon, the Earth will no longer be inhabitable.

To sum up, a country must be careful when making a decision between protecting the environment and encouraging economic development. The best way is to preserve as much nature as possible by building environmentally friendly cities where people and animals can coexist without harming one another. The Earth is the only place humans live, and we must protect it.

(244 words)

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PART III

Actual Tests

Task 1_Tests 1-7

Task 2_Tests 1-4

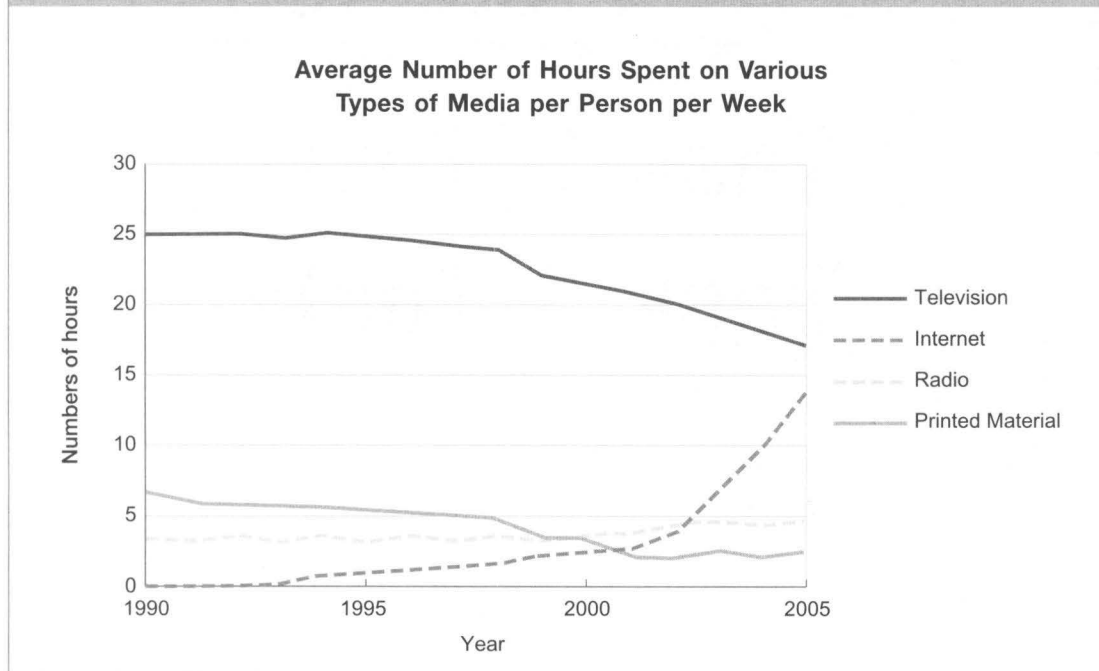
Task 1_Test 1_Line Graph

Question

You should spend no more than 20 minutes on this task.

Below is a chart showing how many hours per week an average person spent on various kinds of media, including watching television, surfing on the Internet, listening to the radio, and reading printed material. The years covered are from 1990 to 2005.

Write a report for a university lecturer describing the information.
You should write at least 150 words.



Task 1

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Task 1_Test 2_Bar Graph

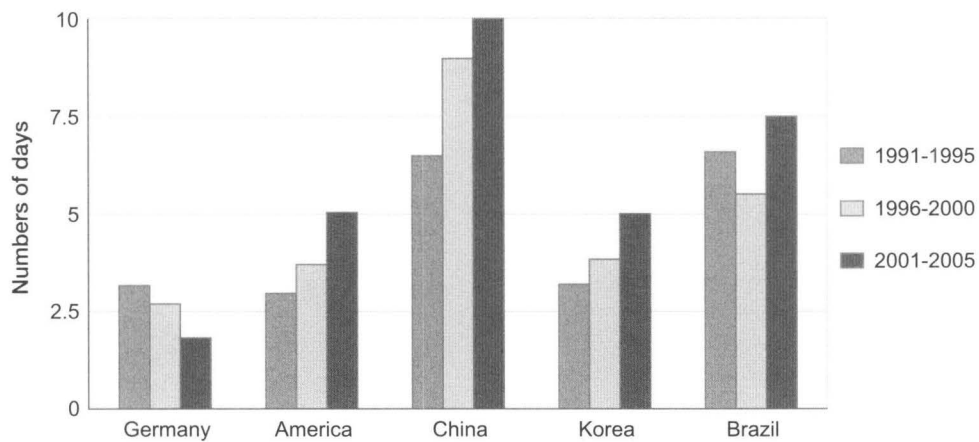
Question

You should spend no more than 20 minutes on this task.

This bar graph shows the number of days lost due to injury per worker for five countries. There are three time periods shown beginning with the year 1991 and ending in 2005.

Write a report for a university lecturer describing the information. You should write at least 150 words.

Number of Days Lost Due to On-The-Job Injuries per Worker



Task 1

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Task 1_Test 3_Line Graph + Bar Graph

Question

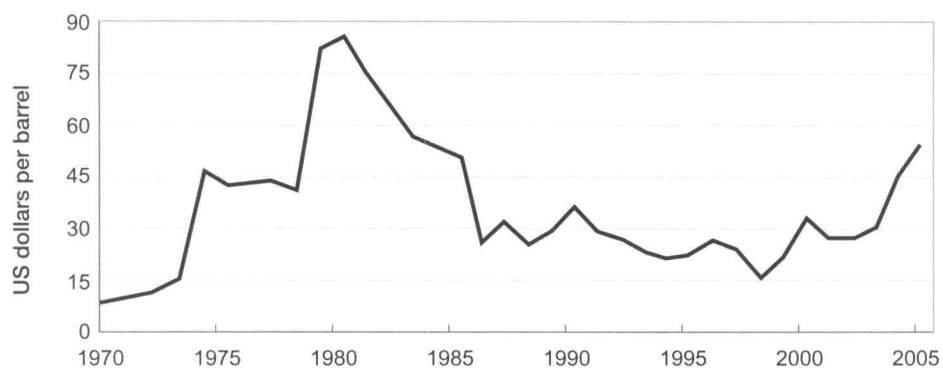
You should spend no more than 20 minutes on this task.

The first line graph shows the average world oil price for each year from 1970 to 2005. The second chart shows the top six oil-exporting countries and how much they export each day.

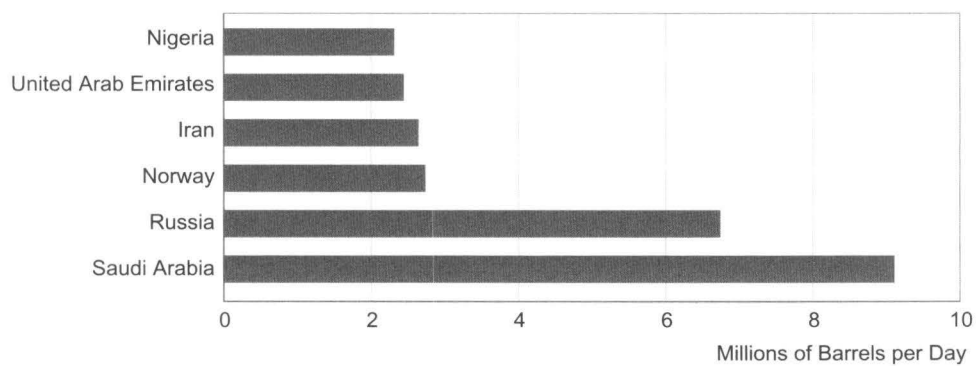
Write a report for a university lecturer describing the information.

You should write at least 150 words.

World Oil Prices (1970-2005)



Top Six Oil-Exporting Countries (2005)



Task 1

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Task 1_Test 4_Line Graph + Pie Chart

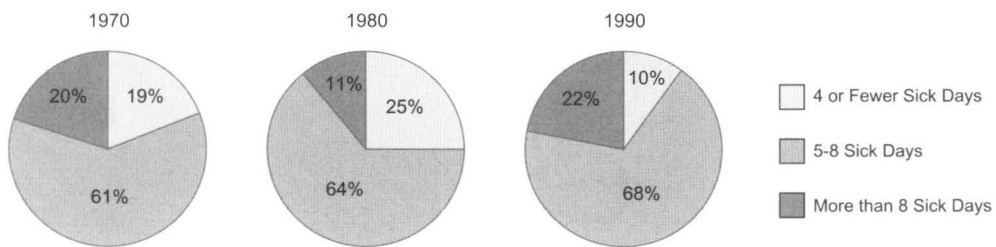
Question

You should spend no more than 20 minutes on this task.

