

Academic Writing

A Handbook For IELTS Students

WRITING TASK -1

Things you should know about Academic Writing Task 1:

- You are asked to describe information presented in graph/ table/ chart/ diagram.
- You have 20 minutes to finish the task and you have to write at least 150 words.
- If you are asked to use the information presented in the graph you must be careful not to copy it.

Please DO-

- » Use correct synonyms in your writing.
- » Use a range of vocabulary.
- » Do not repeat words and phrases from the exam question unless there is no alternative.
- » Use less common vocabulary.
- » Do not use the same word more than once/twice.
- » Use precise and accurate words in a sentence.

It is advisable that you learn synonyms and use them accurately in your writing in order to give the impression that you can use a good range of vocabulary.

The general format for writing academic writing task 1 is as follows:

Introduction

Basic/ General Trends

Details Description

Vocabulary for the Introduction Part:

Starting	Presentation Type	Verb	Description
The/ the given / the supplied / the presented / the shown / the provided	diagram / table / figure / illustration / graph / chart / flow chart / picture/ presentation/ pie chart / bar graph/ column graph / line graph / table data/ data / information / pictorial/ process diagram/ map/ pie chart and table/ bar graph and pie chart ...	shows / represents / depicts / enumerates / illustrates / presents/ gives / provides / delineates/ outlines/ describes / delineates/ expresses/ denotes/ compares/ shows contrast / indicates / figures / gives data on / gives information on/ presents information about/ shows data about/ demonstrates/ sketch out/ summarises...	the comparison of... the differences... the changes... the number of... information on... data on... the proportion of... the amount of... information on... data about... comparative data... the trend of... the percentages of... the ratio of... how the...

Example :

1. The diagram shows employment rates among adults in four European countries from 1925 to 1985.
2. The given pie charts represent the proportion of male and female employees in 6 broad categories, dividing into manual and non-manual occupations in Australia, between 2010 and 2015.
3. The chart gives information about consumer expenditures on six products in four countries namely Germany, Italy, Britain and France.
4. The supplied bar graph compares the number of male and female graduates in three developing countries while the table data presents the overall literacy rate in these countries.
5. The bar graph and the table data depict the water consumption in different sectors in five regions.
6. The bar graph enumerates the money spent on different research projects while the column graph demonstrates the fund sources over a decade, commencing from 1981.
7. The line graph delineates the proportion of male and female employees in three different sectors in Australia between 2010 and 2015.

Note that, some teachers prefer "The line graph demonstrates..." format instead of "The given line graph demonstrates...". However, if you write "The given/ provided/ presented...." it would be correct as well.

Tips:

1. For a single graph use 's' after the verb, like - gives data on, shows/ presents etc. However, if there are multiple graphs, DO NOT use 's' after the verb.
2. If there are multiple graphs and each one presents a different type of data, you can write which graph presents what type of data and use '**while**' to show a connection.

For example -'The given bar graph shows the amount spent on fast food items in 2009 in the UK **while** the pie chart presents a comparison of people's ages who spent more on fast food.

3. Your introduction should be quite impressive as it makes the first impression to the examiner. It either makes or breaks your overall score.
4. For multiple graphs and/ or table(s), you can write what they present in combination instead of saying which each graph depicts.

For example, "The two pie charts and the column graph in combination depicts a picture of the crime in Australia from 2005 to 2015 and the percentages of young offenders during this period."

Caution:

Never copy word for word from the question. If you do do, you would be penalised. always paraphrase the introduction in your own words.

Introduction:

Introduction (never copy word for word from the question) + Overview/ General trend (what the diagrams indicate at a first glance).

Reporting Details:

Main features in the Details + Comparison and Contrast of the data. (Do not give all the figures.)+ Most striking features of the graph.

General Statement Part:

The General statement is the first sentence (or two) you write in your reporting. It should always deal with:

What + Where + When.

Example: The diagram presents information on the percentages of teachers who have expressed their views about the different problems they face when dealing with children in three Australian schools from 2001 to 2005.

What = the percentages of teachers...

Where = three Australian schools...

When = from 2001 to 2005...

A good General statement should always have these parts.

Vocabulary for the General Trend Part:

In general	Overall	As a general trend
In common	It is obvious	As can be seen
Generally speaking	As is observed	As an overall trend
As is presented	It can be clearly seen that	At the first glance
it is clear	At the onset	A glance at the graphs reveals that...

Example:

1. In general, the employment opportunities increased till 1970 and then declined throughout the next decade.
2. As is observed, the figures for imprisonment in the five mentioned countries show no overall pattern, rather shows the considerable fluctuations from country to country.
3. Generally speaking, citizens in the USA had a far better life standard than that of remaining countries.
4. As can be seen, the highest number of passengers used the London Underground station at 8:00 in the morning and at 6:00 in the evening.
4. Generally speaking, more men were engaged in managerial positions in 1987 than that of women in New York this year.

5. As an overall trend, the number of crimes reported increased fairly rapidly until the mid-seventies, remained constant for five years and finally, dropped to 20 cases a week after 1982.
6. At a first glance, it is clear that more percentages of native university pupils violated regulations and rules than the foreign students did during this period.
7. At the onset, it is clear that drinking in public and drink driving were the most common reasons for US citizens to be arrested in 2014.
8. Overall, the leisure hours enjoyed by males, regardless of their employment status, was much higher than that of women.

Tips:

1. Write introduction and General trend in the same paragraph. Some students prefer to write the 'General Trend' in a separate paragraph and many teachers suggest the both to be written in a single paragraph. Unless you have a really good reason to write the general trend in the second paragraph, try to write them both in the first paragraph. However, this is just a suggestion, not a requirement.
2. Your 'Introduction (general statement + overall trend/ general trend) should have 75 - 80 words.
3. DO NOT give numbers, percentages or quantity in your general trend. Rather give the most striking feature of the graph that could be easily understood at a glance. Thus it is suggested to AVOID -

"A glance at the graphs reveals that 70% male were employed in 2001 while 40 thousand women in this year had jobs."

And use a format /comparison like the following:

"A glance at the graphs reveals that more men were employed than their female counterpart in 2001 and almost two-third females were jobless in the same year."

Vocabulary to Start the Report Body:

Just after you finish writing your 'Introduction' (i.e. General Statement + General overview/ trend), you are expected to start a new paragraph to describe the main features of the diagrams. This second paragraph is called the 'Body Paragraph / Report Body'. You can have a single body paragraph/ report body or up to 3, (not more than 3 in any case) depending on the number of graphs provided in the question and the type of these graphs. There are certain phrases you can use to start your body paragraph and following is a list of such phrases ---

1. As is presented in the diagram(s)/ graph(s)/ pie chart(s)/ table...
2. As (is) shown in the illustration...
3. As can be seen in the...
4. As the diagrams suggest...
5. According to the...
6. Categorically speaking...
7. Getting back to the details...
8. Now, turning to the details...

9. The table data clearly shows that...
10. The diagram reveals that...
11. The data suggest that...
12. The graph gives the figure...
13. It is interesting to note that...
14. It is apparently seen that...
15. It is conspicuous that...
16. It is explicitly observed that...
17. It is obvious...
18. It is clear from the data...
19. It is worth noticing that...
20. It is crystal clear/ lucid that...
21. It can be clearly observed that...
22. It could be plainly viewed that...
23. It could be noticed that...
24. We can see that...

Vocabulary to show the changes:

Trends	Verb form	Noun Form
Increase	rise / increase / go up / uplift / rocket(ed) / climb / upsurge / soar/ shot up/ improve/ jump/ leap/ move upward/ skyrocket/ soar/ surge.	a rise / an increase / an upward trend / a growth / a leap / a jump / an improvement/ a climb.
Decrease	fall / decrease / decline / plummet / plunge / drop / reduce / collapse / deteriorate/ dip / dive / go down / take a nosedive / slum / slide / go into free-fall.	a fall / a decrease / a reduction / a downward trends /a downward tendency / a decline/ a drop / a slide / a collapse / a downfall.
Steadiness	unchanged / level out / remain constant / remain steady / plateau / remain the same / remain stable / remain static	a steadiness/ a plateau / a stability/ a static
Gradual increase	-----	an upward trend / an upward tendency / a ceiling trend
Gradual decrease	-----	a downward trend / a downward tendency / a descending trend
Flat	level(ed) off / remain(ed) constant / remain(ed) unchanged / remain(ed) stable / prevail(ed) consistency / plateaued / reach(ed) a plateau / stay(ed) uniform /immutable / level(ed) out/ stabilise/ remain(ed) the same.	No change, a flat, a plateau.

Examples:

1. The overall sale of the company increased by 20% at the end of the year.
2. The expenditure of the office remained constant for the last 6 months but the profit rose by almost 25%.
3. There was a 15% drop in the ratio of student enrollment in this University.
4. The population of the country remained almost the same as it was 2 years ago.
5. The population of these two cities increase significantly in the last two decades and it is expected that it will remain stable during the next 5 years.

Tips:

1. Use 'improve' / 'an improvement' to describe a situation like economic condition or employment status. To denote numbers use other verbs/nouns like increase.
2. Do not use the same word/ phrase over and over again. In fact, you should not use a noun or verb form to describe a trend/change more than twice; once is better!
3. To achieve a high band score you need to use a variety of vocabulary as well as sentence formations.

Vocabulary to represent changes in graphs:

Type of Change	Adverb form	Adjective form
Rapid change	dramatically / rapidly / sharply / quickly / hurriedly / speedily / swiftly / significantly / considerably / substantially / noticeably.	dramatic / rapid / sharp / quick / hurried / speedy / swift / significant / considerable / substantial / noticeable.
Moderate change	moderately / gradually / progressively / sequentially.	moderate / gradual / progressive / sequential.
Steady change	steadily/ ceaselessly.	steady/ ceaseless.
Slight change	slightly / slowly / mildly / tediously.	slight / slow / mild / tedious.

Example:

1. The economic inflation of the country increased sharply by 20% in 2008.
2. There was a sharp drop in the industrial production in the year 2009.
3. The demand for new houses dramatically increased in 2002.
4. The population of the country dramatically increased in the last decade.

Vocabulary to represent frequent changes in graphs:

Type of Change	Verb form	Noun form
Rapid ups and downs	wave / fluctuate / oscillate / vacillate / palpitate	waves / fluctuations / oscillations / vacillations / palpitations

Example:

1. The price of the goods fluctuated during the first three months in 2017.
2. The graph shows the oscillations of the price from 1998 to 2002.
3. The passenger number in this station oscillates throughout the day and in early morning and evening, it remains busy.
4. The changes of car production in Japan shows a palpitation for the second quarter of the year.
5. The number of students in debate clubs fluctuated in different months of the year and rapid ups and downs could be observed in the last three months of this year.

Tips:

1. 4. DO NOT try to present every single data presented in a graph. Rather pick 5-7 most significant and important trends/ changes and show their comparisons and contrasts.
2. The question asks you to write a report and summarise the data presented in graphs(s). This is why you need to show the comparisons, contrasts, show the highest and lowest points and most striking features in your answer, not every piece of data presented in the diagram(s).

Types of Changes/ Differences and Vocabulary to present them:

Great change / Huge difference:

Adjectives

Overwhelming
Substantial
Enormous

Adverbs

Overwhelmingly
Substantially
Enormously

Big change / Big difference:

Adjectives

Significant
Considerable

Adverbs

Significantly
Considerably

Medium change / Moderate difference:**Adjectives**Somewhat
Moderate**Adverbs**Somewhat
Moderately**Minor change / Small difference:****Adjectives**Fractional
Marginal
Slight**Adverbs**Fractionally
Marginally
Slightly**Dates, Months & Years related vocabulary and grammar:**

- » From 1990 to 2000, Commencing from 1980, Between 1995 and 2005, After 2012.
- » By 1995, In 1998, In February, Over the period, During the period, During 2011.
- » In the first half of the year, For the first quarter, The last quarter of the year, During the first decade.
- » In the 80s, In the 1980s, During the next 6 months, In the mid-70s, Next 10 years, Previous year, Next year, Between 1980 - 1990.
- » Within a time span of ten years, within five years.
- » Next month, Next quarter, Next year, Previous month, Previous year.
- » Since, Then, From.

Percentage, Portion and Numbers:**Percentages:**

10% increase	one-fourth
25 percent decrease	three-quarters
increased by 15%,	half
dropped by 10 per cent	double fold
fall at 50%	stood exactly at 43%.
reached to 75%	5 times higher
tripled	3 timers lower
doubled	declined to about 49%,

Fractions:

4% = A tiny fraction.

24% = Almost a quarter.

25% = Exactly a quarter.

26% = Roughly one quarter.

32% = Nearly one-third, nearly a third.

49% = Around a half, just under a half.

50% = Exactly a half.

51% = Just over a half.

73% = Nearly three quarters.

77% = Approximately three quarter, more than three-quarter.

79% = Well over three quarters.

Proportions:

2% = A tiny portion, a very small proportion.

4% = An insignificant minority, an insignificant proportion.

16% = A small minority, a small portion.

70% = A large proportion.

72% = A significant majority, A significant proportion.

89% = A very large proportion.

Words/ Phrases of Approximation - Vocabulary:

» Approximately

» Nearly

» Roughly

» Almost

» About

» Around

» More or less

» Just over

» Just under

» Just around

» Just about

» Just below

» A little more than

» A little less than.

Tips:

1. Do not incorporate more than 3-4 paragraphs.
2. Do not use a single paragraph to describe everything.
3. The conclusion part is optional. If you think that you have already written more than 170 words and have nothing to say, you can skip the conclusion.

Graph Writing Vocabulary Index:*Vocabulary to represent the highest and lowest points in graphs:*

Type	Verb	Noun
Highest Point	peaked / culminated / climaxed / reach the peak / hit the peak / touch the highest point / reach the vertex/ reach the apex	a (/the) peak / a (/the) pinnacle / a (/the) vertex / the highest point/ an (/the) apex / a (/the) summit, a (/the) top, a (/the) pinnacle, a (/the) acme, a (/the) zenith,
Lowest Point	touch the lowest point / get the lowest point / reached the nadir	the lowest point / the lowest mark / bottommost point / rock bottom point/ bottommost mark / nadir/ the all-time low/ the lowest level/ the bottom/ rock-bottom

Example:

1. The price of the oil reached a peak amounting \$20 in February and again touched the lowest point amounting only \$10 in July.
2. Student enrollment in foreign Universities and Colleges increased dramatically hitting a peak of over 20 thousand in 2004.
3. The highest number of books was sold in July while it was lowest in December.
4. The oil price reached a peak in 2003 while it was lowest in 2006.
5. The selling volume of the DVD hit the peak with 2 million copies sold in a month but after just three months it reached the bottom with only 20 thousand sold in a month.

Vocabulary to show fluctuations/ups and downs/ rise and fall in Verb forms:

Be erratic
Rise and fall erratically
Changes sporadically
Rise and fall irregularly
Changes Intermittently

Date, month & year related Vocabulary and Grammatical rules:

Between ...(year/ month)... and ...(year/ month)..
From ...(year/ month/ day/date)... to ...(year/ month/day/date)..
In ...(year/ month)..
On ...(day/ day of the week/ a date)..
At, In, By,
During ... (year)..
Over the period/ over the century/ later half of the year/ the year...
Over the next/ past/ previous days/ weeks/ months/ years/ decades...

Presenting Percentages:

You can present "a percentage data" in one of the three different ways. It is suggested that you use all these formats in your report writing instead of repeating the same style to show percentages in your writing.

- % = In percentage / in %. (20%, 25 percentage, ten per cent etc.)
- % = In proportion. (two out of five, every student out of three etc.)
- % = In fraction. (one-third, two-fifth, a quarter etc.)

Vocabulary to show how many times...

- » Exactly the same.
- » Roughly the same
- » Practically the same
- » Twice
- » Thrice
- » Four times
- » Five times
-
- » Ten times
-
- » Hundred times.

Vocabulary to show how much changed...