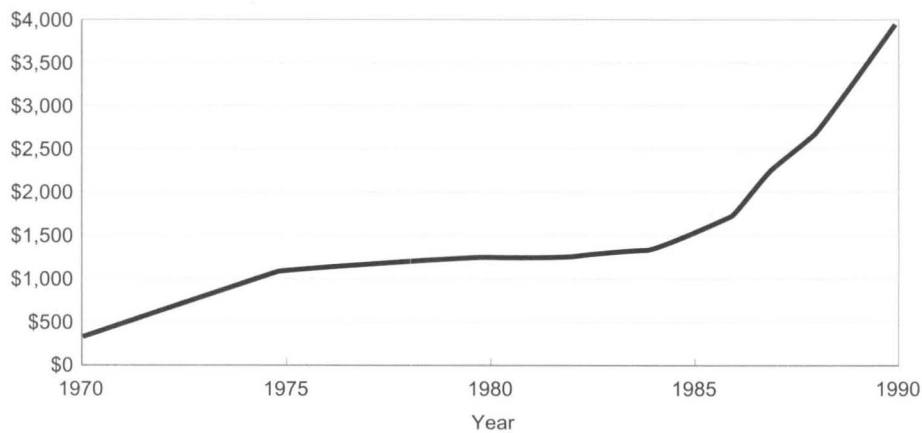
The pie charts give information about the number of sick days the population of an imaginary country took for three different years. The line graph shows the amount of money spent on healthcare per person per year from 1970 until 1990.

Write a report for a university lecturer describing the information.
You should write at least 150 words.

Percentages of Sick Days



Average Amount of Money Spent on Healthcare per Person per Year



Task 1

Lined writing area for Task 1. The page contains horizontal lines for writing, with numerical markers on the left side: 5, 10, 15, 20, and 25.

Task 1_Test 5_Bar Graph + Pie Chart

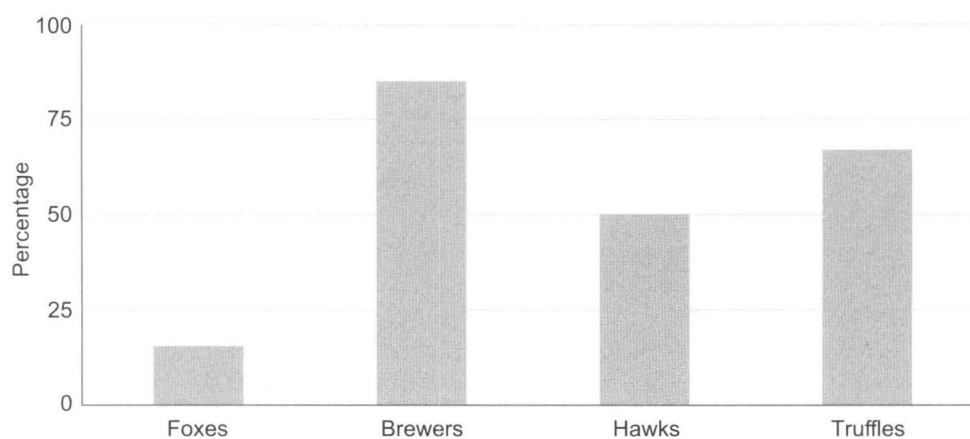
Question

You should spend no more than 20 minutes on this task.

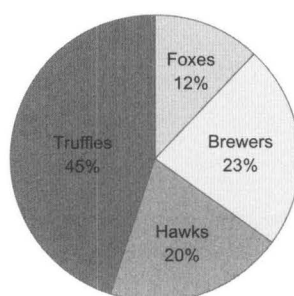
The bar graph shows what percentage of four different groups completed a certain psychological task. The pie chart shows what percentage of all the people who completed the task and finished it in less than one hour came from which group.

Write a report for a university lecturer describing the information.
You should write at least 150 words.

Study Groups Who Completed the Psychological Task Successfully



People Who Completed the Psychological Task and Finished it in Less Than One Hour



Task 1

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Task 1_Test 6_Table

Question

You should spend no more than 20 minutes on this task.

This table shows the percentage of undergraduate students studying selected subjects in three different countries.

Write a report for a university lecturer describing the information.
You should write at least 150 words.

Percentage of Undergraduates Studying Selected Subjects

United States	Korea	Germany
Business 22%	Engineering 20.8%	Engineering 18.1%
Education 7.6%	Fine Arts and Design 10.1%	Business 15.1%
Psychology 5.9%	Law 7.7%	Foreign Languages 13.5%
Engineering 5.6%	Foreign Languages 6.5%	International Law 9.2%
Biology/Biomedical Sciences 4.4%	Political Science 5.4%	Education 8.9%
English Language/Literature 3.8%	Psychology 5.3%	Psychology 5.5%
Foreign Languages/Literature 1.3%	Medical Science 3.9%	Sports Science 4.7%

Task 1

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Task 1_Test 7_Process

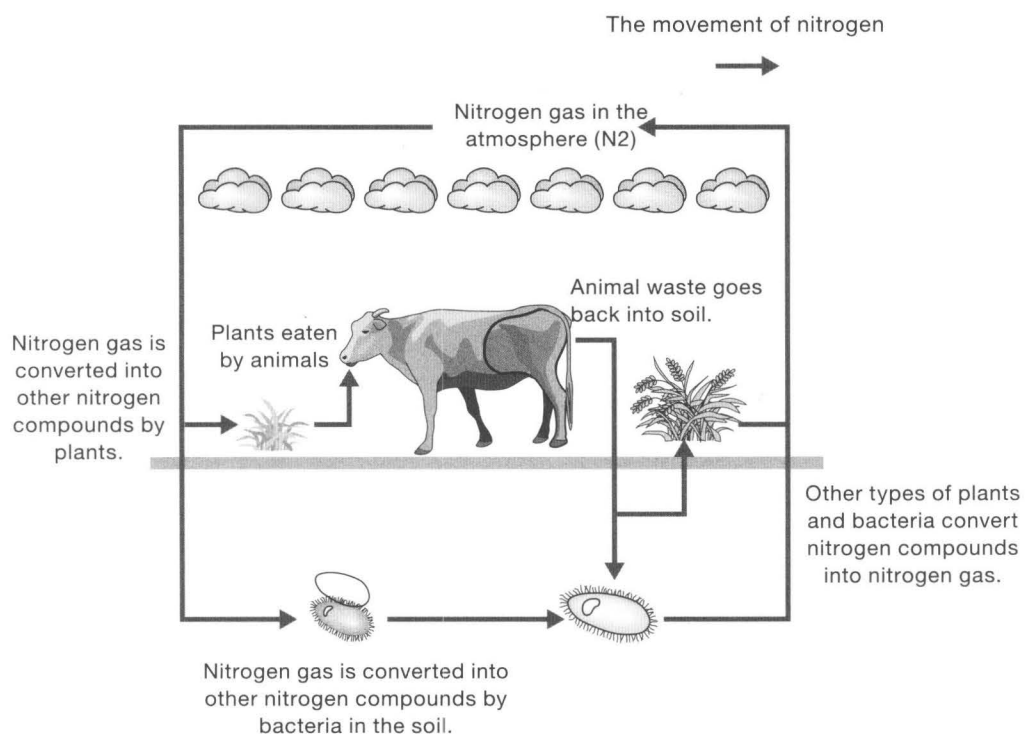
Question

You should spend no more than 20 minutes on this task.

The diagram below shows part of the nitrogen cycle on Earth. The black arrows represent the movement of nitrogen as it is changed.

Write a report for a university lecturer describing the information.
You should write at least 150 words.

The Nitrogen Cycle



Task 1

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Task 2_Test 1_Agree or Disagree

Question

You should spend no more than 40 minutes on this task.

Professional sports are a very large industry in the world today. The most elite players can get contracts worth many millions of dollars. Some say there is too much money in sports and that it defeats the purpose of the actual game.

Do you agree or disagree with the statement?

Use examples from your own experience to support your answer.

You should write at least 250 words.

Task 2

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Task 2_Test 2_Advantages and Disadvantages

Question

You should spend no more than 40 minutes on this task.

In the past, it was unusual for most people to change careers more than once or twice. Now it is quite common for people to have had ten or more different jobs in their lifetimes.

What are the advantages and disadvantages of such a change?

Use examples from your own experience to support your answer.

You should write at least 250 words.

Task 2

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Task 2_Test 3_To What Extent

Question

You should spend no more than 40 minutes on this task.

In the modern age, society is changing faster and faster. This accelerating pace of life affects our mental and physical health.

To what extent do you agree with the statement?

Use examples from your own experience to support your answer.

You should write at least 250 words.

Task 2

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Task 2_Test 4_Your Opinion

Question

You should spend no more than 40 minutes on this task.

Euthanasia is the practice of ending the life of a terminally ill patient or someone in great pain. A few countries in the world allow euthanasia to be practised by doctors, though it is still a very controversial issue.

What is your opinion on the matter?

Use examples from your own experience to support your answer.

You should write at least 250 words.