- » Halved
- » Equaled
- » Doubled
- » Trebled / tripled
- » Quadrupled (fourfold /four times)
- » Pentadupled (fivefold /five times)
- » Hexadupled (sixfold /six times)
- » Septupled (sevenfold /seven times)
- » Octupled (Eightfold/eight times)
- » Nonupled (Ninefold/ nine times)
-
- Centupled (hundredfold/ hundred times)

Vocabulary to represent comparison in graphs:

Type	Word(s) should be used
Similar	about / almost / nearly / roughly / approximately / around / just about / very nearly /
Just over	just above / just over / just bigger / just beyond / just across
Just short	just below / just beneath / just sort / just under / just a little
Much more	well above / well above / well beyond / well across / well over
Much less	well below / well under / well short / well beneath

Example:

1. The number of high-level women executives is well beneath than the number of male executives in this organisation, where approximately 2000 people work in executive levels.
2. About 1000 people died in the highway car accident in 2003 which is well above than the statistics of all other years.
3. The number of domestic violence cases was just below 500 in March which is just a little over than the previous months.
4. The average rainfall in London in 2014 was just above than the average of two other cities.
5. The salaries of male executives in three out of four companies were well above than the salaries of female executives in 1998.

Expressions to focus on an item in the graph:

Use the following expression to focus on an item in the graph.

- » With regards to
- » In the case of
- » As for
- » Turning to
- » When it comes to it/ they
- » Where ... is/are concerned,.....
- » Regarding

Compare and contrast: Useful Vocabulary to make Comparison and Contrast:

- » Similarly, In a similar fashion, In the same way, Same as, As much as, Meanwhile.
- » However, On the contrary, on the other hand, in contrast.

Make sure you the appropriate comparative and superlative form of the words when you make a comparison. Here is a basic overview of the comparative and superlative forms to help you remember what you already know.

- **One Syllable**

Adjectives with one syllable form their comparatives and superlatives form. In your academic writing task 1, you will often use such comparison and contrast related words.

cheap » cheaper » cheapest

large » larger » largest

bright » brighter » brightest etc.

Exceptions:

good » better » best

bad » worse » worst etc.

Examples:

1. The fast food items in uptown restaurants were comparatively cheaper than that of city restaurants.
2. The largest proportion of water was used in the agriculture sector in most of the Asian countries while the European countries used the highest percentage of water for industrial purposes.
3. The price of the book in store A is cheaper than the price of store B.
4. The temperature decreased further and that made the weather condition worse.
5. The temperature was better in the mid-April but in mid-July, it became worse.

- **Two Syllables**

Some adjectives with two syllables form their comparatives and superlatives:

pretty » prettier » prettiest

happy » happier » happiest etc.

Examples:

1. Customers were happier than now, according to the survey, as the price was cheaper in 1992.

2. The overall production level of this company made the authority happier as it was doubled in the last quarter of the year.

But many form their comparatives and superlatives using 'more':

striking » more striking » most striking

Common » more common » most common

Clever » more clever/cleverer » most clever/cleverest etc.

- **Three or more Syllables**

All adjectives with three or more syllables form their comparatives and superlatives using 'more' & 'most':

attractive » more attractive » most attractive

profitable » more profitable » most profitable

expensive » more expensive » most expensive.

Examples:

1. Custom-made cars were more expensive in 2014 than they are now.

2. The factory offered more attractive overtime rates and that motivated more employees to work for extra times.

Vocabulary to present Linkers:

However
On the other hand
Similarly
On the contrary
Meanwhile
In contrast,
By comparison

Vocabulary to show that something/a trend is similar or the same:

Use the following vocabularies if both subjects are the same/ identical:

- ... Identical to/ Identical with ...
- ... Equal to with ...
- ... Exactly the same ...
- ... The same as ...
- ... Precisely the same ...
- ... Absolutely the same ...
- ... just the same as ...

Use the following vocabularies if both subjects are not identical but similar:

- ... Almost the same as ...
- ... Nearly the same as ...
- ... Practically the same as ...
- ... Almost identical/ similar ...
- ... About the same as ...

Way to show that something/a trend is just the reverse/opposite:

- » The reverse is the case...
- » It is quite the opposite/ reverse...

Rules of Time Preposition use:

'In'

»» Use preposition 'in' when you talk about years, months, decades, centuries, seasons.

Example:

- Years= in 1998, in 2015 etc.
- Months= in January, in December etc.
- Decades= in the nineties, in the seventies etc.
- Centuries= in the 19th century, in the 14th century, in the 1980s etc.
- Seasons= in summer, in winter, in autumn etc.

»» Use preposition 'in' to talk about past or future.

Example:

- Past time= in 1980, in the past, in 1235, in the ice age, in the seventies, in the last century etc.
- Future time = in 2030, in the future, in the next century etc.

»» Use preposition 'in' when you talk about a long period.

Example:

- in the ice age, in the industrial age, in iron age etc.

'On'

»» *Use preposition 'on' when you talk about days (days of the weeks or special days).*

Example: Days of the week= on Sunday, on Friday, on Tuesday.

Special days= on New Year's Day, on your birthday, on Independence Day, on holiday, on wedding day etc.

»» *Use preposition 'on' when you talk about dates.*

Example: on July 4th, on 21st January 2015, on 5th May etc.

»» *Use preposition 'on' when you talk about times (like morning/ afternoon/ evening/ night) of a day.*

Example: on Friday morning, on Saturday afternoon, on Sunday evening, on Monday evening etc.

However, notice the below list that shows further use of prepositions 'in' and 'on' for periods of the days versus periods. This is often confusing and mistakenly used by IELTS candidates. Look at those, notice the use and memorise it.

In	on
in the morning	on Sunday morning
in the afternoon	on Monday afternoon
in the evening	on Tuesday evening

'At'

»» *Use preposition 'at' when you need to express an exact time.*

Example: At eight o'clock, at 10: 45 am, at two p.m, at nine o'clock.

»» *Use preposition 'at' when you talk about meal times*

Example: At breakfast time, at lunchtime, at dinner time etc.

»» *Use preposition 'at' when you talk about weekends, holiday periods, or the night time.*

Example: At the weekend, at Christmas, at Easter, at night etc.

Words to make a comparison / contrast: A bit/ slightly/ a little/ only just/ approximately/ about/ almost/ precisely/ quite/ nearly/ considerably/ a huge/ a great deal/ quite a lot/ completely/ exactly...

Example:

» This year the population growth of the country is slightly higher than the previous year.

- » This year the population grown is almost twice than that of 2007.
- » Sale of the company has increased quite a lot this year.

Using Appropriate Prepositions: You must use the correct preposition in the IELTS writing task 1 to get a high score. Be accurate about the uses of to, by, of, off, in, on, for etc.

Examples:

- » Papers are sold by the ream.
- » Oranges are purchased and sold by the dozen.
- » Students enrollment in the University has increased by 2% this year.
- » Eggs are counted in dozens.
- » Rice is measured in kg.
- » He is junior to me by 4 years.
- » The employees are paid per week in this factory.
- » All these products are made of glasses.

Vocabulary - Using the appropriate "Prepositions":

- » It started at..., The sale started at \$20..., It peaked at...
- » It reached at/to..., It reached the lowest point /nadir at...
- » It increased to 80 from 58. It decreased from 10 to 3.
- » There was a drop of six units. It dropped by 3 units.
- » It declined by 15%. There was a 10% drop in the next three years.

Formal and Informal expressions and words:

Few more informal expressions with their formal versions are given below. Since IELTS is a formal test, your writing should be formal as well. Using informal words or expressions should be avoided. Some of the informal words are so frequently used that it would be tough for you to eliminate them from your writing. However, we would suggest you make a habit of using formal words and expressions instead- for your performance and band score's sake.

<i>Informal</i>	<i>Formal</i>
Go up	Increase
Go down	Decrease
Look at	Examine
Find about	Discover
Point out	Indicate
Need to	Required

Get	Obtain
Think about	Consider
Seem	Appear
Show	demonstrate/ illustrate
Start	Commence
Keep	Retain
But	However
So	Therefore/Thus
Also	In addition/Additionally
In the meantime	In the interim
In the end	Finally
Anyway	Notwithstanding
Lots of/ a lot of	Much, many
Kids	Children
Cheap	Inexpensive
Right	Correct

Graph Writing Vocabulary Index:

Noun:

- **Increase:**

A growth: There was a growth in the earning of the people of the city at the end of the year.

An increase: Between the noon and evening, there was an increase in the temperature of the coast area and this was probably because of the availability of the sunlight at that time.

A rise: A rise of the listener in the morning can be observed from the bar graph.

An improvement: The data show that there was an improvement in traffic condition between 11:00 am till 3:00 pm.

A progress: There was a progress in the law and order of the city during the end of the last year.

- **Rapid Increase:**

A surge: From the presented information, it is clear that there was a surge in the number of voters in 1990 compared to the data given for the previous years.

A rapid increase/ a rapid growth/ a rapid improvement: There was a rapid growth in the stock value of the company ABC during the December of the last year.

N.B: Following adjectives can be used before the above nouns to show a rapid growth/ increase of something:

Rapid	massive
Sudden	vast
Steady	gigantic
Noticeable	monumental
Mentionable	incredible
Tremendous	fabulous
huge	enormous

(The above list is the words which are actually adjective and can be used before nouns to show the big changes)

Highest:

A/ The peak: Visitors number reached a peak in 2008 and it exceeded 2 million.

Top/ highest/ maximum: The oil prices reached the top/ highest in 1981 during the war.

N.B: Some of the words to present the highest/ top of something are given below:

Apex	vertex
pyramid	summit
zenith	tower
acme	most
obelisk	greatest
climax	max
needle	tops
spire	peak
crown	height

- *Changes:*

A fluctuation: There was a fluctuation of the passenger numbers who used the railway transportation during the year 2003 to 2004.

A variation: A variation on the shopping habit of teenagers can be observed from the data.

A disparately/ dissimilarity/ an inconsistency: The medicine tested among the rabbits shows an inconsistency of the effect it had.

- *Steadiness:*

Stability: The data from the line graph show a stability of the price in the retail market from January till June for the given year.

A plateau: As is presented in the line graph, there was a plateau of the oil price from 1985 to 1990.

- **Decrease:**

A fall: There was a fall in the price of the energy bulbs in 2010 which was less than \$5.

A decline: A decline occurred after June and the production reached to 200/day for the next three months.

A decrease: After the initial four years, the company's share price increased, and there was a decrease in the bearish market.

Using 'Nouns' and 'Verbs' to describe trends in a graph:

Verbs

- » Increased (to)
- » Rose (to)
- » Climbed (to)
- » Went up (to)

Nouns

- An increase
- A rise
- An upward trend
- A growth

Verbs

- » Surge
- » Boomed (to)

Nouns

- A surge
- A boom / a dramatic increase.

Verbs

- » Decreased (to)
- » Declined (to)
- » Fell (to)
- » Reduce (to)
- » Dipped (to)
- » Dropped (to)
- » Went down (to)

Nouns

- A decrease
- A decline
- A fall
- A reduction
- A drop
- A downward trend

Verbs

- » Plunge
- » Slumped (to)
- » Plummeted (to)

Nouns

- A slump / a dramatic fall.

Verbs

- » Remained stable (at)
- » Remained static (at)
- » Remained steady (at)
- » Stayed constant (at)
- » Levelled out (at)
- » Did not change
- » Remained unchanged
- » Maintained the same level
- » Plateaued (at)

Nouns

- A level out
- No change
- No change
- A plateau

Verbs

- » Fluctuated (around)
- » Oscillated

Nouns

- A fluctuation
- An oscillation

Verbs

» Peaked (at)

Nouns

The peak/ apex/ zenith/ summit/ the highest point

Verbs

» Bottomed (at)

Nouns

The lowest point/ the bottom/ bottommost point

*Use 'adjective/adverb' to indicate the movement of a trend.***Examples:**

1. There has been a slight increase in the unemployment rate in 1979 at which point it stood at 12%.
2. The price of gold dropped rapidly over the next three years.

*Use 'adjective' to modify the 'Noun' form of a trend and use 'adverb' to modify the 'verb' form of a trend.***Greater or Higher?**

We usually use 'greater' when we compare two numbers, and 'higher' while comparing two percentages or ratio. Reversely, 'smaller or fewer' could be used to compare two numbers and 'lower' to compare two percentages or ratios. The following table would make it clear ---

Subject	Scale(Large)	Scale(Small)
Number	Greater	Smaller/Fewer
Ratio	Higher	Lower
Percentage	Higher	Lower

Examples:

1. The number of male doctors in this city was greater than the number of female doctors.
2. The number of European programmers who attended the seminar was fewer than the number of Asian programmers.
3. The percentage of male doctors in this city was higher than the percentage of female doctors.
4. During 2010, the inflow of illegal immigrants was lower than that of 2012.
5. the birth rate in Japan in 2014 was higher than the birth rate in 2015.

Vocabulary to compare to what extent / to (/by) what degree something is greater/higher than the other:

- » Overwhelmingly, Substantially, Significantly, Considerably.
- » Moderately, Markedly.
- » Hardly, Barely, Slightly, Fractionally, Marginally.

Vocabulary to show the sequence:

- » Subsequently, Respectively, Consecutively, Sequentially.
- » Previous, Next, First, Second, Third, Finally, Former, Latter.

Vocabulary to show transitions:

Vocabulary to describe different types of data/trends in a paragraph while showing a smooth and accurate transition is quite important. Following word(s)/ phrase(s) would help you do so in an excellent way...

- » Then
- » Afterwards
- » Following that
- » Followed by
- » Next
- » Subsequently
- » Former
- » Latter
- » After
- » Previous
- » Prior to
- » Simultaneously
- » During
- » While
- » Finally.

Few More Vocabularies:

Few more useful vocabulary to use in your report writing:

- » Stood at
- » A marked increase
- » Steep
- » Gradual
- » Hike
- » Drastic
- » Declivity
- » Acclivity
- » Prevalent
- » Plummet

Useful phrases for describing graphs:

- » To level off
- » To reach a plateau
- » To hit the highest point
- » To stay constant
- » To flatten out
- » To show some fluctuation
- » To hit the lowest point
- » Compared to
- » Compared with
- » Relative to

Graph Writing Vocabulary Index:

You will often need to use 'adjectives' and 'adverbs' to indicate the speed of changes in the trend (called 'Degree of Speed') in your answer. Following is a list of vocabularies that will help you present the quick changes quite effectively.

Adjectives:	Adverbs:
<ul style="list-style-type: none">» Rapid, Quick, Sharp, Swift, Sudden, Wild.» Steady, Gradual, Moderate» Slow, Gentle.	<ul style="list-style-type: none">» Rapidly, Quickly, Sharply, Swiftly, Suddenly, Wildly.» Steadily, Gradually, Moderately» Slowly, Gently.

A different set of vocabulary to represent the 'Degree of Trend' would also be handy to summarise data presented in a graph. Both 'adjective' and 'adverb' form of this vocabulary list is given below. Use 'adjectives' to modify a 'Noun', while 'adverbs' should be used to modify a 'verb'.

Adjectives:	Adverbs:
<ul style="list-style-type: none"> » Significant, Huge, Enormous, Steep, Substantial, Considerable, Marked, Dramatic, Abrupt. » Moderate, Slight. » Minimum (singular), Minima (plural) 	<ul style="list-style-type: none"> » Significantly, Hugely, Enormously, Steeply, Substantially, Considerably, Markedly, Dramatically, Abruptly. » Moderately, Slightly. » Minimally

Vocabulary to describe a Map:

- » Horizontal, Vertical.
- » Circle, Square, Rectangle.
- » Across, Across from.
- » Under, Over, Inside, Beside, On top of, Adjacent, Opposite, Next to.
- » Along, Through, As far as.
- » Midpoint, Halfway, In the middle.
- » Intersection, Overlapping.
- » Exterior.
- » Parallel to, Parallel, Perpendicular to.
- » Edge, Diagonal.
- » In front of the, Behind the.
- » To the right, To the left.
- » On the right-hand side, On the left-hand side.
- » North, South, East, West.
- » Northern, Southern, Eastern, Western.
- » To the north, To the East...
- » Where.
- » In which, To which, From which.
- » Built, Erected, Replaced.
- » Situated, Located.
- » Changed to/ Converted/ Gave way to
- » While in 2001, it was, later, it was converted to

Vocabulary to describe a Process Diagram:

In Introduction:

The diagram/ picture/ flow chart depicts/ illustrates/ describes the process of/ how....