Task 2

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Answers

Part I Task 1 Skills for Report Writing and Practice

Chapter 1 Line Graph

Practice Test 1

Step 3 Finalising the Report p.34

1. shows, employed, over, interval
2. shown, for
3. shows, steady
4. drops, slightly, lower
5. steady, rise, no, rate
6. For, increases
7. After, substantial, drop, about
8. down, further
9. falls, slightly, first, period, increases, continuously
10. to, higher, than, except, for
11. other, only, majority

Step 4 Write Your Own p.35

1. the percentage of women employed in four countries over an interval
2. for the USA, Korea, Afghanistan, and France from
3. shows a steady increase from
4. women employed then drops slightly and is lower
5. is a steady twenty-year rise with no decrease in the rate of
6. from 1985 to 1995, Afghanistan's percentage of
7. there is a substantial drop to about 10 percent in
8. down further
9. employed women falls slightly in the first five years of the period shown then increases continuously
10. chart, all countries have a higher percentage of employed women in 2005 than in 1985
11. countries, the USA and France are the only ones where the majority of women are employed in

Practice Test 2

Step 3 Finalising the Report p.38

1. shows, different, insurance
2. shown
3. nearly, uninsured
4. later
5. steeper
6. uninsured, falling, around
7. Around, higher, rapidly
8. initial, goes, until
9. without, same, settles
10. lower, whereas, lower

Step 4 Write Your Own p.39

1. shows the percentage of people in two different cities without health insurance
2. shown are Boston
3. both Boston and Seattle had nearly the same percentage of people who were uninsured
4. both cities see an increase
5. Seattle sees a steeper
6. uninsured starts falling soon afterwards but then starts rising again
7. when it is higher than Seattle's, Boston's percentage starts decreasing quite rapidly
8. initial rise in the percentage of the uninsured, the graph shows that percentage goes downward
9. in both cities without health insurance starts off the same in 1981 and eventually settles at a percentage
10. is quite a bit lower than in 1981 whereas Seattle's percentage is

Chapter 2 Bar Graph

Practice Test 1

Step 3 Finalising the Report p.45

1. private, year
2. shown
3. different, seen, period
4. rose
5. noticeable
6. fewest, about, private, vehicles
7. seen
8. Though, greater, decreased
9. saw, ownership
10. most, cities
11. owned, fifty-year
12. exception, mid-century

Step 4 Write Your Own p.46

- of private cars in five cities from the year
- are London, Beijing, Tokyo, New York City
- number of different trends that can be seen for each city over the
- the number of private cars rose for thirty years and
- 2000 there was no noticeable rise in the number
- cities on the chart, Beijing started with the fewest number of private cars in the 1950's, but by the year 2000 had about 2.5
- is the only city on the chart to have seen a year-to-year decrease
- cars in 2000 was greater than the number of cars in 1950, the number of private vehicles actually
- Los Angeles both saw substantial increases in car ownership
- 2000, Los Angeles and London had the most number of private cars out of all the cities
- that the number of privately owned cars increased substantially over
- exception of Tokyo from 1980 onward, there were still many more vehicles on the road at the end of the 20th century than there

Practice Test 2**Step 3 Finalising the Report** p.50

- several
- each, population, regularly
- first, slight, said, enjoyed
- playing, doubled
- people, steadily, slowed, last
- decreased, that, year, less
- After, to
- For, quite
- interest
- Finally, only, substantial
- fell, about
- Increasing, except, steep
- Perhaps

Step 4 Write Your Own p.51

- shows information on several sports: football, golf, swimming, skiing/snowboarding
- it shows what percent of the population enjoyed them regularly over
- 15 years, football saw very slight increases in the number of people who said they
- the percentage of the population who enjoyed playing football more than doubled from

- people who said they enjoyed golf increased steadily from 1985 to 2005, though the rate of increase slowed during the
- people who said they liked to swim decreased from 1985 to 1995, and in that year, less than 20% of people asked said they
- 2000 and 2005, though, that percentage
- the percentage of the population who enjoyed them was quite
- people throughout the 20-year period expressed their interest in skiing and snowboarding and in 2005, 25% of the population said they enjoyed
- the only sport shown on the chart that saw a substantial decrease in the percentage that said they
- 1985, the percentage fell to about
- people said they enjoyed all the sports in the chart, except for baseball, which saw
- used to enjoy baseball went on to enjoy the other sports shown

Chapter 3 Pie Chart**Practice Test 1****Step 3 Finalising the Report** p.57

- breakdown
- four, parties
- category, unaffiliated
- largest, congress
- hold, seats
- with, share, quarter
- less, than, all, seats
- larger
- category, which, any, party
- majority
- coalition, majority, other, over, congressional

Step 4 Write Your Own p.57

- shows the breakdown of Country X's congress
- are the Prosperity, Progress, Unity,
- a category for unaffiliated
- present in the congress of Country X is
- they hold more than a third of
- the second biggest share is the Progress party with nearly a quarter

7. and the Liberty party both have less than 20% of all
8. though has a larger share at 19% whereas the Liberty party
9. an unaffiliated category, which means 7% of all congress people do not belong
10. in congress has
11. Prosperity and any other party would give them a majority, or the three other parties together could have a coalition of over 50%

Practice Test 2

Step 3 Finalising the Report p.60

1. results, among
2. divided, categories
3. vaccinated
4. said, successful
5. halfway, which, all, groups
6. tested, vaccination, all
7. overall, low, failure, rate
8. failure

Step 4 Write Your Own p.61

1. shows the results of a vaccination among certain
2. divided into five different categories: completely successful, mostly successful, halfway successful, partly successful
3. it can be seen that 13% of the people who were vaccinated had a
4. people said that the vaccination
5. that the vaccination was only halfway successful were 40%, which is the largest percentage
6. tested people stated that the vaccination was partly successful and 11% of the test subjects said that it was not
7. trend, even though the vaccination has a very low failure rate at 11%, the completely successful rate at 13%
8. the group stated results that were in between, not completely successful and not

Chapter 4 Complex Type (1) Line Graph + Bar Graph

Practice Test

Step 3 Finalising the Report p.68

1. average, temperature, atmosphere
2. glance, seems, substantial, slowly
3. rises, minuscule, amount
4. large, continuing
5. average, temperature, records
6. after, that
7. recorded
8. exist, general, rise
9. dropped
10. continued
11. seems, past, warmer

Step 4 Write Your Own p.68

1. the average temperature in four cities compared to the levels of carbon dioxide (CO₂)
2. glance at the charts, it seems there is a correlation between the substantial rise of CO₂ in the atmosphere and the slowly rising temperatures of
3. chart, the CO₂ level rises only a minuscule amount from
4. there is a large rise in CO₂ continuing to
5. with the average temperature for four cities, however, the data shows only London having
6. records start fifty
7. Los Angeles are recorded from 1850 and Seoul only has
8. that do exist show a general rise in
9. exception, though: from 1850 to 1900, the average temperature in
10. year, it continued
11. exception, there seems to be a clear correlation in the past 250 years between the rise in CO₂ levels in the atmosphere and warmer temperatures for the four cities

Chapter 5 Complex Type (2)

Line Graph + Pie Chart

Practice Test

Step 3 Finalising the Report p.75

1. participants, held 2. summer, sports, four, years 3. participants 4. data, slight 5. After, until 6. that, year, almost 7. showing, opposite 8. Rather, decreasing, next, increases 9. Those, numbers, third 10. seem, negatively 11. one, number, vice

Step 4 Write Your Own p.76

1. show the number of sports participants, in millions, during the years the
2. a pie chart, shows the number of people playing summer sports every four years from
3. a line graph, covers the same period but shows the number of
4. the pie chart shows that there is a slight decrease of summer sports participants from
5. the number of people participating in summer sports
6. there are almost twice as many people playing summer sports than there
7. winter sports participation is opposite of the trend from
8. from one Olympic year to the next, the number of people participating in winter sports increases from
9. numbers fall until 2004, after that only 2 million people played winter sports, less than a third of the
10. people playing winter sports and summer sports seems to
11. of 1988-2004, whenever one number rises, the other falls

Chapter 6 Complex Type (3)

Bar Graph + Pie Chart

Practice Test

Step 3 Finalising the Report p.84

1. first, household 2. electricity, each, season 3. monthly, households, rising 4. decreases, increases 5. correlated 6. greatest, amount, during 7. higher, spring 8. reflective, differences 9. winter, much, larger 10. clear, differences 11. electricity, summer 12. disproportionate, heat, extreme, weather

Step 4 Write Your Own p.85

1. is a bar graph that shows how much electricity is used each month in Korea by
2. a pie chart that shows what percent of the year's electricity is used each season for all
3. shows monthly electricity use for households declining from January to April, and then rising for the next three
4. then decreases again until October, after which it increases in
5. fall of the electricity used each month is correlated
6. of electricity is used during the summer, with the Korean household sector using over 12 billion kilowatts of energy just during the
7. are also higher in the winter than they are in the
8. in the pie chart is also reflective
9. shows information for all sectors in Korea, the percentage of electricity used in the winter and summer is clearly much larger than the percentage used in the
10. show clear seasonal differences in the amount
11. of one year, about 70% of all electricity is used during the
12. might be attributed to extra energy being used to cool and heat homes

Chapter 7 Multiple Type (1) Line Graph + Line Graph

Practice Test

Step 3 Finalising the Report p.92

1. shows, more, per
2. covers, period, per
3. dramatic
4. ate
5. fallen, about
6. consumption, other, opposite
7. consumed
8. Compared, saw, less, habits
9. saw, about
10. number, more, slightly
11. least
12. onward, never, above, went, slightly
13. most, occurring, correlated
14. incremental, hardly