While Describing the Process:

- A) First/ Firstly, Second/ Secondly, Third/Thirdly Next/ After that/ Then, Following that/ Followed by, Subsequently/ Subsequent to that, Finally/ Lastly...
- B) Where/ From where/ After which/ After that/ Afterward...
- C) When/ As soon as/ Immediately, Just after that...
- D) At the beginning, In the end, Just after the beginning, Just before the end...

To denote the end of a step:

- A) After this step/ stage/ process...
- B) Once this stage/ step is completed...

To denote what a Step involves:

- A) The phase/ step/ stage involved...

To denote the repetition of a cycle/ process:

- A) The cycle/ process then repeat itself.
- B) The cycle/ process is then repeated.

Vocabulary to describe Predictions:

- *It is predicted/ estimated/ projected/ forecasted/ expected/ anticipated that..... will
- *Is /are predicted/ estimated/ projected/ forecasted/ expected/ anticipated to
- *It gives prediction/ estimation/ projection/ forecast of
- *It will
- *..... Will have by (year/month/decade).....

Vocabulary to show the value/ Incorporate data/ figure:

You should not write down every piece of data/figure that is given in the diagram in your report writing and doing so would actually hurt your band score. You are expected to mainly show the following in your report writing: --

Comparison of data/trend

Contrast of data/trend

Most significant figures/data/information/ trend (typically 4-6)

The highest point

The lowest point

The overall scenario.

However, to compare/contrast data or to show a significant change/trend you will need to show a figure that you will use as the base. For example, The British spent over eighty thousand Pounds on average which was twice than the spending of Americans and approximately quadruple than that of Irish. Here, over 80 thousand pounds is the base figure.

Following is a list of vocabulary to use to show such figures in your report writing:

Is/ was/ were: The percentage of foreign students was exactly ten in 2001 in this university and it rose three times in ten years.

Stand at/ Stood at: The percentages of males and females who opined that they should be allowed to get married at 21 stood at 14 and 16 in 1990 but witnessed a noticeable decline in 2010.

Exactly & As high as: The sale in March was exactly 400 and went up as high as 1100 in June.
Using (): In summer, the number of refrigerators sold (154) was far greater than the refrigerators sold (63) in winter.

Which:

1. From January to March the death case rose three times which was only 23 between October and December.
2. The temperature, which was 21 degrees C in March, climbed to 39 degrees C in mid-July.

Makes up: In the first decade, the population remained steady, which made up 2.8 million approximately, but it doubled in the next 30 years.

Constitutes: The initial expenditure, which constituted 280 USD, climbed rapidly and reached the peak during 2014.

Accounts for:

1. In June 2016. the number of Asian students enrolment in this university accounted for 45 which is estimated to be almost double in the next year.
2. The number of infected people, which accounts for nine, is markedly lower than the number of infected patients in the last month, which accounted for forty.

Graph Writing Vocabulary Index:

- » Illustration: can replace - "diagram, chart."
- » As the diagrams suggest: can replace - "As can be seen, According to the diagrams."
- » Illustrate: can replace - "describe, show, present data on."
- » Trifling: can replace - "small, insignificant."
- » Delineate: can replace - "show, present, describe."
- » From this graph, it is quite evident that: can replace - "In conclusion, In summary, In general."
- » The most possible ground: can replace - "the most common reason."
- » Elaborate: can replace - "describe, explain."
- » Nadir: can replace - "the lowest point."
- » Apex/ Vertex: can replace - "the highest point."
- » Soared: can replace - "sharply increased."
- » Skyrocketed: can replace - "very quickly increased."
- » Frantically: can replace - "very quickly, very rapidly."
- » Slumped: can replace - "quickly dropped."
- » Plummeted: can replace - "quickly dropped."
- » Surged: can replace - "went up, climbed, increased."
- » Deteriorate: can replace - "fall."
- » Dip: can replace - "fall, decline."

- » Dive: can replace - "fall, drop."
- » Go into free-fall: can replace - "fall, drop, decline, decrease."
- » Plummet, plunge, slum: can replace - "fall, drop, decline."
- » Take a nosedive: can replace - "reduce, drop, fall, decline."
- » Slide: can replace - "drop, fall."
- » Decade: can replace - "ten years."
- » Projected: can replace - "predicted, forecasted, estimated."
- » Overwhelmingly: can replace - "greatly, significantly."
- » Hardly: can replace - "barely, merely,"
- » At the onset it is clear: can replace - "As can be seen from the graph."
- » Indicate: can replace - "point out."
- » All in all: can replace - "In summary, in conclusion."
- » Obtain: can replace - "get."
- » Commence: can replace - "start".
- » In the interim: can replace - "in the meantime."
- » Correct: can replace - "right".
- » Inexpensive: can replace - "cheap."
- » Depict: can replace - "show."
- » Plateaued: can replace - "remained the same."
- » Oscillate/ Vacillate/ Palpitate: can replace - "fluctuate."
- » Declivity: can replace - "drop, fall, decrease".
- » Acclivity: can replace - "An upward slope, an upward trend, increase."
- » A steep fall: can replace - "A quick fall".

Vocabulary to ensure high band score in IELTS Graph writing:

Few more useful vocabulary to ensure high band score in IELTS Graph writing:

Plateau

Meaning: Reach a state of little or no change after a period of activity or progress, levelled out.
 Example: The share price of the ACME company have plateaued out.

Dip

Meaning: Submerge, lower plunge, sink.
 Example: The employee satisfaction score then dipped in 2005 and remained at this level for the next three years.

Slump

Meaning: Decrease, decline, deteriorate.
 Example: The number of passengers then slumped and reached to only 2500 compared to four thousand in the previous year.

Steep

Meaning: Sheer, sharp, abrupt, perpendicular.
 Example: The steep decline of the heavy drinkers contributed to the enhanced life expectancy in this country.

Substantial

Meaning: Notable, considerable, significant, marked

Example: A substantial number of these diploma holders did not finish their tertiary education.

Dramatic

Meaning: Significant, notable, noteworthy, remarkable, considerable, substantial.

Example: The dramatic rise of the car use has polluted the air.

Gradual

Meaning: Step by step, slow but continuous, uniform, successive, progressive, steady, regular, even, consistent.

Example: The participation of women in these sectors gradually improved and in 2015, more than 38% women were employed in these job sectors.

Decline

Meaning: Reduce, decrease, plummet, plunge, slump, shrink, fall off, lessen.

Example: Investment in clean energy declined in the third world countries in 2005 while it actually doubled in most of the first world countries.

An upward trend

Meaning: The tendency of being higher, something that goes upward.

Example: An upward trend in the number of club members was visible from 2005 to 2007 after which it actually dropped.

Respectively

Meaning: Consecutively, sequentially.

Example: Car theft cases in Denmark, Sweden, UK and Japan were respectively 240, 210, 354 and 189 in January 2018.

Consecutively

Meaning: Sequentially, progressively.

Example: While the daily fast food consumption per person in the UK was 50 grams, it was 61, 32 and 25 grams in the USA, Sweden and China consecutively.

Apex

Meaning: The highest point, peak, vertex, pinnacle, summit, top.

Example: The price then increased noticeably and reached the apex in 2017.

Acclivity

Meaning: Ascent, climb, rise.

Example: The activity of the car ownership in Europe further developed and reached to 57% in 2011.

Declivity

Meaning: A downward slope, decline, decrease.

Example: The declivity on the number of female members in 2011 was almost double than that of the previous year.

Remained stable

Meaning: Remained constant, did not change.

Example: The ratio of highly skilled professionals in the former country increased significantly but remained stable in the later one.

Plummet

Meaning: Plunge, fall, decline, slump, nosedive, drop, decrease.

Example: The ratio of unemployed youth, who have vocational education, plummeted in 2005 than that of two years earlier.

Prevalent

Meaning: Common, general, usual, prevailing, widespread, endemic, rampant.

Example: The prevalence of the trend could be better understood if we compare the data with that of the last twenty years.

Stood at

Meaning: To remain stable/ intact, to come to a stop.

Example: The old hospital stood at the same position as it was five decades earlier but the free-space in front of it was converted to a car parking area.

Enumerate

Meaning: Identify, itemize, list, summarise, recite, specify, quote, relate.

Example: The illustration enumerates how Australian Bureau of Meteorology collects up-to-the-minute information on the weather.

Radically

Meaning: Completely, hurriedly, abruptly.

Example: The technological advancement has radically changed the way employees used to work in their offices.

Positive development

Meaning: Improvement, progress, stay forward, increase, grow, rise.

Example: The increasing number of female executives in the company is considered a positive development.

Subsequent

Meaning: Following, next, successive, succeeding.

Example: Despite a hike at the beginning of the year, the oil price steadily declined in the subsequent months until June 2017.

Commence

Meaning: Start, begin, set in motion, open, initiate, inaugurate.

Example: The construction of the road was commenced at the beginning of 2001 and ended in 2003.

Plunge

Meaning: Slump, plummet, shrink, fall off, decline, decrease, drop, reduce.

Example: Employers' contribution to the fee for skill development courses has plunged to a great extent in the last decade, as the graph suggests.

Surge

Meaning: Increase, went higher, jump.

Example: Duration of watching TV as a leisure activity surged among the elder people in Australia after 1998.

To dive

Meaning: Fall, descent, plummet, plunge, nosedive, drop.

Example: Consumption of word resources in some Asian countries, on the contrary, has dived after 2014.

Abrupt

Meaning: Swift, sudden, instantaneous, hurried, startling, unanticipated, unexpected, rapid, speedy.

Example: The abrupt rise of the population in the early 21st century is contrasting to that of the beginning of the 18th century, as the data suggests.

Relative

Meaning: Correlative, corresponding, parallel, reciprocal.

Example: The academic performance and professional efficiency are somewhat relative to each other despite the presence of many other variables, according to the survey outcome.

MAPS Vocabulary

How to Describe Specific Changes

Buildings– demolished, knocked-down, flattened, replaced, renovated, built, constructed, reconstructed, developed, extended, expanded, relocated, converted and modernized.

Examples:

- The government demolished the industrial estate and developed a sports ground.
- They removed the shops and replaced it with a skyscraper.
- A port was constructed at the edge of the river.
- The factory in the city centre was demolished and relocated to the north of the city.
- The old warehouses were replaced with new hotels.
- The factory was converted into apartments.

Trees and Forests- cleared, cut-down, chopped-down, removed, planted.

Examples:

- The forest was cut-down and replaced with a shopping centre.
- The trees were cleared to make way for houses.
- Roads, bridges and railways lines- constructed, built, extended, expanded and removed.

- The main road was extended and a new bridge built over the river.

Leisure facilities- opened, set up, developed.

Examples:

- A skate park was set up next to the swimming pool.
- A park was developed beside the forest.

How to Describe General Changes

As this is an IELTS writing task 1 question we must write an overview and this is where we talk generally about the main changes that have occurred between the two maps.

Below are some examples of general statements we could use to describe change in towns and cities.

- Over the period, the area witnessed dramatic changes.
- From 1995 to 2005, the city centre saw spectacular developments.
- The village changed considerably over the time period.
- During the 10 year period, the industrial area was totally transformed.
- Over the past 20 years, the residential area was totally reconstructed.
- Over the time period, the old docks were totally redeveloped.
- Between 1995 and 2005, the old houses were rebuilt.
- The central business district was completely modernised during the time period.

Pick two or three of the most noticeable differences in the map and write a general statement for each. This will be your overview paragraph.

The more specific changes should be included in your main body paragraphs.

How to Describe Locations

You will also be expected to describe where things are maps and describe where changes have occurred.

You can use 'to the left' and 'to the right', but a better way is to use 'north', 'south', 'east' and 'west'. I normally advise my students to draw the symbols on the question paper if they are not already there.

Examples:

- The forest to the south of the river was cut down.
- A golf course was constructed to the north of the airport.
- The houses in the south-west of the town were demolished.
- The green fields to the north-west of the city were redeveloped as a park.
- The airport in the centre of the city was relocated to the north-east of the river.
- The school to the south-east was knocked down and a new one built to the east of the forest.

Finally, you will also be expected to use prepositions of place, e.g. at/in/on/by/beside/to/off/from, to describe where things are.

Examples:

- Dramatic changes took place in the city centre.
- To the south of the town, there is a golf course surrounded by trees.
- A new school was built next to the swimming pool.
- The old road running from north to south was replaced by a new motorway.
- A marina was built on the banks of the river.

Buildings:

- Demolished: The industrial estate was demolished and developed into a sports ground by the local community.
- Knocked-down: The shops were knocked-down and replaced with a skyscraper.
- Flattened: The factory in the city centre was flattened and relocated to the north of the city.
- Replaced with: The old warehouses were replaced with new hotels.
- Renovated: The old buildings were completely renovated.
- Built: A new factory was built north of the residential area.
- Constructed: A harbor was constructed at the edge of the river.
- Reconstructed: The school was completely reconstructed after the passing of the hurricane.
- Developed into: the industrial estate was demolished and developed into a sports ground by the local community.
- Extended: The school was extended by adding 2 more buildings.
- Expanded: The residential area expanded south-east by constructing 3 more homes.
- Relocated to: The factory in the city centre was flattened and relocated to the north of the city.
- Converted into: The factory was converted into apartments.
- Modernized: The infrastructure was modernized by converting the dirt roads into concrete streets.

Trees and Forests:

- Cleared: The trees were cleared to make way for a new residential area.
- Cut-down: The forest was cut-down and made space for a shopping centre.
- Chopped-down: The forest was entirely chopped-down to make way for a new highway.
- Removed: Some of the trees were removed to build a new playground.
- Planted: A new forest was planted west of the factory

Roads, Bridges and Railway lines:

- Constructed: A new railroad was constructed next to the village.
- Built: A new bridge was built to replace the old one.
- Extended: The main road was extended and a new bridge built over the river.
- Expanded to: The main road was expanded to the north to connect to the other town.
- Removed: The railway lines were removed and replaced by a metro line.

Leisure facilities:

- Opened: A brand new sports centre opened just north of the school.
- Set up: A brand new skate park was set up close to the swimming pool.
- Developed: A playground was developed next to the school.

Map specific vocabulary

City / town

- Community greens: Shared open green spaces in residential neighborhoods.
- Green belt: A policy used in urban planning to retain a “belt” of the natural environment around urban areas.
- Greenfield land: Untouched and pristine land. Fields and forests.
- Greyfield land: Buildings or real estate land that is economically useless. Disused car parks or abandoned factories.
- Grid plan: A plan in the shape of a grid.
- Pavement / sidewalk: The part of the street dedicated to just pedestrians.
- Roundabout: circular intersection for leaving and entering other roadways.
- Roadside: The side of the road. At the roadside there are three retailers.
- Zone of transition: An area that is moving from one status to another. The area between the city centre and the green belt.

Landscape

- Bay: small sea
- Archipelago: a group of islands
- Bog: wet spongy ground, swamp
- Canal: man made navigable water way
- Canyon: deep, narrow valley with steep sides, carved by a river
- Hedge: row of shrubs forming a boundary
- Moor: open land on hills with shrubs, heath
- Strait: narrow waterway connecting two large bodies of water
- Stream: very small river
- Summit: highest point of a mountain
- Tide: rise and fall of sea level
- Tributary: stream leading to a bigger river
- Valley: long depression between two hills

Useful grammar

Present passive

Overall **there are** significant changes can be found in the island particularly the new accommodation facilities.

Future passive

Overall, the resort **will be** built on the island and will include a hotel, a reception, houses, an artificial lake and a pier.

Perfect passive

Overall, the island **has been** transformed into a new resort which includes...

Example sentences

- On the western side - On the western side of the lake there are no longer any greyfield sites or wasteland.
- In the north western corner - In the north western corner of the rubric we can see the tallest of the three buildings.
- To the south - To the south of the lake we can see a new footpath, leading to a lake.
- In the centre - In the center of the island there is a new hotel.
- To the east of - To the east of the first car park we can see three new buildings.
- Significant - There were significant developments in the second map.

Process Diagram Vocabulary for IELTS

Words to Describe the Type of Diagram

Verbs

Creates
Produces
Makes
Distributes
Moves

Adjectives

Natural
Human-produced
Man-made
Cyclical
Linear
step(s)

Words to Describe the Steps in the Process

Adverbs

First/firstly
Second/secondly
After/afterwards/once
Next
Later
Following
Subsequently

Finally/lastly
During
While
Meanwhile

Nouns

Step
Stage
Phrase

Words to Describe a Cycle or Repetition

Nouns

Cycle
Repetition
Repeats
Loops

Continues indefinitely

Recurs

Adjectives

Cyclical
Repetitious

Verbs to Know for Describing a Process

Begins
Continues
Follows
Ends
Repeats

Verbs for describing a process diagram

Depending on the particular diagram, there are a lot of different verbs you could use and they are much simpler than you imagine.

Below is a list of useful verbs with their prepositions, some are in the passive and others in the active.

I think learning them with their prepositions is tremendously more effective than learning them as single words.

- Processed by - The tea leaves are processed by a mixing machine.
- Added to - The mixture is added to the raw product...
- Passed onto - After drying, the tea leaves are passed onto the next stage.
- Passes through - The clay passes through the pipe, to later form bricks.
- Goes into - The water then goes into the main collection bowl...
- Flows out of - The liquid flows out of the first container and into the bowl...
- Placed into - After the first step, the tea leaves are placed under the dryer.
- Enters a / the- The mixture enters a final stage before reaching the furnace.
- Formed- The bricks are formed by molding machines.
- Sent to / for- The final product is sent to the finishing stage
- Enters- At this step the product enters the penultimate step before delivery.
- Distribute - The product can now be distributed via the firm's logistics department.
- Stored in the - After finishing, the bricks are stored in a dry chamber.
- Transfer - The product is transferred to the nearest bakery.
- Begins with - This process begins with the raw materials arriving at the loading bay.

For some processes, you could say that it is placed, which is passive voice or you could say it enters which is active voice. Both are grammatically correct.

It depends on the graphic you have to describe.

Cohesion and coherence

Object pronouns are especially helpful because they allow you to avoid repetition.

- Following this...
- ... following this step,
- ...then...
- followed by
- first, second, and finally
- after this step is completed...

Phrases

All the phrases below are suitable to use in a process diagram description, but please remember to adapt them to your specific rubric.

- A multi step process ...
- The process starts with ... and ends at
- We have a six step process, whereby water undergoes a purification process.
- ... which causes it to ...
- The final product is sent to the finish stage ...
- It consists of ... steps starting with ... and ending with / at.

It consists of seven steps, starting with cows grazing in the field and ending with milk products being stored in supermarkets and shop shelves.

These are some common IELTS process diagram connectors:

To begin	After that
Following this	Before
Next	Subsequently
Then	Finally
After	

The Passive

When we describe an IELTS process that involves humans (a man-made process as opposed to a natural one), the focus is on the activities, NOT the person doing them.

When this is the case, we use the passive voice, not the active. For a natural process, such as the life-cycle of a frog, we use active as there is not a person doing the activity in the diagram.

This is a brief explanation of how to use the passive voice, but if you are new or unsure about using it, you should do some further study and practice.

Use the following conjunctions to make more complex sentences:

– when/once/as soon as/immediately/whereas....

Eg: Once obtained, raw materials and manufactured components are stored for later assembly

The manufacturing stages involve the storage, assembly, inspection, packing to the sales methods whereas the research stages include market & product research, design and advertisement.

– before + clause or gerund

Eg: Most consumer goods go through a series of stages before they emerge as finished products ready for sale.

– after + clause or gerund

Eg: After the production planning is complete the assembly, inspection, testing and packaging stages are done sequentially.

– where/from where/after which

Eg: Assembly first depends upon the production planning stage, where it is decided how and in what quantities the stored materials will be processed to create sufficient quantities of finished goods.

Cambridge Writing Task 1 Solution

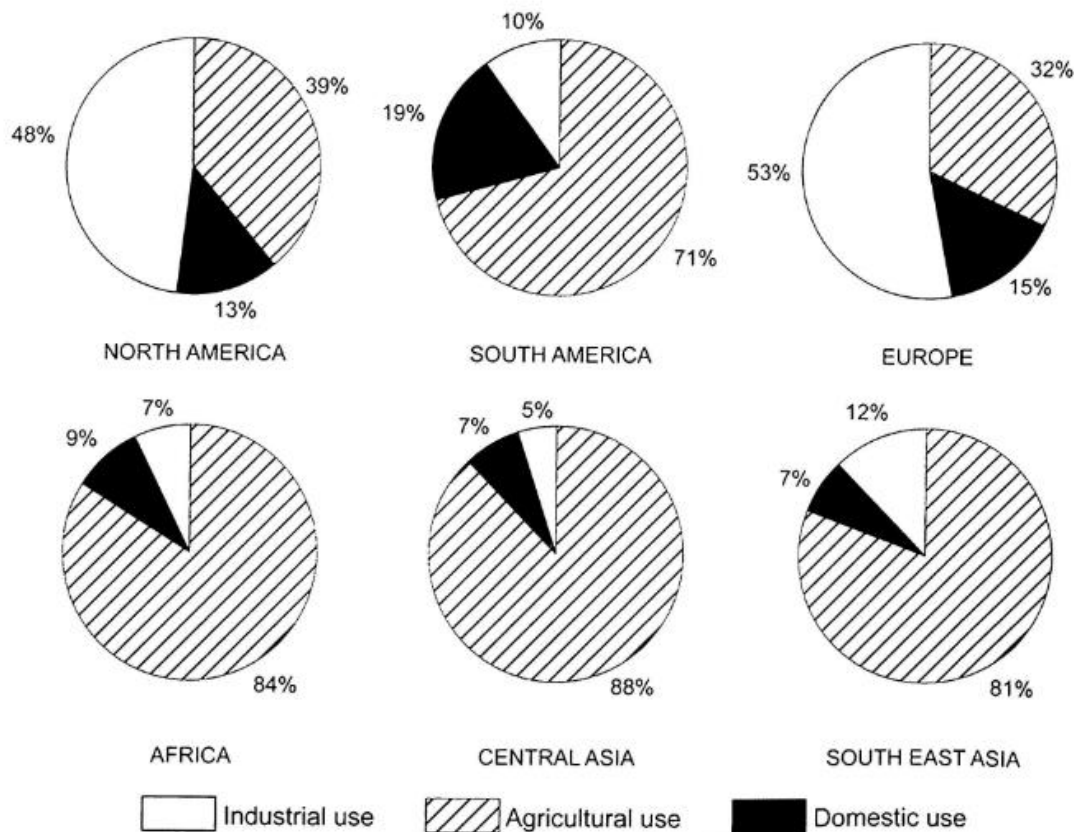
1. You should spend about 20 minutes on this task.

The charts below show the percentage of water used for different purposes in six areas of the world.

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

Write at least 150 words.

Percentage of water used for different purposes in six areas of the world



The provided pie charts represent water consumption in major parts of the world across three industrial, agriculture, and domestic sectors.

Overall, most areas in the world use water mainly for agriculture, especially in Asia, Africa, and South America, while in North America and Europe, the focus is on the industrial sector.

To begin with, water required for agriculture is found dominant in four regions. More than 80% of water in Africa and Asia is consumed for this purpose followed by South America with 71%, but only 39% and 32% in North America and Europe respectively.

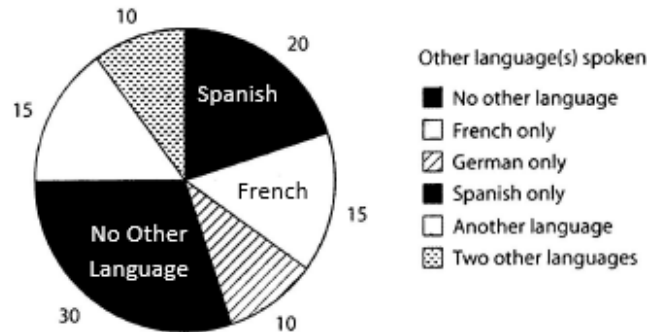
In contrast, Europe and North America use most of their water for a different purpose, with approximately half of their water resources consumed by the industrial sector. The proportion is far higher than the

numbers found in the other four areas, ranging from 5% to 12%. Domestic use becomes the least dominant compared to the other purposes with its highest figure of only 19% found in South America. The figures are lower in the other regions, especially in Asia and Africa (below 10%).

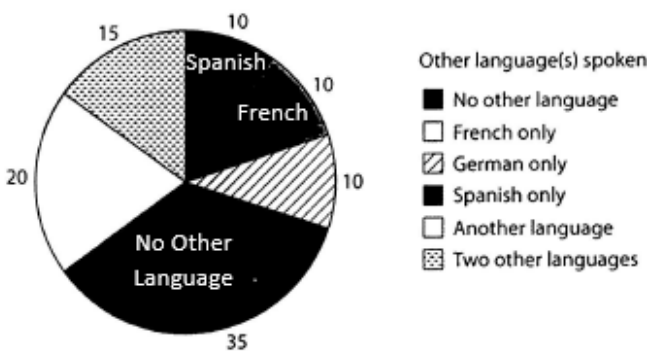
2. The charts below show the proportions of British students at one university in England who were able to speak other languages in addition to English, in 2000 and 2010.

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

% of British Students able to speak languages other than English, 2000



% of British Students able to speak languages other than English, 2010



The two pie charts describe the percentage of UK students who could communicate in a foreign language other than English in 2000 and 2010.

As an overall trend, a majority of the British pupils didn't know how to speak other languages. Spanish was the only language spoken the most in both years, whereas German was among the least spoken language.

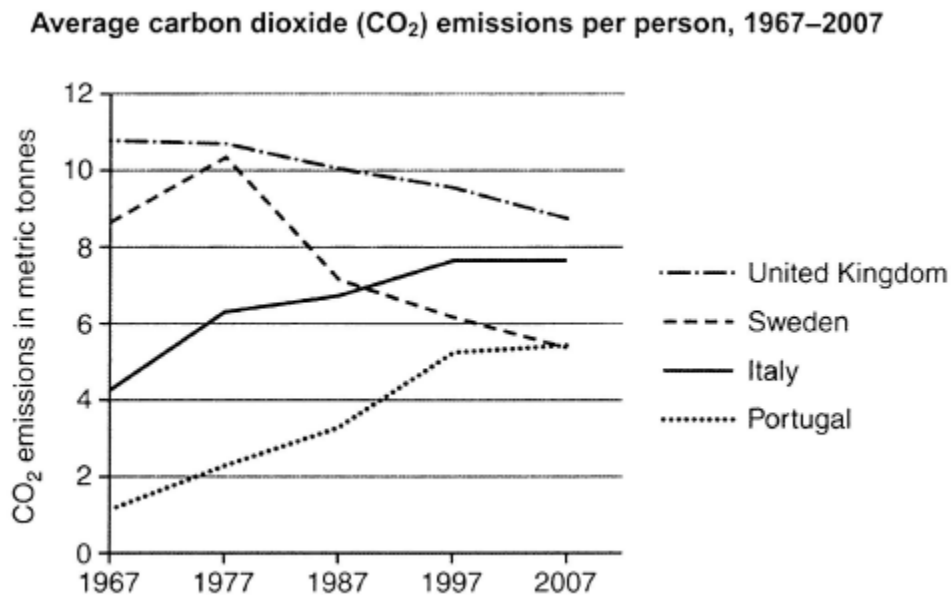
It can be seen from the given information that exactly one-tenth of the University students were able to talk in the German language in both years. On the other hand, French accounted for 15 percent of the languages spoken by the people of the United Kingdom and experienced a drop of 5% in 2010.

Conversely, 30% of the students could speak Spanish in 2000, but 5% addition can be seen in the year 2010. There was exactly one-tenth of the undergraduates at the UK University who had good command in speaking two other languages in 2000; however, the proportion of students climbed to 15% in 2010.

3. The graph below shows average carbon dioxide (CO₂) emissions per person in the United Kingdom, Sweden, Italy and Portugal between 1967 and 2007.

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

Write at least 150 words.



The given chart illustrates carbon dioxide (CO₂) emitted on average per person from 1967 to 2007 in four countries: Sweden, Italy, the United Kingdom, and Portugal.

It is very noticeable that over 40 years, the amount of CO₂ emission had fallen in the United Kingdom and Sweden. In contrast, the figure in Portugal and Italy had risen considerably during the same period.

Between 1967 and 2007, CO₂ emissions per person in the UK had dwindled from about 11 metric tonnes to only 9 metric tonnes. Similarly, after having a sharp increase from 8.5 in 1967 to over 10 metric tonnes in 1977, the figure in Sweden had diminished substantially to approximately 5.5 metric tonnes in 2007.

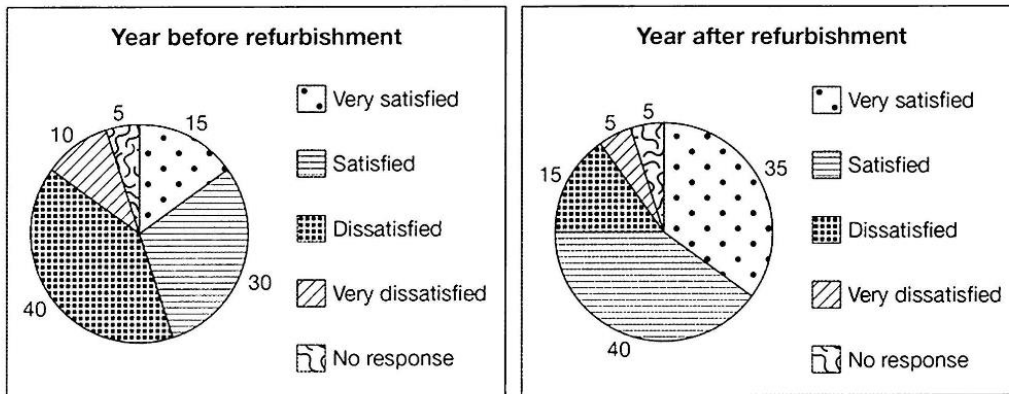
Meanwhile, the number of CO₂ emissions in Portugal was relatively small in 1967 (1 metric ton), yet had gone up significantly to nearly 6 metric tonnes in 2007. This is also the case of Italy, where the number had nearly doubled in 40 years, although the acceleration had been slowed down in the last 10 years.

4. The table below shows the numbers of visitors to Ashdown Museum during the year before and the year after it was refurbished. The charts show the result of surveys asking visitors how satisfied they were with their visit, during the same two periods.

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

Total number of visitors to Ashdown Museum	
During the year before refurbishment	74,000
During the year after refurbishment	92,000

Results of surveys of visitor satisfaction



The table displays how many people visited Ashdown Museum in the year before and the year following its refurbishment. At the same time, the pie charts illustrate the responses to visitor satisfaction surveys during the same two years.

Overall, visitor numbers and satisfaction both increased following the refurbishment.

74,000 people were visiting the museum in the year before it was refurbished, and this number climbed significantly to 92,000 in the year after the refurbishment.

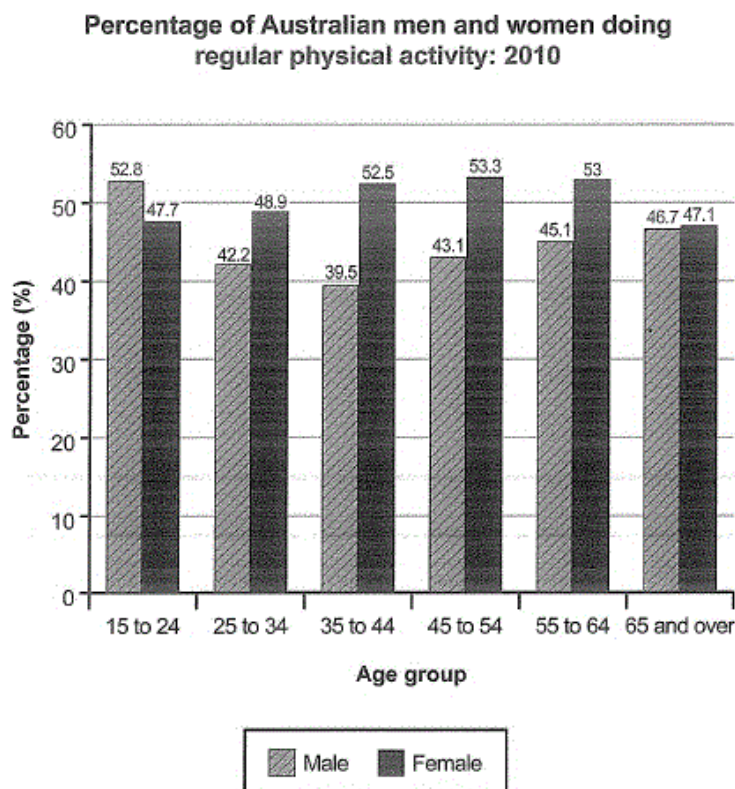
Regarding visitor satisfaction, those who rated their experience as ‘dissatisfied’ made up the most significant proportion of respondents in the year before the museum was refurbished, at 40%. However, this number showed a dramatic decline to only 15% after the refurbishment. The proportion of respondents who were very dissatisfied with their visit also fell, to only 5%. The proportions of those who responded ‘satisfied’ and ‘very satisfied,’ in comparison, both went up in the year after the refurbishment, to 40% and 35% respectively, and these were the two most common responses that year.