Step 4 Write Your Own p.93

1. graph shows the percentage of the population that eats more than three servings of meat per day for three countries from
2. graph covers the same time period and countries, but shows the percentage of the population that eats more than three servings of
3. changes seen on the line graphs are for
4. more than 80 percent of Americans ate more than three servings of
5. number had fallen
6. the other hand, went in
7. of the United States population consumed more than three servings of meat per day in the 1950's, but by 2000 the percentage rose to
8. United States, France and India saw much less change in
9. rise in the number of people who ate more than three servings of meat per day: from 20% in 1950 to about
10. people in France who ate more vegetables also increased slightly over
11. show the least amount
12. the percentage of people who ate more than three servings of meat per day never went above 10 percent and the percentage of people who ate more than three servings of vegetables per day went from 80 percent in 1950 and increased slightly to more than 90%
13. the most change occurring in the United States, where eating meat and eating vegetables might
14. incremental change in France and India's numbers hardly

Chapter 8 Multiple Type (2) Bar Graph + Bar Graph

Practice Test

Step 3 Finalising the Report p. 100

1. different, statistics, same, group
2. top, twelve, according
3. gross
4. striking, stands
5. spent, whereas
6. balanced
7. growth, growing
8. down, slightly
9. correlation, spending
10. respectively, growth
11. relationship, exist

Step 4 Write Your Own p.101

1. two different statistics for the same group of
2. according to military spending
3. the gross domestic product growth for those same twelve nations
4. is very striking because there is one country that clearly stands out from the rest
5. spent more than US\$400 billion in 2005 whereas the next eleven countries are well below US\$100 billion
6. bar graph is more balanced
7. had the highest growth rate among those twelve countries, / its GDP by almost ten percent in 2005
8. Going down the rankings / has a slightly smaller rate of growth
9. seem to be an obvious correlation between military spending and GDP growth
10. are numbers two and three, respectively, for military spending in 2005 / numbers one and two for GDP growth
11. such a relationship between the two numbers does not seem to

Chapter 9 Multiple Type (3) Pie Chart + Pie Chart

Practice Test

Step 3 Finalising the Report p.107

1. age, structure, three
2. record, estimated
3. four, based, age
4. population, under
5. biggest
6. rest, over
7. under, followed, by
8. between, rest, over
9. projection, change
10. older, than, 65
11. Another
12. lower, than, previous, estimated
13. overall, predicted, fall
14. related, birthrates, throughout

Step 4 Write Your Own p.108

1. show the age structure for Country X in three different years
2. record for the year 2050
3. four categories which are based on different age groups
4. shows that 53% of the population of the country was under 20
5. was people between the ages of 20 and 40 at 27%
6. consisted of people who were 41 to 65 at 13%, and over 65 at 7%
7. shows that there were about 34% of people who were under 20 / 28% of people between 20 and 40
8. was people between the ages of 41 and 65, and the rest was over 65
9. shows a great change in the population ratio
10. people who are older than 65, largest of all age groups
11. will be people who are 41 to 65
12. will be lower than the two previous years / 18% and 14% for people 20 to 40, and younger than 20
13. the ratio for the two younger age groups is predicted to fall / is likely to increase tremendously
14. related to falling birthrates which are happening throughout the world

Chapter 10 Table

Practice Test 1

Step 3 Finalising the Report p.115

1. average, household, food, intervals
2. given, five
3. percentage, lower
4. decrease, interval
5. Korea, increase
6. income, decreases
7. go
8. figures, highest
9. lowest
10. decrease, food
11. exception
12. figure, lower, seems, rising, trend

Step 4 Write Your Own p.116

1. the average percentages of household income / food at ten-year intervals
2. given about five specific countries
3. income spent on food is lower / than it is in 1950
4. continual decrease at every ten-year interval
5. an initial increase
6. income spent on food decreases
7. continued to go down / went up in the year 2000
8. the figures listed / the highest value
9. the United States has the lowest value
10. Almost all countries / show a steady decrease / income spent on food
11. The sole exception
12. the figure for the year 2000 is lower than / seem be rising, a trend seen

Practice Test 2

Step 3 Finalising the Report p.120

1. qualities, tourists, accommodation
2. rate, at, all, meaning, quality, important
3. ratings, separated, categories, age, sexes
4. price, more
5. location
6. value, younger
7. quality, rated, women
8. rate, high
9. age, cleanliness, thirty, lower
10. amenities, males, lowest, everyone, rated
11. differences, female, accommodation
12. agreement

Step 4 Write Your Own

p. 120

1. what qualities are important to tourists when they choose accommodation
2. a variety of tourists to rate them from one through ten, with a one meaning that the quality is not at all important, and a ten meaning that the quality is extremely important
3. male and female, and then into different age groups for both sexes
4. price seems to be more important to younger people, regardless of sex
5. it seems to be the other way around
6. seem to value the location of their accommodation more than younger people
7. rated very important by women of all
8. do not rate this quality as high
9. expressed the importance of cleanliness, but males under thirty rated cleanliness much lower
10. where males under the age of thirty gave that quality the lowest ranking on the table, but everyone else rated it highly
11. between male and female tourists and between tourists of different ages, when they look for accommodation

5. is aviation and automotive gasoline / separated at a temperature of 150°C
6. kerosene, which is distilled at 200°C
7. go through more 'cracking,' or chemical processing
8. separated at higher temperatures
9. separated at 300°C / fuel oil is separated
10. is separated at 400°C / products like lubricant, wax and asphalt
11. two main steps in getting finished products from crude oil
12. is heating the oil / followed by distillation, or separation, into different products
13. go through extra chemical processing to become a finished product

Chapter 11 Progress**Practice Test 1****Step 3 Finalising the Report**

p. 128

1. refined, products
2. goes, storage, steam
3. heats, to, distillation
4. separates
5. aviation, separated
6. lightest, distilled
7. chemical
8. separated
9. fuel, oil
10. heaviest, lubricant
11. According, to, finished
12. temperature
13. chemical, become

Step 4 Write Your Own

p. 129

1. crude oil is refined into
2. goes from storage into a steam
3. heats the oil to 600°C / goes through the distillation
4. distillation process / separates different products

Practice Test 2**Step 3 Finalising the Report**

p. 132

1. shows, process, bill
2. procedures, place
3. most, paths
4. through, Senate
5. place
6. Members, House, introduce
7. go, through, vote
8. both, approve, differences
9. final, voted
10. majority, approve, President
11. bill, law
12. veto, pass
13. override, two-thirds
14. case

Step 4 Write Your Own

p. 133

1. shows the simplified process of how a bill becomes a law in the United States of America
2. that take place in Congress before the bill is sent to the President to be signed into law
4. the House of Representatives and the other is through the Senate
5. though, are largely the same
6. can introduce a bill that they want to become a law
7. first before the full House or Senate can vote on it
8. there is a conference committee where any differences in the bill are talked about
9. then sent back to both parts of the Congress to be voted on again
10. approve, the bill is sent to the President
12. he can veto it, meaning it does not pass

Part II Task 2 Essay

Writing Skills and Practice

Chapter 1 Agree or Disagree

Practice Test 1

Step 3 Finalising the Essay p. 140

1. forced, leave, company
2. Even
3. stereo-type, capable, creative, younger
4. young, strengths, weaknesses
5. job, have, perspective
6. open
7. helps
8. reads, networking
9. interested, encounter
10. perspective, help, future
11. as, as, experienced
12. worked, lived, situations
13. ideas, waste, ideas
14. experienced, potential
15. save, wasted
16. rise, potential
17. creative, contribute, business

Step 4 Write Your Own p. 141

1. turn a certain age / forced or asked to leave the company / they work
2. is 60 years old / several good working years
3. are less capable in their work / are less creative than younger people
4. young people and older people / strengths and weaknesses
5. desired for a job / to have a 'fresher' perspective in life
6. more open to new ideas / to new ways of doing business
7. their creative process / synthesize ideas from a wide variety of sources
8. surfing the Internet reads an article about business networking
9. not be interested in such an article / may never even encounter it
10. knows a different perspective / him and his company in the future
11. usually as open as young people to new ideas / are more experienced
12. worked for more years / lived through many different situations

13. to have many different and new ideas / bad to waste time and money on ideas
14. better which ideas have good potential and which ideas are dead ends
15. can save the company from wasted effort
16. workers rise to their full potential
17. they are creative in different ways / both contribute to the strength of a business

Practice Test 2

Step 3 Finalising the Essay p. 145

1. becoming, open, competition
2. paying, have, degree
3. market, perspective
4. skills, prepare, future
5. necessary, disagree, focus
6. specialized, required
7. exposed, benefit
8. misunderstand, means
9. liberal
10. neither, economically
11. liberal, thinking
12. changing, recognize, react
13. make, solve
14. disagree, focus
15. situations, take
16. different, suit, other
17. unpredictable, provide

Step 4 Write Your Own p. 146

1. becoming more open / them to global market forces / increasing competition
2. a candidate for any well-paying job / have at least a university degree
3. in today's market economy / have a broad perspective
4. on practical skills / prepare students for future job markets
5. still necessary in today's world / disagree with the statement / focus on practical learning
6. fields like engineering / need very specialized skills
7. exposed to wider market forces / benefit from some liberal arts education
8. misunderstand what a broad education means
10. neither "liberal," politically / nor is it
11. just about "theories / critical thinking processes
12. where technology / are changing faster and faster / recognize change / react to it / help their company get ahead
13. helps students to make / not just solve

14. with the notion / focus only on one type of higher education
15. most situations in life / to take extreme positions
16. different skill sets / suit them better than the other
17. increasingly unpredictable / provide the widest range of skills

Practice Test 3

Step 3 Finalising the Essay p.150

1. equips 2. enhance 3. desire, beyond
4. desire, pursue 5. disagree, with, pursue, bachelor's, degree 6. salary, qualifications
7. gets, paid 8. why, deemed, problem, salary
9. degrees, purposely, degrees 10. make, waste, money 11. master's, opportunities, acquire
12. specialization, undergraduates 13. gives, advantage 14. field, successful 15. borders, open, seek, those 16. hard, find, opportunities
17. takes 18. recognize 19. Rather, waste, gives, options

Step 4 Write Your Own p.151

1. people with the skills / survive in life
2. dream of going to / to enhance / business prospects
3. desire to continue / beyond the undergraduate career
4. the means and the desire / pursue a master's degree
5. disagree with the statement / pursue anything more than a bachelor's degree
6. is often paid a salary based on
7. with a higher education
8. why a candidate is deemed "overqualified / might be a problem / the applicant's salary
9. those with master's degrees and doctorates / purposely omit their higher educational degrees
10. does not make / a waste of money
11. open up different kinds of opportunities / able to acquire them
12. involves a level of specialization / for undergraduates

13. gives a person an advantage over
14. end up working / unrelated to their degree / that is learned and the personal contacts made / help them to be successful
15. borders are more open / seek to attract those
16. hard to find a job / have good employment opportunities elsewhere
17. to get a master's degree
18. recognize this effort
19. Rather than / gives people more options

Chapter 2 Advantages and Disadvantages

Practice Test 1

Step 3 Finalising the Essay p.157

1. attract, businesses 2. provide, bring 3. raise, living 4. controversial, gambling 5. advantages, disadvantages, build 6. having, money 7. lure, casinos 8. profitable, taxing 9. provide, reduce
10. become, common 11. impoverished, areas
12. businesses, economy 13. disadvantages, build, however 14. traffic, more 15. raised, taxes, infrastructure, hiring 16. spending, reduce, tourists 17. worth, build 18. support, were, imaginary 19. helping 20. lose 21. careful

Step 4 Write Your Own p.158

1. attract new businesses
2. provide employment / bring money to
3. raise standards of living
4. controversial kind of business
5. have both advantages and disadvantages / build them
6. enjoy having the chance / large amounts of money
7. attracts many people
8. be very profitable / bring lots of money / local governments
9. be used to provide / reduce other taxes
10. become much more common
11. provide / to the people of the tribe / bring money / impoverished areas

12. bring more money / local businesses / help the economy
13. several disadvantages / have faced / they build
14. more traffic and more crime
15. is raised from new taxes / has to be spent on improving / hiring more police
16. not reduce the pollution / tourists coming to town to hit
17. have to weigh / worth the trouble to build
18. tacitly support / were in that imaginary situation
19. new money to be spent / helping people with
20. good for the local economy / lose all their money
21. have to be very careful / decided to build

13. social creatures / for people to have some sort of contact
14. they can't give advice / in a time of need
15. Owning a pet
16. money to buy special pet food
17. for a pet owner to spend too much to take care of
18. benefit the economy or society / money on frivolous goods
19. continue to live together
20. a few disadvantages / owning a pet
21. responsible and caring / benefit themselves

Practice Test 2

Step 3 Finalising the Essay p.161

1. animals 2. raised, food 3. own, dogs
4. disadvantages, owning 5. advantages, owning
6. emotional 7. busy, place, be, hard 8. talk, fill
9. feel, needed, attention 10. creatures, require
11. satisfaction, taking, care, of 12. owns, as, a, whole, better 13. creatures, contact
14. beneficial, advice, support, need 15. Owning
16. costs, buy, food 17. possible, spend
18. benefit 19. future 20. disadvantages, owning 21. caring, society

Step 4 Write Your Own p.162

1. been living together
2. raised animals for food
3. own pet animals
4. advantages and disadvantages of owning a pet
5. advantages of owning a pet
6. have emotional companionship
7. to find that companionship from other people
8. it cannot talk / fill that role
9. feel like they are needed / need a lot of attention
10. living creatures / playtime, water and food
11. satisfaction from taking care of
12. happier because he or she owns / becomes better

Practice Test 3

Step 3 Finalising the Essay p.166

1. seen, changes 2. bulky 3. small 4. changed
5. allow, cost 6. disadvantages 7. landlines
8. not, home, house, make, call 9. make, calls
10. useful, emergency 11. make, easier
12. making, plans, gathering, information
13. technology 14. dependent 15. hear, home
16. respond, offending 17. contributes, feeling, rush 18. no, question, changed 19. benefits, examine, aware, negative

Step 4 Write Your Own p.167

1. seen tremendous changes
2. used to be bulky
3. relatively more affordable / come with
4. greatly changed communications
5. allow people to communicate across great distances
6. both advantages and disadvantages
7. be made over landlines
8. not in their home / go to another house / in order to make a call
9. make calls anywhere
10. useful in emergency situations
11. it easier to plan outings
12. making detailed plans / get information on what is happening
13. has a downside
14. dependent on cell phones

15. common to hear people / left their phone at home / insecure or even vulnerable
16. create pressure to respond / risk offending the other person
17. contributes to / has to rush through everything
18. no question that / changed people's lives
19. there are many benefits / examine them / aware of their negative effects

13. to cancer causing smoke / fair, nor does it make economic sense
14. far more expensive / smoke-free
15. common places / acquaintances to meet
16. signal to smokers / habits are dirty and offensive
17. smokers to reduce
18. terrible addiction / government to discourage smoking
19. Limiting the number / a smoker can light up / people to quit

Chapter 3 To What Extent

Practice Test 1

Step 3 Finalising the Essay p. 175

1. ban, successful
2. workplaces
3. strongly, implemented
4. kills
5. evidence, support
6. limited, themselves
7. travels, breathed
8. non-smoking, prevent, inhaling, second-hand
9. inadequate, sticks
10. leaves, lungs
11. survive
12. flexible, choosing
13. smoke, fair, sense
14. cost, cancer, expensive, minuscule
15. places, acquaintances
16. smokers, habits
17. encourage, reduce
18. addiction, government, discourage
19. Limiting, quit

Step 4 Write Your Own p. 176

1. ban smoking / has been successful
2. no longer be able to smoke
3. agree very strongly / they should be implemented
4. kills
5. irrefutable evidence / of research to support
6. limited to smokers themselves
7. travels through the air / breathed in / who choose not to smoke
8. between "smoking" and "non-smoking" / nothing to prevent other customers / second-hand smoke
9. for smokers are inadequate / sticks to people's hair
10. leaves that area / find their way
11. take jobs / in order to survive
12. as flexible as others / choosing a place

Practice Test 2

Step 3 Finalising the Essay p. 180

1. scientific, neither
2. discoveries, used
3. perfect, themselves
4. cautious, biotechnology, freedom, researchers
5. fiction
6. clones
7. cloning, weapons, aging
8. Genetic, choose, genes
9. Unlike, choose, how
10. chance, from, start
11. production, involve
12. organisms, engineered, produce
13. Medicines, individual, side, effects, maximizing
14. transplant, bio-produced, genetic, eliminating, obviating
15. biomedical
16. research
17. encourage, beginning, become

Step 4 Write Your Own p. 181

1. neither good nor evil
2. used by humans for good or evil
3. people themselves are not perfect
4. very cautious about advancements / much freedom as possible to researchers
5. in science fiction is not practical
6. no armies of clones
7. give us new weapons / the ravages of aging
8. help parents choose the best genes
9. not be able to choose / smart or good-looking a child will be
10. sure they are giving their children the best chance / from the very start
11. production of many goods / involve
12. genetically engineered to / produce goods cheaply

13. made for each specific individual, minimizing side effects
14. eliminating any chance of rejection / obviating the need for
15. needs to lift all restrictions
16. not only to universities for research / to primary schools
17. depends on the growth of new talent / encourage young children / become scientists and researchers

13. depressed or too pessimistic
14. going abroad offers many opportunities
15. are located in several different countries
17. also become part of an international network that can help their careers and their social life
18. A family that takes advantage of economic opportunities and works hard
20. not the best idea for everyone
21. do not have the language ability or work ethic to succeed in a country not of their birth
22. For those who are strong enough, though

Practice Test 3

Step 3 Finalising the Essay p. 184

1. Most, people 2. immigrate, countries, reasons
3. experience, abroad 4. move, foreign, start
5. speak, challenges, everyone 6. challenge, language 7. communication, frustrating, impatient 8. difficult, help 9. emigrates, foreign, language 10. problem 11. homogenous
12. abroad, shocked, treated, appearance
13. overcome, pessimistic 14. abroad, opportunities 15. located, different, countries
16. exposed, business, abroad 17. network, careers 18. advantage, opportunities 19. future, succeed 20. foreign, best, everyone 21. ability, ethic 22. abroad, open