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

The bar chart below shows the percentage of Australian men and women in different age groups who did regular physical activity in 2010.

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

Write at least 150 words.



The bar chart compares the proportion of various age groups of Australian men and women who engaged in physical workouts regularly in 2010.

Overall, while women's participation was highest in the 45-54 age bracket, men peaked among 15- to 24-year-olds. In addition, a higher percentage of women than men exercised regularly in every age group except the youngest.

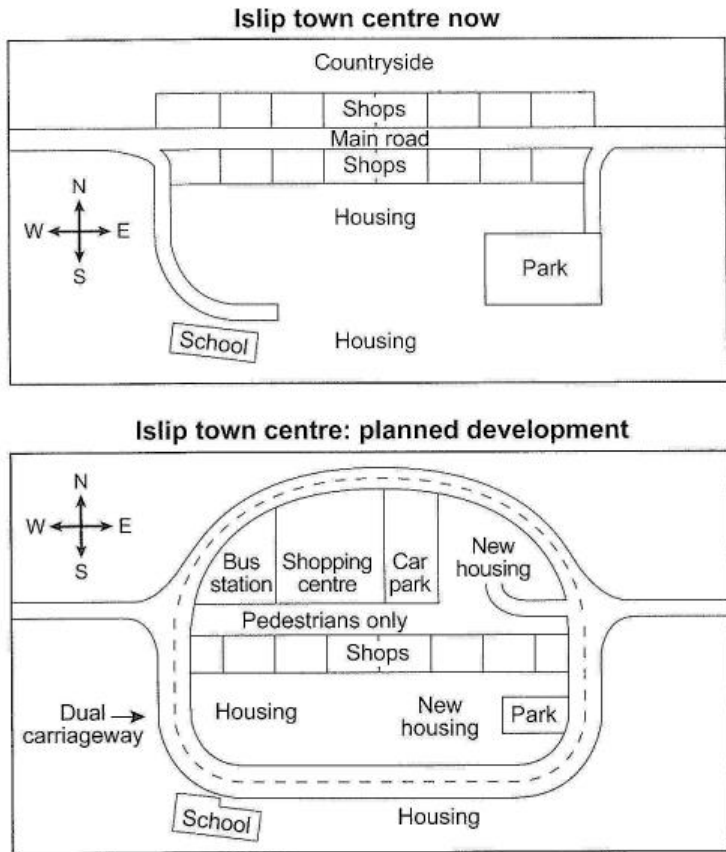
47.7 percent of women in the lowest age bracket took regular exercise. Their participation then increased steadily with increasing age, reaching its peak in the 45-54 age group, at 53.3 percent. Above that, it started to drop, with only 47.1 percent of those in the highest age group exercising regularly.

Male participation was higher in the lowest age group, at 52.8 percent than any other. This was also the only group with a higher percentage of males than females taking regular exercise. Men's participation rate then fell to its lowest level among 35- to 44-year-olds, at 39.5 percent, before climbing to 46.7 percent among the over-65s. This rate was very close to females in the same age bracket.

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

The maps below show the centre of a small town called Islip as it is now, and plans for its development.

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



The depicted maps of the center of Islip provide information about the current city and what it will look like in the future.

Overall, many adjustments can be detected in the plan, and the town will look completely different once the changes are made.

At the outset, as observed in the current town map, the center is close to the countryside, which is to the north. The main road in the east-west direction divides the town, and on both sides, there are 16 shops. The south side is more urbanized where the road on the right-hand leads to a park while the road on the left, leading to the housing area, curves a little in front of a school.

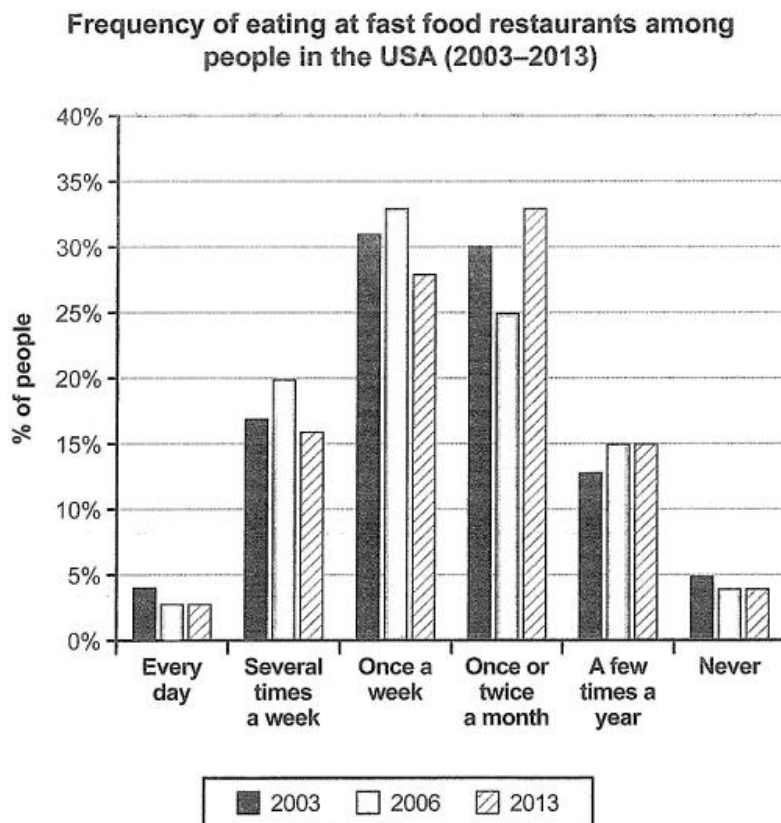
As far as the planned development is concerned, the town will have a completely new outlook. The main road will be transformed into a dual carriageway surrounding the city, creating a circle. The north and south parts will be divided by pavement for pedestrians. Moreover, a bus station, shopping center, car park, and new housing areas will be built on the north side. However, the shops, schools, and parks will remain as they are.

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

The chart below shows how frequently people in the USA ate in fast food restaurants between 2003 and 2013.

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

Write at least 150 words.



The chart illustrates how often people in the USA went to fast food establishments from 2003 to 2013.

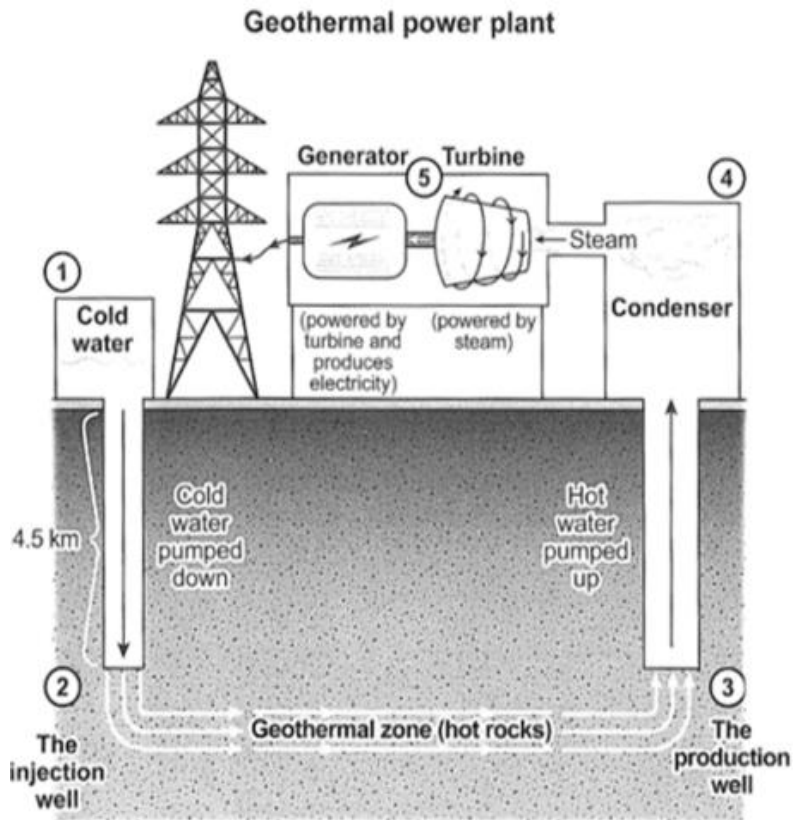
Overall, people who ate in fast food restaurants once a week and once or twice a month accounted for the highest percentages. People who either never ate in these restaurants or went every day showed the lowest figures throughout the whole period.

In 2003 the number of individuals who ate in fast food establishments once a week and once or twice a month accounted for 31% and 30% respectively. This figure increased slightly for those in the once-a-week group but then dropped to around 27% in 2013. The once or twice a month category declined to 25% then rose to approximately 33% by 2013.

The several times a week category accounted for 17% in 2003, rose in 2006, then settled back to around 16% in 2013. The few times a year group rose slightly and leveled off at 15% from 2006 to 2013.

8. The diagram below shows how geothermal energy is used to produce electricity.

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



The diagram illustrates the process by which geothermal energy is used in the production of electricity.

Overall, the station produces electricity in five main steps: pumping cold water to the underground, heating it, pumping heated water to the surface, converting it into steam, and using the steam to turn the turbine to create electricity.

In the first step, cold water is pumped 4.5 km underground through the injection well. Next, the water is injected into the geothermal zone, where hot rocks heat it as it passes through the Earth. Once the water has been heated up, it enters the production well and is pumped up to the ground and into the condenser.

The last two stages are carried out above ground at the power plant. First of all, steam is produced from the hot water in the condenser. In the following step, the vapor passes into the turbine and makes it a spin. Finally, the generator, powered by the turbine, produces electricity and is then transferred into the electric grid via power lines.

9.

The table below gives information on consumer spending on different items in five different countries in 2002.

Percentage of national consumer expenditure by category - 2002

Country	Food/Drinks/ Tobacco	Clothing/ Footwear	Leisure/ Education
Ireland	28.91%	6.43%	2.21%
Italy	16.36%	9.00%	3.20%
Spain	18.80%	6.51%	1.98%
Sweden	15.77%	5.40%	3.22%
Turkey	32.14%	6.63%	4.35%

The table illustrates the percentages of consumer spending in five nations, comprising three categories of products and services in 2002.

Overall, the most significant proportion of consumer expenditure for each country was food, drinks, and tobacco. Conversely, the leisure and education section shows the lowest spending percentages among the five countries.

Concerning the highest expenditures, consumer spending on food, drinks, and tobacco was the highest in Turkey at 32.14%, followed by Ireland at nearly 29%. Likewise, Turkey shows the highest expenditure in the leisure and education category at 4.35%. For the clothing and footwear section, the most significant proportion of spending was for Italy at 9%.

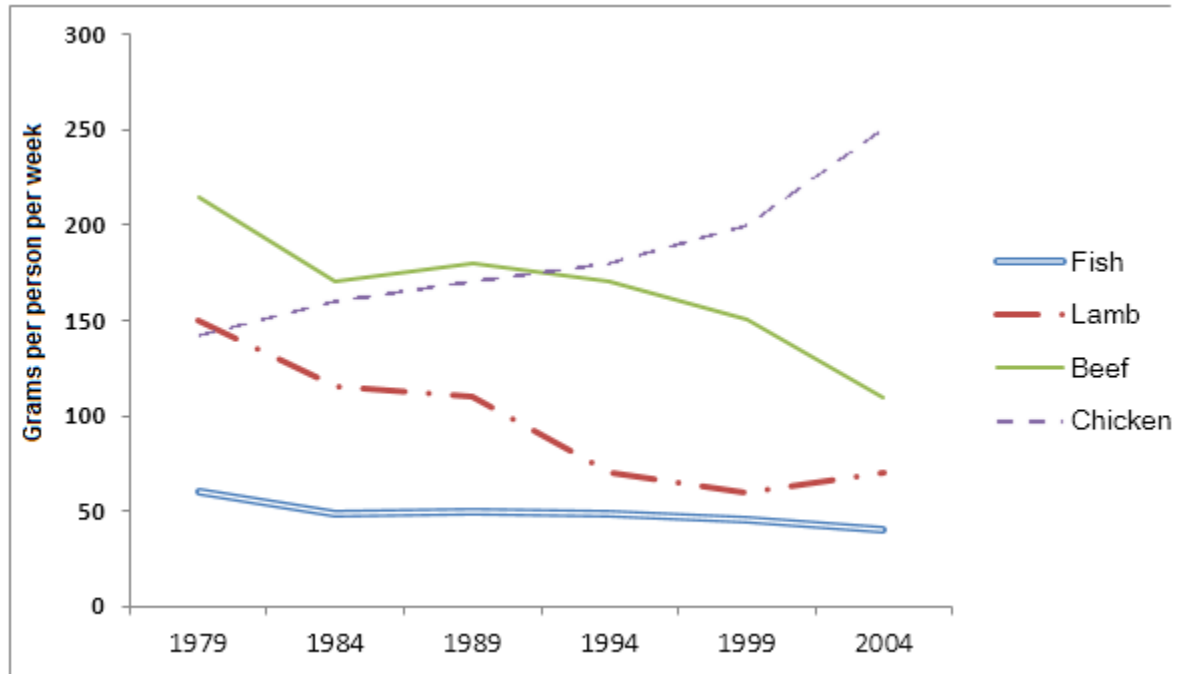
In terms of the lowest expenditures, the table shows that Sweden had the lowest figures for national consumer spending for food, drinks, tobacco, and clothing and footwear, at 15.77% and 5.40%, respectively. Spain had the lowest expenditure on leisure and education at almost 2%, followed closely by Ireland with 2.21%.

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

The graph below shows the consumption of fish and different kinds of meat in a European country between 1979 and 2004.

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

Write at least 150 words.



The line graph compares the average consumption of various non-vegetarian delights, namely chicken, beef, lamb, and fish, over 25 years in a European country.

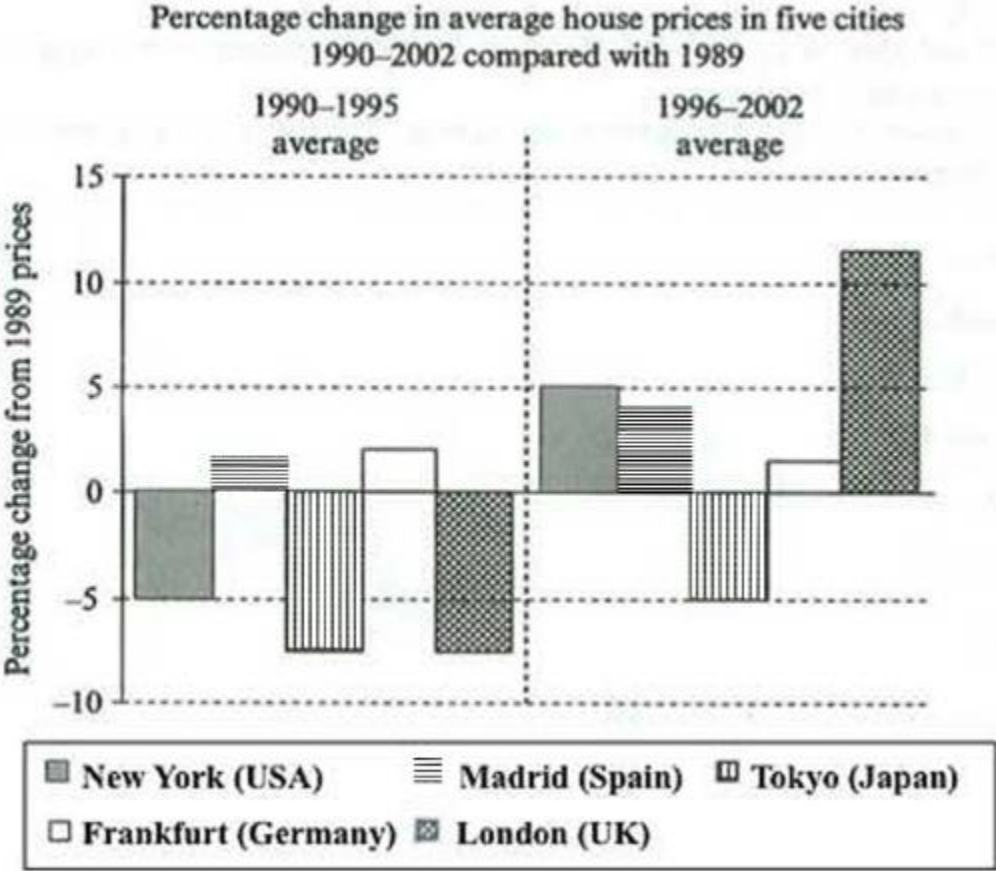
A glance at the line graph reveals that chicken consumption over time increased noticeably while the fish was the least consumed item during the period.

Now getting back to the details, in 1979, beef was the highly consumed meat with an average intake of 220 grams per person per week. After that, beef consumption varied for the next ten years before a steady drop, and it halved in 2004. A similar trend was seen in the intake of lamb consumed 150 grams by a person per week and reduced to half of that in the year 2004.

Fish consumption was the lowest throughout the 25 years and dropped from an average weekly consumption of 60 grams in 1979 to 40 grams in 2004. In contrast, chicken consumption grew over the 25 years, and people ate 150 grams of chicken every week in 1979, which increased up to 250 grams in 2004.

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

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



The bar chart depicts the average house prices in five different cities between 1990 and 2002 compared with the costs of 1989, a period of 12 years.

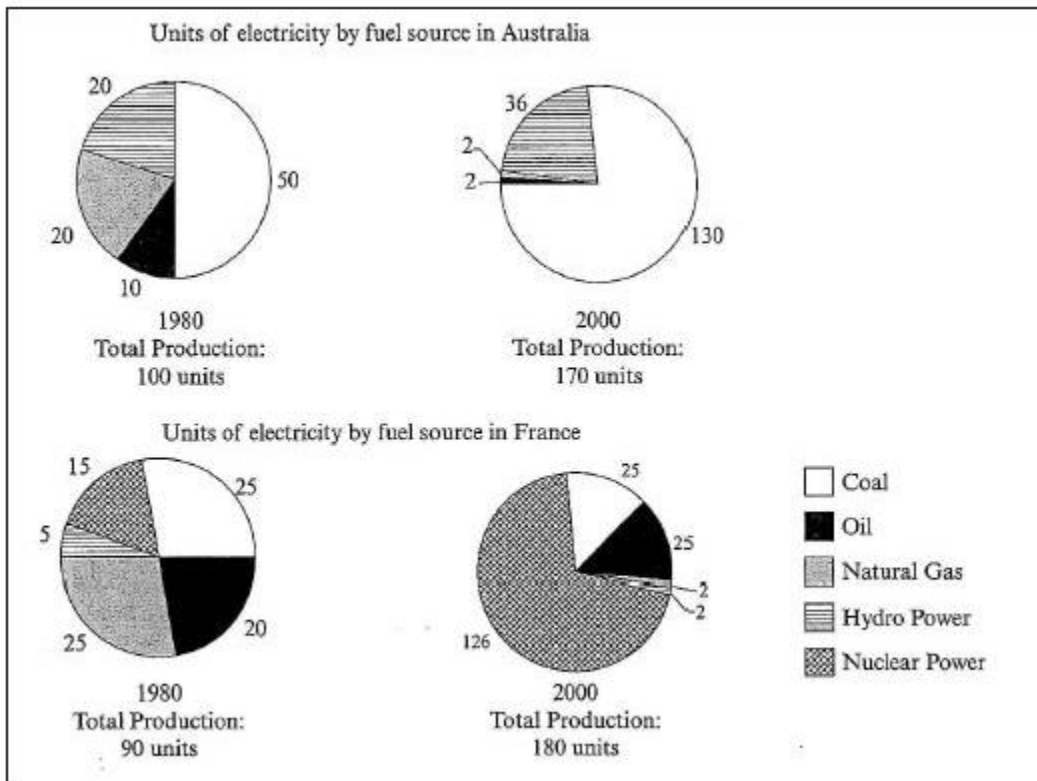
Overall, it can be seen that the average house prices in London were shown fluctuating throughout the year.

In detail, the percentage of house prices in New York between the year 1990 -1995 accounted just 5 percent in a negative direction. However, the same rate in New York was positive between 1996 - 2002. Similarly, the average house prices in London and Tokyo (Japan) was presented in similar percentage approximately 7 percent in negative in 1990-1995 where the percentage of London peaks at the highest position at 13 percent in 1996-2002 and Tokyo city house price was still observed the on the negative side at 5 percent.

The percentage change in average house price of Madrid (Spain) was only 1 percent in previous six years, but it dramatically increased four times in next following year. In 1990-1995 the average house price of Frankfurt (Germany) was only 2 percent, but it was interesting that it declined and reached the same percentage as Madrid (Spain) at 1 percent.

12. *The pie charts below show units of electricity production by fuel source in Australia and France in 1980 and 2000.*

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



The pie charts show data on electricity production from fuel sources in Australia and France in 1980 and 2000.

As is observed from the pie charts, coal was the primary source of electricity production in Australia. At the same time, France used Nuclear Power more to produce their electricity demand in recent years.

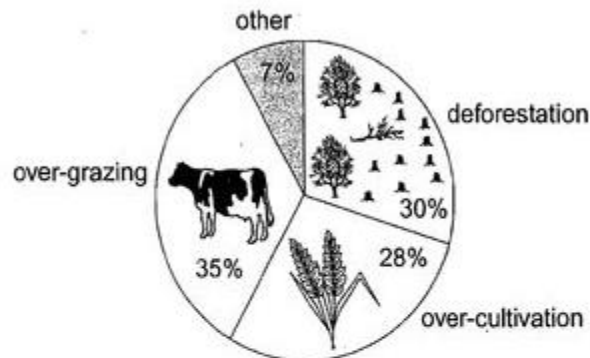
According to the given data, Australia produced 100 units of electricity in 1980 and 170 units in 2000 while the production in France was 90 units and doubled in the year 2000. In Australia, coal was the primary source of electricity production, and half of the total electricity produced came from coal in 1980. Natural gas and hydropower contributed to creating 20 units, while the remaining ten units were produced from oil. The dependency on coal increased in 2000 for electricity production while oil and natural gases were very minimally used for electricity production. Nuclear power was not used in Australia as a source for producing electricity.

On the contrary, In France, natural gas and coal produced half of the electricity in 1980. Nuclear power increased significantly in France in 2000, amounting to 126 units this year compared to the 15 units 20 years back.

13. *The pie chart below shows the main reasons why agricultural land becomes less productive. The table shows how these causes affected three regions of the world during the 1990s.*

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

Causes of worldwide land degradation



Causes of land degradation by region

Region	% land degraded by...			Total land degraded
	deforestation	over-cultivation	over-grazing	
North America	0.2	3.3	1.5	5%
Europe	9.8	7.7	5.5	23%
Oceania*	1.7	0	11.3	13%

* A large group of islands in the South Pacific including Australia and New Zealand

The presented pie chart outlines the main reasons for the degradation of farming land worldwide. Meanwhile, the table lists the percentages of land degradation caused in the three regions in the world in the 1990s.

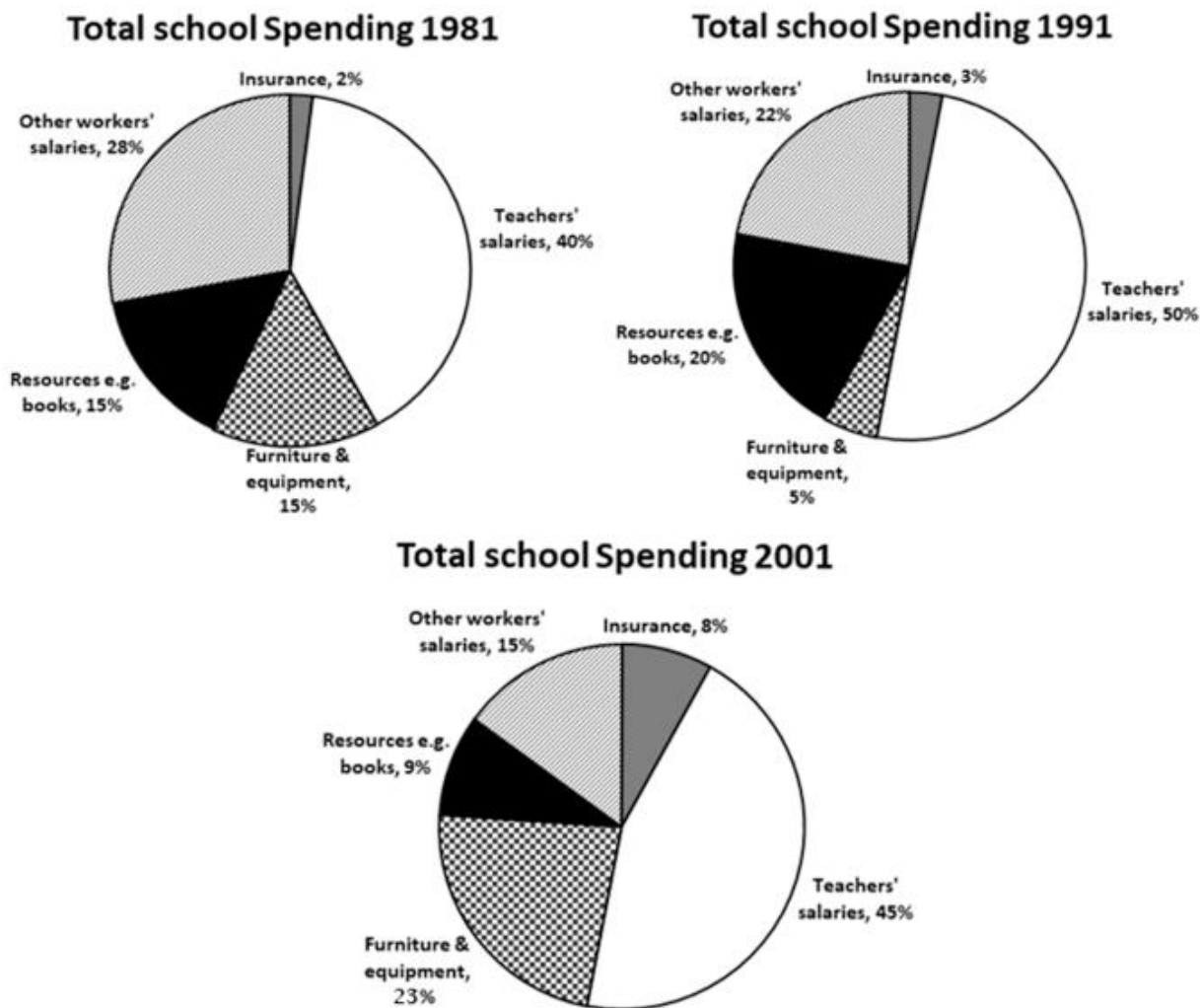
In general, deforestation and over-grazing are enormous factors for agricultural land degradation worldwide.

Looking at the details, over-grazing and deforestation amass more than fifty percent land degradation, 35%, and 30% respectively. In contrast, over-cultivation and other causes only confirm 35% of land degradation.

Meanwhile, regarding the region, in the 1990s deforestation was the highest percentage of land degradation in Europe and accounted for 9.8% of total degradation of lands. This figure was higher than over-cultivation and over-grazing in the same region. However, over-grazing was the highest percentage of land degradation factor in Oceania, 11.3% out of 13% of total land degraded for this reason. Yet, in North America, over-cultivation counted for 3.3% of land degradation and was the highest cause among other factors in the same region. However, it was not a high percentage compared to other reasons in the other area.

14. The three pie charts below show the changes in annual spending by a particular UK school in 1981, 1991 and 2001.

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



The supplied pie charts depict the shifts in annual expenditure by a particular UK school at three different times, 1981, 1991, and 2001.

In general, teachers' salaries were the highest annual spending percentage. In contrast, insurance was consistent as the lowest percentage of yearly school spending over the times observed.

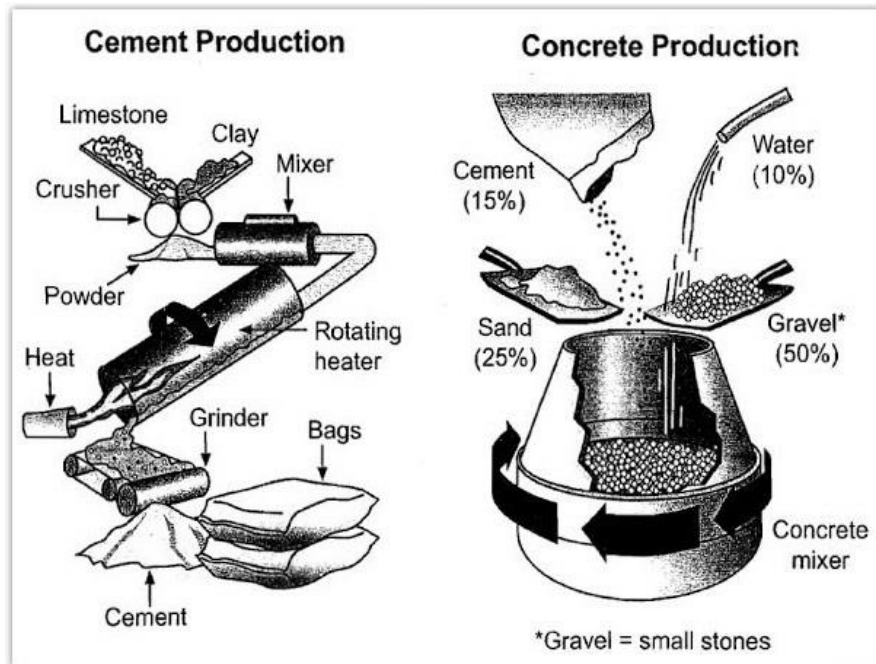
Looking at the details, in 1981 teachers' salaries accounted for nearly a half, 40% of total school costs and increased significantly in 1991 which accounted exactly a half, 50% and remained the highest spending in 2001, 45%. Meanwhile, other workers' salaries, references, and furniture and tool fluctuated and amassed a significant percentage of school disbursement altogether, and it was about 40% on average.

On the other hand, insurance was the lowest percentage of total school spending observed years. It was only 2% of total expenditure in 1981 and remained the tiniest fraction subsequently in 1991 and 2001, 3% and 8% respectively.

The diagram below shows the stages and equipment used in the cement-making process, and how cement is used to produce concrete for building purposes.

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

» You should write at least 150 words.



The given diagram shows the cement production process and then how this cement is used for concrete production.

As is observed from the graph, cement production involves some complex processes, and concrete production is done using water, cement, and sand in a concrete mixer.

The first diagram depicts that, to produce cement, the limestone and clay are crushed, and the produced powder from this is passed through a mixer. The power is then passed via a rotating heater where heat is supplied constantly, and this process creates the raw cement materials passed on a grinder machine to produce the cement finally. The cement is then packed and marketed for sale.