Step 4 Write Your Own p. 186

2. to other countries for a variety of reasons
3. who want to experience another culture study abroad for a few years
4. move to a foreign country to start a new life
5. especially where they speak a different language, presents many challenges and is not the best option for everyone
6. the language barrier
7. with other people can be frustrating, especially if the native, fluent speaker is impatient
9. does not learn the foreign language quickly, life will be much harder for them
11. one of the most homogenous countries in the world
12. they might be shocked to discover the many ways they are treated differently based on their "Asian" appearance

Chapter 4 Your Opinion

Practice Test 1

Step 3 Finalising the Essay p. 193

1. space, astronauts, inspiring 2. creative, planet's 3. careful 4. Manned, useful
5. complicated, space 6. humans, unmanned
7. sent, study, planets 8. In, general 9. used
10. research, improving, capabilities 11. explore, funded, international 12. benefits, funding
13. technology, provided 14. solar, system, understand 15. travel, know 16. launching, beneficial, communication 17. manned, diverted, social 18. waste, send

Step 4 Write Your Own p. 194

2. how creative and ingenious our planet's scientists and engineers are
3. be very careful, though, about how much money we spend on the space programme
4. not very useful
5. very complicated, and expensive, to send human beings into outer space
6. be done better with unmanned probes and vehicles
8. also dangerous to encourage countries to have their own space programmes
9. the same exact technology used for missiles
10. Emerging powers, like China, will often research "space" technology

11. Unmanned missions to explore outer space should be led and funded
12. from funding space programmes
13. space technology has provided new goods for the civilian sector
14. us understand our place in the universe
15. beings will never live on any other planets or ever travel to other stars, it is important to know our surroundings
17. be diverted into other social programmes or tax cuts. It is a waste of money to send humans into space

11. also control the school
12. succumb to government regulation or else have their money taken away
13. inefficient
14. Schools work best when there is local control
16. discourage them from learning or seeking more education, which affects the economy as a whole
17. provide education to many people if they fund schools
18. seek alternatives to those public schools though
19. where there is less government control
20. government-funded education and private schools

Practice Test 2

Step 3 Finalising the Essay p. 197

1. doubt, chance 2. knowledge, friends 3. form, support 4. important, provide, citizens
6. education 7. important, developing 8. make, standards 9. provides, tuition, number, specialised 10. education, innovation, compete
11. provides, control 12. succumb, regulation, taken 13. inefficient 14. work, control, than
15. harms 16. learning, affects, whole
17. Governments, education, fund 18. alternatives, public 19. dissatisfied, home, control
20. balance, private

Step 4 Write Your Own p. 198

1. people a chance to succeed in life
2. gives people basic knowledge and skills, it is also where people meet most of their friends in life
3. a network where people can support and help each other socially and in business
4. so important, people want the government to provide education for all its citizens
6. more people are able to get an education
7. poor and developing countries
8. money they can make, raising living standards for everyone
9. for university tuition, a greater number of people can get a specialised education
10. that kind of education to be innovative and that innovation helps the country prosper and compete in the global economy

Practice Test 3

Step 3 Finalising the Essay p. 202

1. envied, standards 2. developing, exposed, have, themselves 3. develop, faced, choices
4. choose, developing, environment 5. black, white 6. important, developing 7. not, only, start-up, approval 8. approval, source
9. approve, destroy, sicken 10. provide, improve, understand, essential 11. Sick 12. access, productive 13. important, areas 14. undeveloped, small, force, assets 15. stated, stark 16. find, minimise, impact 17. creative, employment, organisations 18. saying, true 19. industrialised, potential, wealth, work 20. happen, healthy

Step 4 Write Your Own p. 203

1. envied throughout the world for their high standards of living
2. exposed to this lifestyle through television and movies and often desire to have such a life for themselves and their families
3. they are faced with a number of choices
4. they have to choose between developing the economy and preserving the environment
6. very important actors in a developing economy
7. start-up money, but also give approval for new factories, power plants, and other infrastructure
8. often a source of conflict

9. For example, if a government wants to improve a hydroelectric dam to provide more power, they might destroy a pristine river or lake habitat; or the approval of a factory might pollute the air and sicken people
10. provide jobs and electricity to improve people's living standards, but the government should understand that the health of the environment, and of the population, is absolutely essential to a growing economy
12. access to clean air, water, and food is less productive
13. also important for the mental health of workers, especially in rural areas
14. where the population is small, or is undereducated, the health of the labor force is one of the country's most important assets
16. find ways to minimise the environmental impact of dams and factories
17. provide energy or employment for their population and, most importantly, they can find money from organisations willing to fund such projects
19. not have as much money and education as industrialised countries, but their populations still have the potential to create new business opportunities and wealth through hard work
20. This can only happen though

Part III Actual Tests

Writing Task 1

Test 1_Line Graph

Model Answer 1

p.208

The average number of hours spent per person per week is shown for four types of media: television, the Internet, radio, and printed material. The information given is for the years 1990 to 2005.

Two categories of media end up having a lower average in 2005 than in 1990 while the other two categories end up having higher ones. Printed media sees a very slow decrease in the average number of hours a person spent per week reading them. The average for television also decreases very slow at first until the 1990's, after which, it

goes down faster. Radio, on the other hand, sees a very slight increase in the average number of hours by 2005. For most of the time period shown, though, it oscillates. The average for the Internet changes the most dramatically among all types of media. From zero hours in 1990, the average goes up to almost 15 hours in 2005.

Printed material and the radio do not change that much over the time period. It seems that the substantial rise of the Internet, though, has a great effect on the average number of hours for television.

(191 words)

Model Answer 2

The line graph shows the average number of hours a person spent on various kinds of media from 1990 to 2005. The media includes television, the Internet, radio, and printed material. The years are shown in five-year intervals.

An average person spent 25 hours a week watching television in 1990. The hours for television gradually decreased until 1998, and then dropped significantly to just over 17 hours per week by 2005. The number of hours spent on printed material in 1990 was at 7 hours which continuously fluctuated but then decreased to 2.5 hours by 2005. Radio started at just under 4 hours in 1990 and slowly increased to just under 5 hours by 2005. The hours spent on the Internet show a different trend. The hours spent on first started to appear in 1993. They then steadily went up from 0 hours to 2.5 hours by 2001. From 2001 to 2005, the hours show a tremendous increase to about 14 hours.

As an overall trend, the number of hours spent on television and printed material decreased over the years, while the number of hours spent on the radio and the Internet increased, although radio did not show tremendous change. The Internet showed the greatest increase and television showed the greatest decrease. It can be assumed that the significant change of the Internet had an effect on watching television.

(229 words)

Test 2_Bar Graph

Model Answer 1

p.210

This bar graph shows the number of lost working days per worker due to on-the-job injuries for several countries. It covers three time periods that are five years each from 1991 to 2005.

For Germany, the number of lost working days decreased from about three to about two over the time periods shown. America and Korea both saw increases in the number of days lost and had very similar statistics from 1991 to 2005. Brazil generally has the second highest number of days lost among the countries shown. This number actually drops during the second five-year period, and then rises again during the years 2001-2005. China is clearly the country with the highest number of days lost due to injury. That number rises continually so that by the years 2001-2005 there are 10 working days lost per worker, the highest figure on the chart.

For almost all countries, the number of days lost during the years 2001-2005 was greater than in the years 1991-1995. The only exception to this rising trend was Germany.

(173 words)

Model Answer 2

This bar graph shows the number of working days lost due to on-the-job injuries for 5 countries: Germany, America, China, Korea, and Brazil. The graph shows three different time periods, and each period contains five years from 1991 to 2005.

In case of Germany, lost working days occurred the most between 1991 and 1995 at over 3 days. The number steadily decreased over the years. Between 2001 and 2005, the number reached just under 2. America and Korea show an opposite trend. While the number of lost working days for both countries started at over 2.5, it increased to 5 days per worker. China shows the same trend as those other two countries but on a larger scale. It has the most lost working days reported. The number of working days lost in Brazil fluctuates. On average, a Brazilian worker lost nearly 6.5 days from 1991 to 1995. The number then dropped to 5.5 days between 1996 and 2000, followed by a significant increase to 7.5 days between 2001 and 2005.

The country that shows the least number of lost working days is Germany. Chinese workers have the most number of working days lost due to work-related injuries.

(198 words)

Test 3_Line Graph + Bar Graph

Model Answer 1

p.212

The first chart shows the average price for a barrel of oil from 1970 until 2005 in US dollars. The second chart shows the top six oil-exporting countries in 2005 and how much they exported per day in millions of barrels.

Since 1970, the price of oil has continually gone up and down. One can see some general trends, though. From 1970 to around 1980, the price of one barrel of oil goes from less than US\$9 to almost US\$90. This is the highest price seen on the chart. After 1980 the price generally decreases to US\$15 per barrel around 1999, when it starts rising again. In 2005, the average price per barrel of oil is about US\$55.

In the second chart, Saudi Arabia exported the most oil in 2005 with about 9 million barrels per day going to other countries. Russia is in second place with about 7 million barrels of oil being exported. The next four countries export significantly less than Russia or Saudi Arabia. Nigeria, the UAE, Iran, and Norway each exported a little more than 2 million barrels of oil per day.