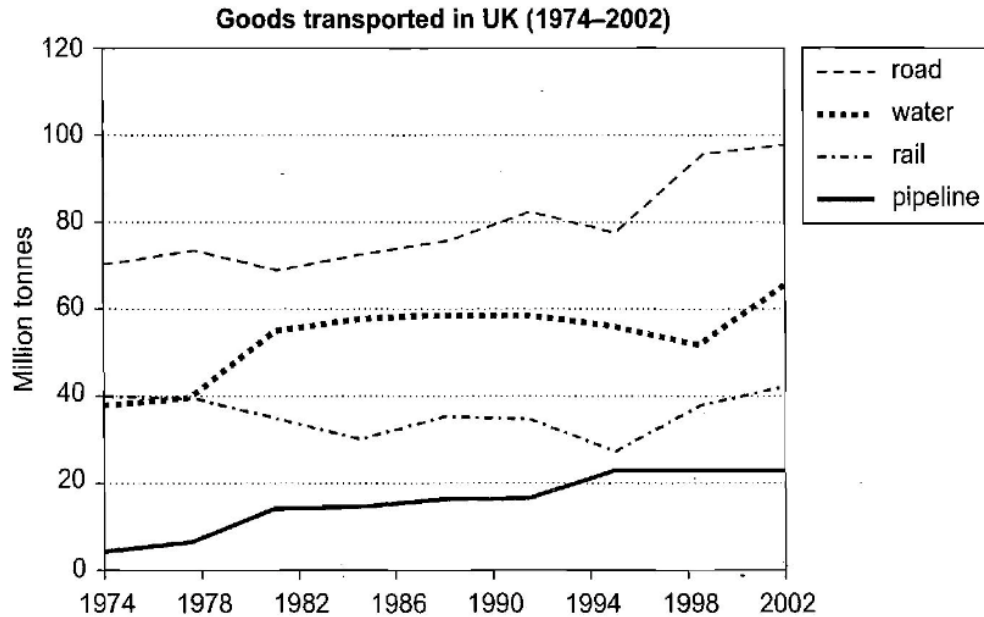
The second diagram presents how the concrete is produced for housing and building work. In the first stage, 15% cement, 10% water, 25% sand, and 50% small stones are mixed in a concrete mixer machine, and the machine rotates fast to have the ingredients combined to create the concrete.

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

The graph below shows the quantities of goods transported in the UK between 1974 and 2002 by four different modes of transport.

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

» You should write at least 150 words.



The line graph indicates the amounts of goods transported using four distinct types of transport in the UK from 1974 to 2002.

Overall, it is clearly shown that the amounts of goods transported in the UK by all four different types of transport increased over the given period. It is noticeable that there was a significant rise in the quantities of goods transported by road in the UK from 1974 to 2002.

First and foremost, the most significant change of goods transported in this country on the road generally increased from 1974 to 2002. It was about 70 million tonnes in 1974 rose to its highest point at just under 100 million tonnes in 2002. This similar increasing trend can be seen on goods transported by water and pipeline. They started just below 40 and about 5 million tonnes respectively and rose to just above 60 and above 20 million tonnes in the last year. Among the three types of transport, goods that were transported on the road were the most popular modes of transportation.

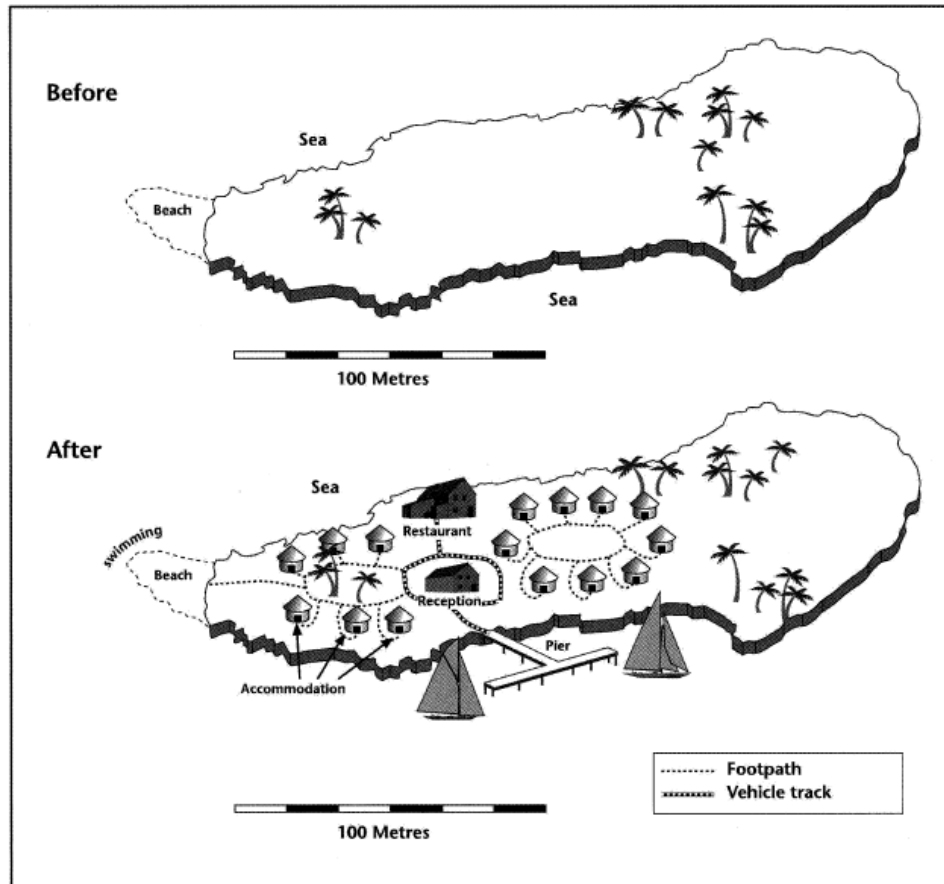
An opposite trend can be observed for the goods transported using rail. In 1974, it was precisely 40 million tonnes and declined to about 30 million tonnes in 1984. It then showed a fluctuation pattern from 1984 to 1995. It rose considerably until the year 2002 and reached its peak at just over 40 million tonnes.

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

The two maps below show an island, before and after the construction of some tourist facilities.

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

» Write at least 150 words.



The two maps display an island before and after some tourist facilities were constructed.

Overall, with the construction of different facilities, the island has been transformed into a tourist attraction where people can stay, eat, play and quickly get around.

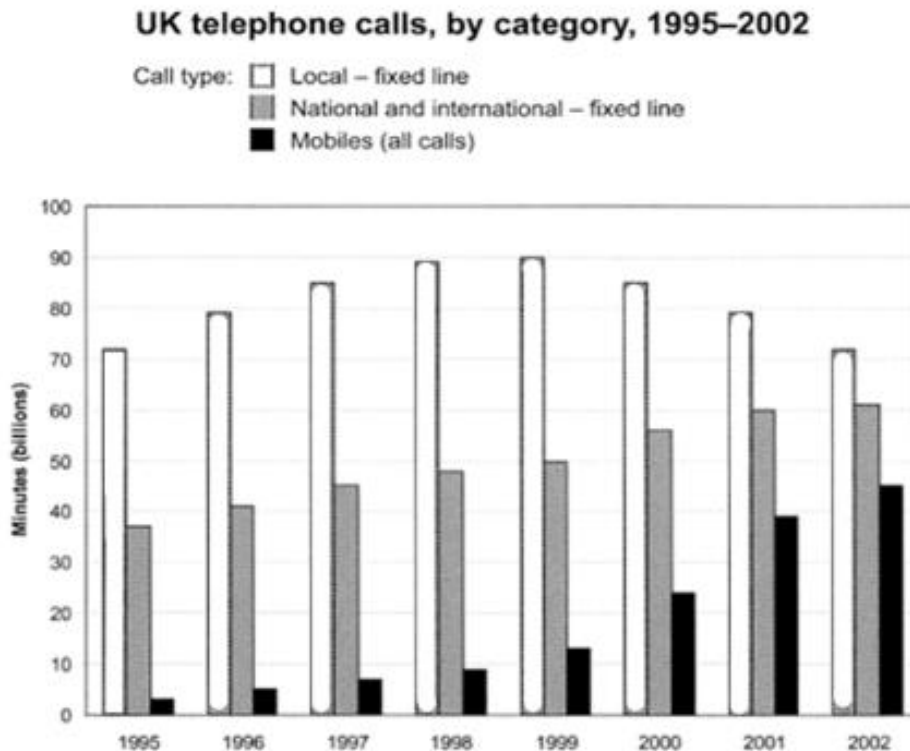
The island is about 250 meters long. Before development started, it only had a beach along its western coast and some stands of palms near its eastern and western ends. These natural features remain unchanged after development.

However, two accommodation areas with footpaths have been built in the island's center and west, respectively. The trails in the western accommodation area have been extended westward to the beach, where people can now go swimming.

Between the two accommodation areas is reception, surrounded by a vehicle track. This track connects with the footpaths west of it and extends northward to a new restaurant and southward to a new pier. The eastern part of the island remains unchanged.

18. The chart below shows the total number of minutes (in billions) of telephone call in the UK, divided into three categories, from 1995-2002.

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



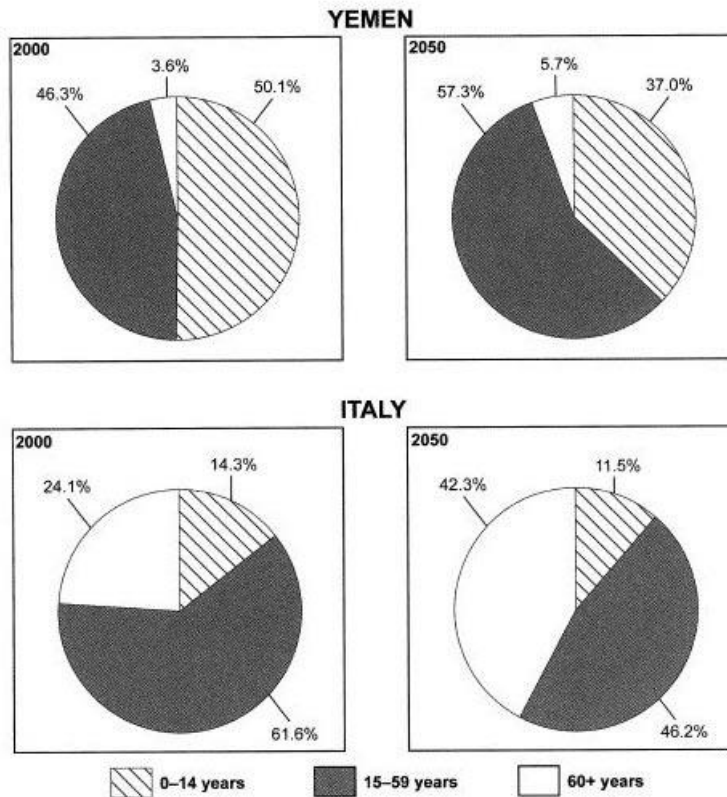
The bar graph shows the combined time spent in billions of minutes, on three different kinds of a phone calls in the United Kingdom, from 1995-2002.

Overall, local calls were the most popular over the whole period, with national and international calls and calls on mobiles second and third respectively. However, the number of minutes spent on international and national calls and mobiles increased over the period, with mobile minutes increasing dramatically, thus narrowing the gap between the three categories by 2002.

Minutes spent on local calls fluctuated over time, with just over 70 billion minutes in 1995, peaking at approximately 90 billion in 1999 and then steadily decreasing to just over 70 billion minutes in 2002.

National and international calls increased steadily year on year, from just under 40 billion minutes in 1995 to a peak of just over 60 billion in 2002. Mobile minutes increased rapidly from approximately 3 billion in 1995 to around 45 billion in 2002. Mobile phone usage nearly doubled from about 22 billion minutes in 2000 to 40 billion in 2001.

19. The charts below give information on the ages of the populations of Yemen and Italy in 2000 and projections for 2050.



The supplied pie charts depict populations of different ages in Yemen and Italy in 2000 and give predictions for 2050 based on people's age.

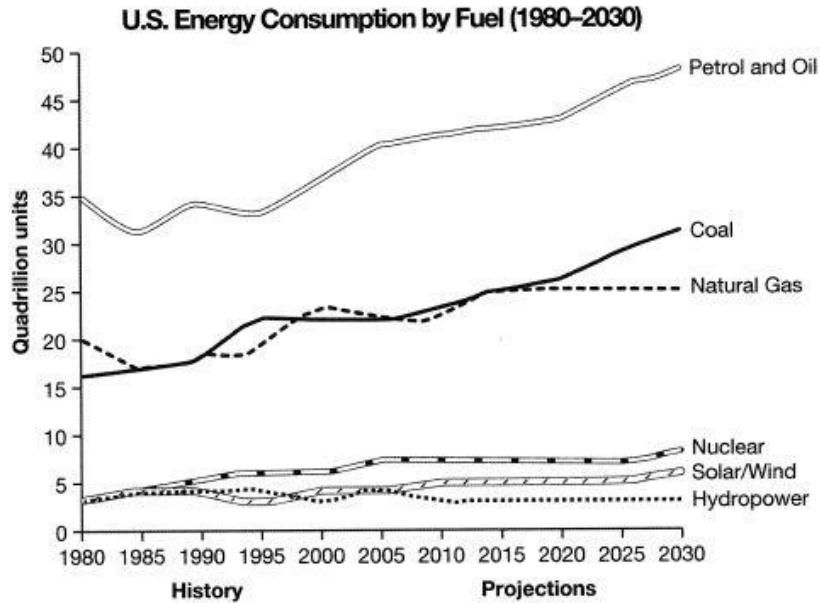
In general, Yemen and Italy are forecasted to have adolescents and adults as the vast majority of populations in 2050.

Looking at the details, in Yemen in 2000, children and teens accounted for the most considerable proportion of citizens, 50.1%. In contrast, the senior population was the lowest proportion of the population, only 3.6%. Meanwhile, young adults and adults are amassed 46.3% of the total population. However, it is predicted that in 2050, the adult population will dominate significantly the proportion of people abiding in Yemen, 57.3% and approximately 10% higher than in 2000.

In Italy, adults reckoned the highest, 61.6% of the total citizen in 2000, followed by the older people's percentage, which came in second place, 24.1%, and toddlers and children counted only 14.3%. In 2050, it is forecasted that the adult population will still be the highest proportion, 46.2%, and the number of seniors will be about 42.3%, almost twice higher than in 2000.

20. The graph below gives information from a 2008 report about consumption of energy in the USA since 1980 with projections until 2030.

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



The given bar graph compares the consumption of energy in the USA from 1980 and provides a projection of it until 2030.

As is presented in the graph, petrol and oil were the primary two sources of energy while the use of coal would increase in the coming years.

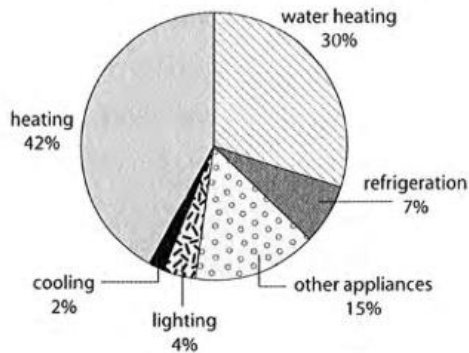
As is presented in the line graph, initially in 1980 35 quadrillion units of oil and petrol energy was consumed in the USA while 15-20 quadrillion units each of coal and natural gas was consumed. Less than five quadrillions of energy from nuclear, solar, and hydropower was consumed this year. The consumption of all of these energy sources kept on increasing with some fluctuations.

It is projected that in 2030 the consumption of petrol and oil will reach over 50 quadrillion units while coal and natural gas's consumption will reach from 20 to 30 quadrillions. The consumption of nuclear, solar/ wind, and hydropower will also increase and come over five quadrillion units. In 2030, oil and petrol would be mostly consumed to get energy while the second most consumed energy source would be coal.

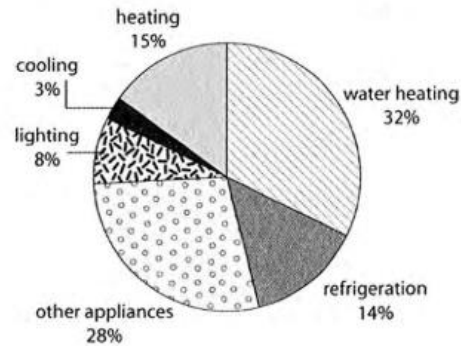
21. You are advised to spend about 20 minutes on this task.