(188 words)

Model Answer 2

The line graph shows the price of oil per barrel between 1970 and 2005 in US dollars. The second graph is a bar graph, which shows, in millions of barrels per day, the top six oil-exporting countries in 2005.

The first graph shows that the price of oil worldwide fluctuated many times within 35 years. From 1970 to 1980, it went up from about US\$9 to over US\$85. Since 1980 the price generally decreased and reached US\$15 per barrel by the middle of 1998. The oil price then started to increase again. By 2005 the average world oil price per barrel was US\$55.

The second graph shows that Saudi Arabia exported the greatest amount of oil at nearly 9 million barrels per day in 2005. Russia was second at just over 6.5 million barrels. Four remaining countries, Norway, Iran, United Arab Emirates, and Nigeria, exported significantly less amounts of oil compared to Saudi Arabia and Russia. Their export rate ranged from 2.3 to 2.7 million barrels per day that year.

(170 words)

Test 4_Line Graph + Pie Chart

Model Answer 1

p.214

Information on the health of the national population is shown in two ways. First, there are three pie charts that categorize the national population depending on the number of sick days taken. Each pie chart represents one single year. The line graph shows the average amount of healthcare spent per person from 1970 to 1990.

In 1970, more than three-fifths of the population took five to eight sick days. That percentage increased in both 1980 and 1990. The percentage of the population that took four or fewer sick days increased at first from 1970 to 1980, and then decreased to just 10% in 1990. Finally, the percentage that took more than 8 sick days decreased over the first ten-year interval, and then doubled between 1980 and 1990 to 22%.

The money spent per person on healthcare rose slightly at first until 1975. For ten years, it stayed nearly the same level. Around 1985, it started to increase dramatically. By 1990, healthcare spending per person was \$4,000, nearly eight times the amount in 1970.

The initial rise in healthcare spending per person seems to have reduced the number of sick days taken between 1970 and 1980. By 1990, though, when spending per person had risen dramatically, the number of sick days seems to have increased from 1980.

(215 words)

Model Answer 2

For three different years, the pie charts show the percentages of the population in an imaginary country that had sick days. The line graph shows the average amount of money in US dollars (USD) spent on healthcare per person per year from 1970 to 1990.

In 1970, 61% of the population stated that they took five to eight sick days. 19% said that they were only sick for four or fewer days, while 20% claimed that they took more than eight sick days off. The number of people who took five to eight days off increased to 64% by 1980. There were 11% of those who took more than eight sick days, and 25% who took four or fewer sick days. The number of people who took five to eight days increased in 1990 to 68%, while people with four or less sick days decreased to 10%. People with more than eight sick days were at 22% that year.

In the line graph, less than 500 USD were spent on healthcare per person per year in 1970. The number steadily increased to over 1,000 USD by 1975, and then leveled off for the next 10 years. There was a significant increase from 1,500 to 4,000 USD between the years of 1985 and 1990.

It seems that when people spent more money on healthcare between 1970 and 1980, fewer people were sick for a long time. However, in 1990, people took more sick days off even though healthcare spending increased.

(249 words)

Test 5_Bar Graph + Pie Chart

Model Answer 1

p.216

The bar graph and pie chart show how well four study groups do in a psychological task. The bar graph shows what percentage of each group actually completes the task successfully. The pie chart categorizes the people who finish the task in less than one hour by those different groups.

Among the four study groups, the Brewers have the highest percentage, with over three-fourths of that group completing the task. The Truffles and Hawks also do quite well, having about 65% and 50%, respectively. The Foxes do the worst, with far less than a quarter of that group able to finish the task.

The pie chart gives more specific information and shows information on just those people who complete the task in less than one hour. Nearly half of all people who finish in that time are Truffles. The Brewers make up about a quarter of that group while the Hawks have the next highest percentage at 20%. The Foxes, again, do the worst, making up only 12% of those people who could finish the task in less than an hour.

Generally, the higher the percentage of each group that finish the task, the faster they complete it. However, even though the Brewers have the highest percentage of people finishing the task, it is the Truffles who have the most people finishing it in less than an hour.

(228 words)

Model Answer 2

The bar graph shows the percentages of four different groups that completed a certain psychological task successfully. The pie chart shows the percentages of people from those schools that completed the task and finished it in less than one hour.

Brewers had the highest percentage of people completing the psychological task successfully at 85%. The school with the second highest percentage was Truffles at 66%. 50% of the test subjects from Hawks finished the task completely. Only 15% of students from Foxes completed the task successfully; that is the lowest percentage of all groups.

The pie chart breaks down by school those who finished the task in less than one hour. It shows that 45% of those were from Truffles. Brewers came in second with a percentage of 23%. 20% of those who completed the task in one hour were from Hawks. People from Foxes had the lowest percentage of those who finished the task in less than an hour.

Looking at the bar graph, the school with the highest completion rate is Brewers. Foxes had the lowest percentage in completing the task. On the pie chart, nearly a majority of people who finished the task in less than an hour were from Truffles, while the smallest minority was from Foxes. The graph and the chart do not seem to be correlated.

(222 words)

Test 6_Table

Model Answer 1

p. 218

This table shows the percentages of undergraduate university students studying selected subjects in three different countries. The three countries are the United States, Korea, and Germany. Most subjects show up for all three countries, but some subjects show up for only one or two countries.

On the chart, the largest percentage of undergraduate students in the United States study business. In the column for Germany, business shows up in second place. For both Korea and Germany, the greatest percentage of students studies engineering. In Korea, fine arts and design comes next, a subject that does not appear under the United States or Germany. For both Korea and Germany, foreign languages as a subject appears 4th and 3rd, respectively. In the United States, only 1.3% of undergraduates major in foreign languages, making it last place on the chart. In contrast, psychology ranks third in America whereas in the other countries, it is sixth.

Many of the subjects studied in the three countries are similar. One exception is sports science, which is studied only in Germany. The ranking of the subjects, though, is dissimilar between the United States, Korea, and Germany.

(190 words)

Model Answer 2

The table represents the percentages of undergraduate students studying different subjects in three different countries: the United States, Korea, and Germany. It can be seen that the subjects recorded for the three countries are not all the same.

From the table, the undergraduate students in the United States study business the most. Education comes second at 7.6%. Foreign languages and literature are the least studied subjects among American undergraduate students. Engineering is the most studied subject for undergraduate students in Korea at 20.8%. The second most popular subject for Korean students is fine arts and design at just over 10%. The least favored subject is medical science at just under 4%. Engineering ranks the first again in Germany, coming in at over 18%. Business is ranked at about 15%. On the table, sports science has the lowest percentage among German undergraduate

students. The other subjects range anywhere from about 4% to over 13% in all the country.

As an overall trend, business was the most popular subject in the United States while engineering was the most preferred subject in the other two countries. On the other hand, foreign languages ranks 4th and 3rd in Korea and Germany respectively, but its percentage is only 1.3% in the United States. By looking at the table, it might be possible that undergraduate students in the United States do not feel the urge to study foreign languages and literature because English is an international language.

(241 words)

When the animals digest the plant and produce waste, it goes back into the soil. The nitrogen gas is also converted into other nitrogen compounds by bacteria in the soil. Other types of plants and bacteria change these nitrogen compounds from animal waste or from other bacteria into nitrogen gas again. The gas goes back into the atmosphere where it started from.

Nitrogen plays a very important role in our ecosystem. The nitrogen compounds, when absorbed by plants and eaten by animals, provide the building blocks for proteins. These proteins are essential for life.

(148 words)

Test 7_Process

Model Answer 1

p.220

This chart shows a simplified version of the nitrogen cycle here on Earth. The black arrows show the movement of nitrogen and how it changes throughout the cycle.

Starting with nitrogen gas (N₂) in the atmosphere, it is transformed into nitrogen compounds either by plants or by bacteria in the soil. Animals then eat the nitrogen compounds that are made by the plants. The one shown on the chart is a cow eating grass. Animal waste then goes back into the soil. Other types of bacteria or plants convert the nitrogen compounds from animal waste or other bacteria into nitrogen gas again. This gas then goes back into the atmosphere, starting the cycle again.

The nitrogen cycle is important because the gas is used by plants, which are then eaten by animals. Humans also eat these plants and animals for the nitrogen compounds they have. It is a very essential part of life here on Earth.

(156 words)

Model Answer 2

The diagram explains the nitrogen cycle on Earth. The black arrows represent the movement of nitrogen and how it changes during the process.

Nitrogen gas (N₂) in the atmosphere is converted into nitrogen compounds by plants. Animals like the cow shown on the diagram consume the nitrogen compounds, which are contained in the plants.

Writing Task 2

Test 1_Agree or Disagree

Model Answer 1

p.222

Professional sports are quite popular in many countries around the world. Sports teams often unify the populations of cities or countries. There are often many fans that spend time following their home teams by watching or attending games. This fan base supports professional teams financially by allowing them to buy uniforms, maintain facilities, and travel to other competitions. There have recently been news stories about big name sports stars getting very lucrative contracts. These deals give evidence to the argument that there is too much money in sports. However, I think those situations are the exception and not the norm.

Modern sports clubs act very much like companies. Sometimes they invest in big name stars in order to generate more revenue. Only the most prestigious sports clubs can afford to do this, however. Most cater to local fans, not national or international ones. Very few also have the financial resources and connections to raise that much capital. A more common complaint is about the increasing price of tickets and stadium refreshments. When a team seeks to upgrade sporting facilities or hire a sports star, they need to raise money. Much of this money comes from advertisers who understand that more people will follow a team with a celebrity sports star. The rest of this money can come from ticket and souvenir sales.

There will be some people who find it too expensive to attend live games. Others will be excited to see a famous person playing on their team. In reality, there are only a handful of sports stars talented enough to command such salaries. For most sports clubs, professional matches remain a local affair. They are also an affordable way for families to spend time together.

(287 words)

Model Answer 2

There are many athletes who get signed on for multi-million dollar contracts throughout the world. Professional sports players not only play for their own countries but can also get recruited by foreign countries with higher offers. Some people say that too much money in the industry defeats the purpose of sports.

In order for someone to become a successful athlete, they have to do many things. An athlete has to devote his or her life to endless practicing and faces the risk of serious injury. Compared to the amount of effort athletes put in, however, they have a very short career span. That is why I think they deserve to get paid millions of dollars.

In addition, such an investment encourages people to participate in sports more by providing better conditions for athletes and audiences. More money invested in good athletes makes sports livelier, attracting many companies to sponsor different games. This will provide better stadiums and outdoor fields. As sports facilities improve, there will be more comfortable seats and better food. More money in the sports industry will also encourage young children to see their favorite athletes as role models. Money is not the best reason for young kids to envy sports stars, but it will make the sports industry more attractive.

In my opinion, professional sportsmen deserve every cent they earn for all the hard work and effort they put into their short career. They are at grave risk of serious injury that might put an end to their careers. So while they are up and running, they should earn as much money as possible.

(267 words)

Test 2 Advantages and Disadvantages

Model Answer 1

p.224

The average length of time that an employee stays in one company is influenced by a number of factors, including how hard it is for companies to hire or fire people and how mobile workers are. In the past, it was normal for someone to have maybe two or three jobs during their whole working life. These days, it is not uncommon for people to have had up to ten different jobs in their lifetime. This change has some advantages and disadvantages for workers.

One disadvantage of having many jobs is a lack of familiarity with one's workplace. Changing companies means adjusting to a different corporate culture and to different coworkers. On the other hand, having one job for a long time means understanding the way an institution works. This intimate knowledge is helpful not only for the worker, but also for the company as a whole. A core group of people with lots of 'tribal wisdom' can handle crisis situations and help move the organization forward.

The ability to change careers many times also has advantages. A worker who changes jobs many times can see how different companies work. They bring new ideas or ways of doing things that help improve how profitable a business is. When labor markets are flexible, companies are able to hire the best employees. Workers can find a workplace best suited for them, one that helps them fulfill their potential.

Economic changes cause hardship initially. Many people who thought they had lifetime employment guarantees now worry about their job security. Labor market flexibility eventually helps both businesses and the average worker.

(267 words)

Model Answer 2

With many changes in society, the number of jobs has increased. People nowadays are more open to new jobs compared to the past. While, in the past, people used to change careers just once or twice, now, with many more jobs and fields of work available, people try ten or more different jobs in their lifetimes.

One advantage when people try different jobs is that they can find the right career by trying different fields. It is sometimes very difficult to find out what our potential is even at a later age. By trying different things, people can better understand themselves and develop their specialties. This will allow our society to have more experts in many different fields, allowing more professional jobs to be done, and in the long run, making a better economy.

On the other hand, there are disadvantages from people changing careers many times. Companies have to spend time training new employees who might not stay on. There is the potential to waste time and money. As for individuals, they will have that much less time to specialize in their fields and, therefore, are more likely to achieve their personal goals much later. In addition, they might also have to invest a lot of time and money in finding what to do in their life.

It is very crucial for each individual to understand what they are good at and what they would like to do in the future as soon as possible. Being stuck in an unsatisfactory job is very unfortunate, but having to change careers many times is also bad. Therefore, society needs to implement an education system that helps everyone find what they are best at.

(282 words)

Test 3_To What Extent

Model Answer 1

p. 226

Modern life offers many comforts. Unlike in the distant past, many people in industrialized countries have good shelter and access to clean water. New technology helps connect people with their friends and family. There are also many cultural and entertainment options available to enjoy. However, those people also feel increasingly harried and rushed. Many complain about not having enough time in their day, or feel extremely frustrated when faced with any sort of delay. Living under such stress may indeed harm one's health, but it is not possible to have the conveniences of modern life and not feel pressed for time.

Having stress for long periods of time affects people physically and mentally. Someone who feels that they never have enough time is constantly stressed. There are several factors that contribute to this. All modern conveniences cost money.

People desire those conveniences, so they work more in order to achieve their financial goals. Communication technology also adds to one's stress. New innovations like e-mail, cellular phones, and personal digital assistants (PDA's) help people keep in touch with family and friends, but they also make it harder to separate work and private life. Even the plethora of entertainment options available makes us feel short on time. Along with the regular network channels, there are: digital radio, cable television, movies in theaters, plays and other cultural events, and, of course, the Internet.

All of the factors mentioned above make people feel constantly under pressure. Anyone who desires to have a comfortable life with modern technology will always have some amount of stress. There are ways to cope with work-related stress, however, as well as techniques to help manage our time. This stress does not always have to make us physically and mentally ill.

(292 words)

Model Answer 2

When I walk down the streets of my town, I come across many people who seem so busy that they look like they are racing or being chased after. With the help of advanced technology, our lives are not the same as they used to be. People can communicate with each other much faster and that means they can take care of their business quickly. Living in a fast-paced society is not always bad, although there are some negative effects that we must seriously consider.

One drawback is the change in our lifestyle. As we must keep up with everyone else, our diet changes accordingly. For instance, there are more fast food restaurants for people who cannot spend a lot of time on meals. Fast food may taste good most of the time, but it is extremely unhealthy for everybody. Fast food causes obesity, heart disease, and many other illnesses.

Another disadvantage of a fast changing society is that it is too competitive. People can now complete their work in a shorter time, which means that whoever works harder and faster is most likely to succeed. Therefore, people working longer hours are forced to give up their personal life. They give up quality time with their families or on their hobbies. Their stress level continues to

rise. When that happens, they develop diseases such as high blood pressure.

Working hard is always rewarding and promising. However, living one's life to the fullest is just as important. Once in a while, we need to stop for a second to think about where we are coming from and where we are going to. That way, we can minimize making mistakes and hurting each other.

(282 words)

Test 4_ Your Opinion

Model Answer 1

p. 228

Sometimes a medical situation arises where a doctor has to take care of a terminally ill patient who is in great pain. In some cases, the patient may seek to end their life with the doctor's assistance. Euthanasia is extremely controversial and is legal in only a very few places.

For a person suffering greatly from a fatal condition like cancer, euthanasia seems like a valid option. If there is no way for doctors to save the patient, voluntary euthanasia might seem like the more compassionate option. The logic is that if a person were fated to die anyway, it would be cruel to prolong their pain. In any place where euthanasia was allowed, there would be very strict policies regarding when it could be used. These strict conditions would make the use of euthanasia rare.

There are also strong arguments against the use of euthanasia by medical personnel. Those who stand against suicide and the purposeful taking of a human life have a valid position. There is also the real fear of doctors disregarding the rigorous legal and medical procedures required for ending a patient's life. In the future, advances in pain control might relieve the suffering of some patients, making euthanasia unnecessary for them.

As the population in developed countries grows older and older, the medical system will have to deal with greater numbers of people with terminal illnesses. Society has to make a choice about euthanasia. Despite advances in medical technology, there will always be cases where euthanasia is an option. If such practices are allowed, they have to be highly regulated by hospital ethics boards and by the law.

(273 words)

Model Answer 2

Society might one day have to consider whether or not to legalize euthanasia. Euthanasia is a very controversial issue throughout the world. There are some countries that allow euthanasia to be practiced by their doctors. I strongly believe that euthanasia is wrong for many reasons.

Proponents of euthanasia claim that it is a way of letting a patient die in peace. A patient with tubes in every part of their body, struggling to breathe and live, would certainly be in extreme pain. It is not only the patients themselves that are suffering, though, but also loved ones who are watching. Advocates say that it is much better for the patient to be put to death rather than have them suffer or have loved ones go on emotional roller coasters. They constantly emphasize pain and emotional suffering to support their argument. Euthanasia sounds like an enticing option but opponents think otherwise.

Opponents say that the physical pain that a patient goes through is not a valid reason for euthanasia, regardless of whether they want it or not. Painkillers and antibiotics can deal with most serious pain, thanks to advanced medical technology. Killing a patient or asking to be put to death is not the only option. In addition, euthanasia is morally wrong in many aspects. Doctors can misjudge a patient's prognosis. In many cases, a patient who was comatose might gain consciousness years later. If a doctor euthanizes them, it would raise ethical issues.

No one can know exactly how much pain and suffering a person and their family go through when someone is so badly injured that euthanasia is an option. However, we need to have hope rather than work against natural processes.

(283 words)