The first chart below shows how energy is used in an average Australian household. The second chart shows the percentage of greenhouse gas emissions which result from this energy use.

Australian household energy use



Australian household greenhouse gas emissions



The first chart shows the amount of energy consumed by various activities in an Australian household, whereas the second chart shows the greenhouse gas emissions resulting from this consumption.

While heating is enormous energy use, it is not the most significant producer of greenhouse gases. Greenhouse gases are produced by water heating more than any other source.

An average Australian household uses the highest energy (42%) for heating, while water heating consumes 30% of energy. Refrigeration, lighting, and cooling consume 7%, 4%, and 2% of power, respectively.

Energy consumption leads to the emission of greenhouse gas. According to the second chart, refrigeration and lighting emit 14% and 8% of greenhouse gas, although they consume only 7% and 4% of energy. Water heating accounts for 32% of the total greenhouse gas emissions, whereas heating accounts for 15%. While other appliances used only 15% of the energy, they produced 28% of greenhouse gas emissions.

22.

You should spend about 20 minutes on this task.

The tables below give information about sales of Fairtrade-labelled coffee and bananas in 1999 and 2004 in five European countries.*

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

Write at least 150 words.

Sales of Fairtrade-labelled coffee and bananas (1999 & 2004)

Coffee	1999 (millions of euros)	2004 (millions of euros)
UK	1.5	20
Switzerland	3	6
Denmark	1.8	2
Belgium	1	1.7
Sweden	0.8	1

Bananas	1999 (millions of euros)	2004 (millions of euros)
Switzerland	15	47
UK	1	5.5
Belgium	0.6	4
Sweden	1.8	1
Denmark	2	0.9

* Fairtrade: a category of products for which farmers from developing countries have been paid an officially agreed fair price.

The tables display how much Fairtrade-labelled coffee and bananas were bought in 1999 and 2004 in 5 countries of Europe.

Overall, while sales of bananas increased in Switzerland, the UK, and Belgium and decreased in Sweden and Denmark, coffee sales showed a climb in all five countries.

Switzerland bought far more bananas than any other country in both years, with sales rising significantly from 15 to 47 million euros. Banana sales in the UK and Belgium also went up to 5.5 and 4 million euros, respectively, whereas sales in Sweden and Denmark declined to 1 and 0.9 million euros respectively.

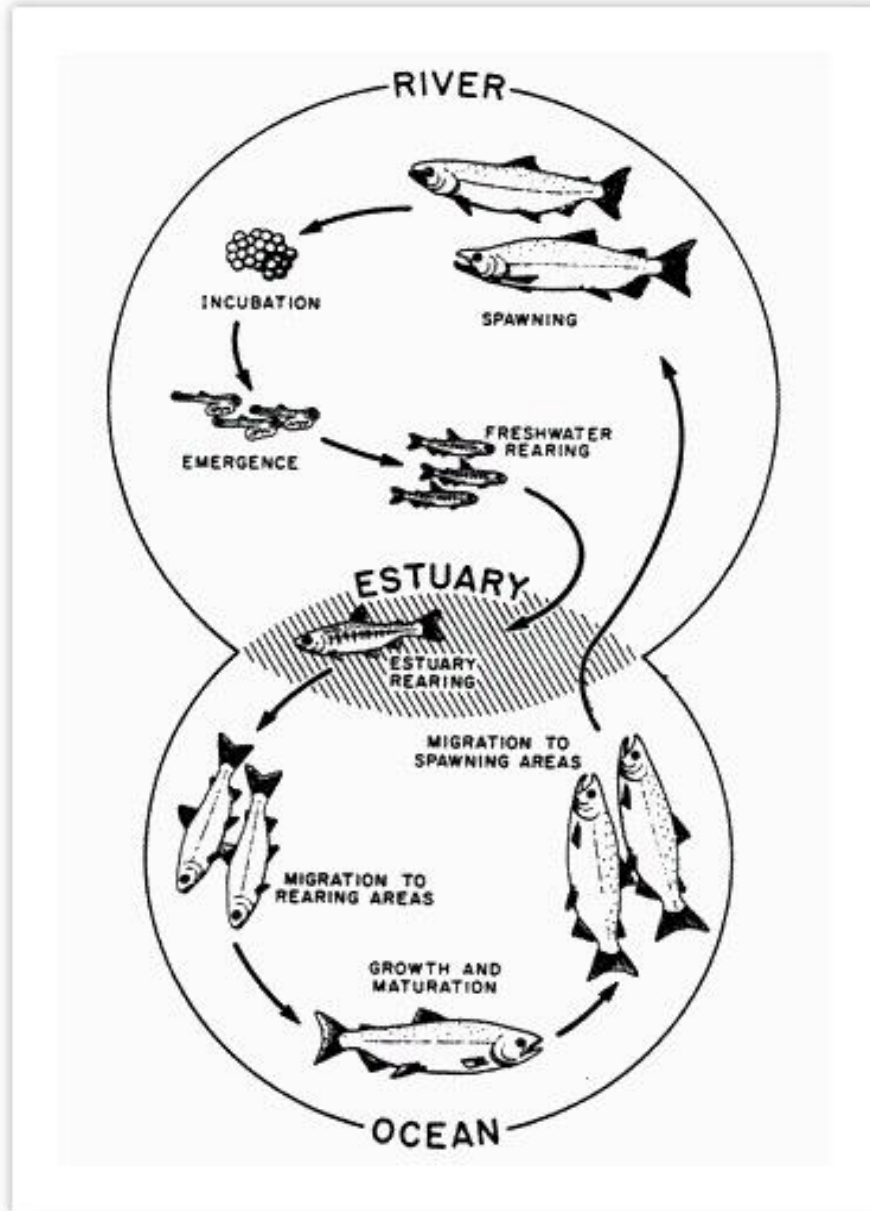
Only 1.5 million euros' worth of coffee was bought in the UK in 1999; however, this country increased its sales dramatically to 20 million euros in 2004, the highest across the five countries that year. Although Switzerland was the most significant coffee buyer in 1999 with 3 million euros of sales, this figure showed a relatively small growth to 6 million euros in 2004.

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

The diagram below shows the life cycle of a salmon, from egg to adult fish.

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

Write at least 150 words.



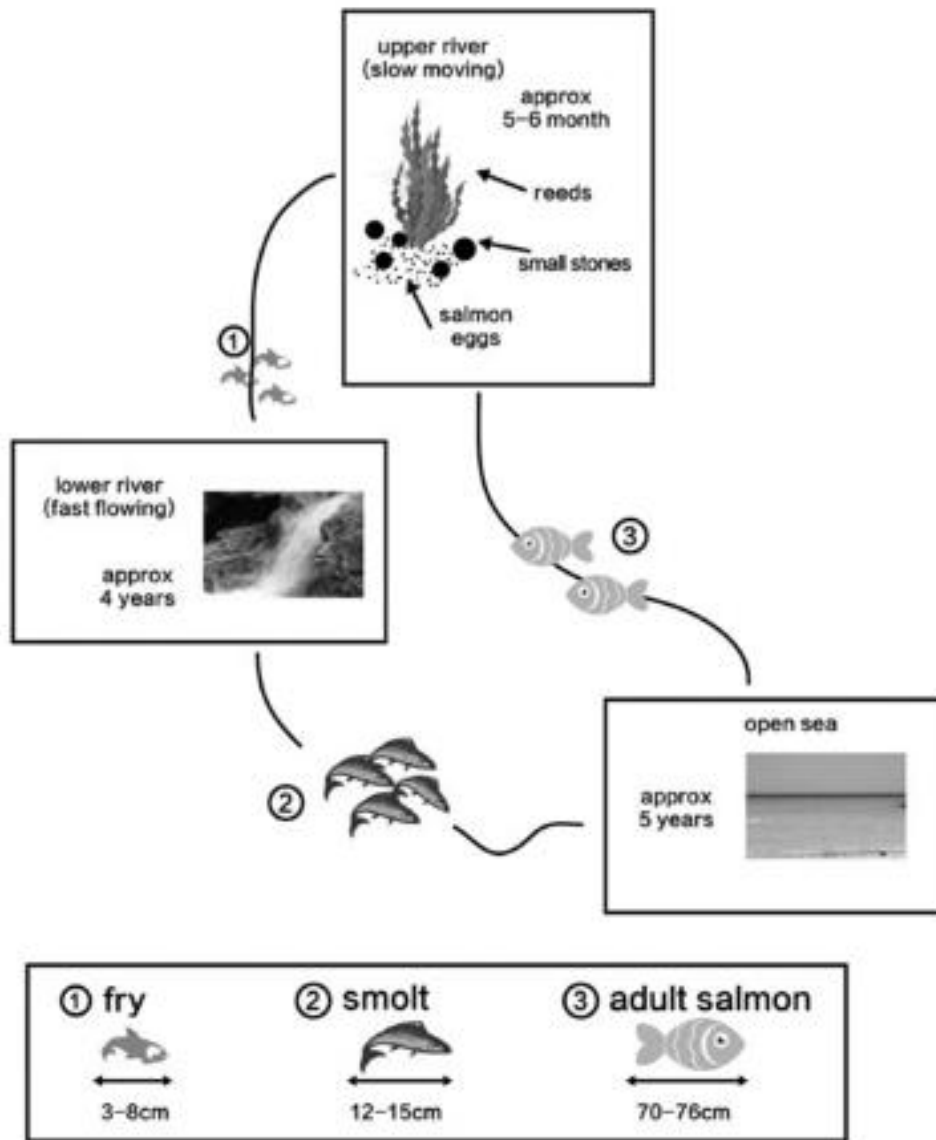
The diagram illustrates the life cycle of salmon, starting from spawning until the fish reaches adulthood.

It can be observed in the picture that most of its life cycle occurs in the river, from laying off its egg to rearing in a river before it moves to the ocean to grow and mature.

The beginning of the cycle starts when an adult salmon lays their egg in the river, followed by the incubation of the eggs for a specific time before the emergence of the fish occurs. The last stage in the river will be the freshwater rearing before they swim towards the mouth of the river that meets the ocean called estuary, where they will stay for rearing.

The last stage will occur in the ocean that begins with the migration of the salmon to its rearing place until they reach a particular set of growth and maturity before they migrate to the spawning area to start a new cycle.

24. The diagrams below show the life cycle of a species of large fish called the salmon.



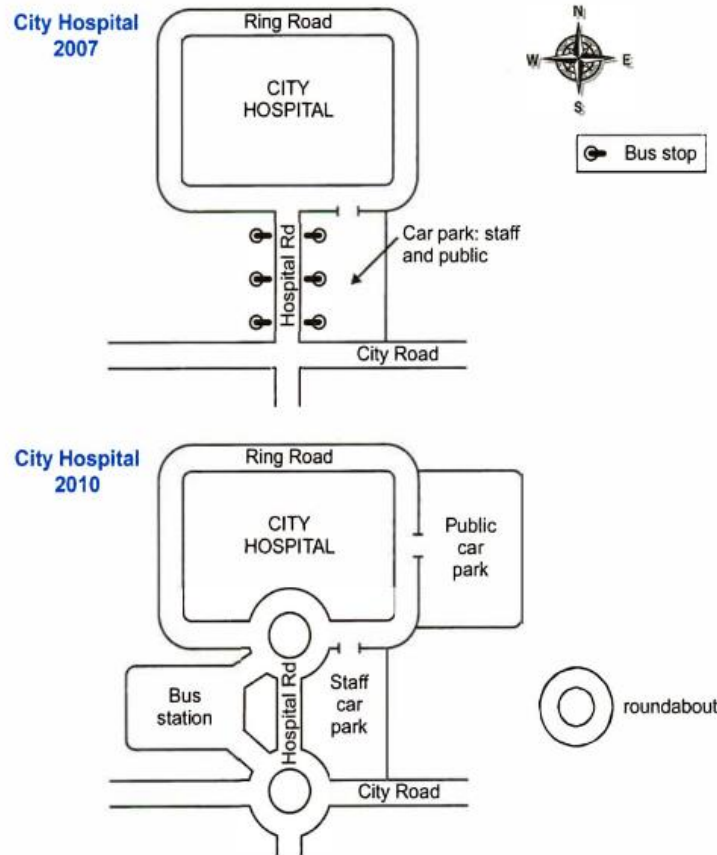
The supplied process diagram illustrates the development of salmon, which is a large fish.

Overall, there are three primary stages delineated in the process, commencing with producing eggs in an upper river and ending with the growth of mature salmon.

The first stage is when salmon eggs are hidden in the slow-moving upper river reeds. After about five to six months, the eggs hatch into “fry”. At this point in the cycle, the fish moves to live in the fast-flowing lower river, and by this phase, they measure between three and eight centimeters.

Eventually, after about four years, salmons grow into twelve to fifteen centimeters, and they are named “smolt.” This step involves the migration of salmons to the open sea. Gradually, after five years at sea, “smolts” turn into “adult salmons,” whose length is between seventy to seventy-six centimeters. Having completed all these steps, salmons move back to a slow-moving upper river to lay eggs, and the lifecycle will begin again.

25. The two maps below show road access to a city hospital in 2007 and 2010. Summarise the information by selecting and reporting the main features, and make comparisons where relevant.



The two presented maps describe the changes at a city hospital from 2007 to 2010.

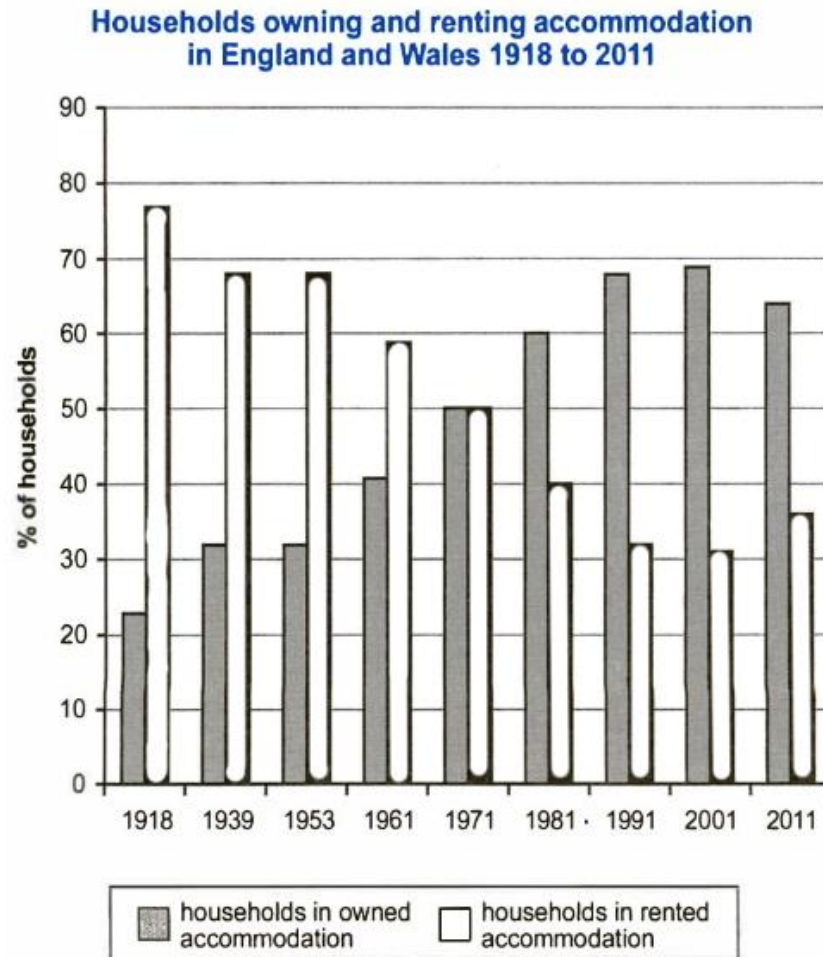
Looking from an overall perspective, it is readily apparent that the most major changes involved transportation, including additional public parking, the construction of a nearby bus station, and new roundabouts.

The majority of the hospital underwent very little change. The roads (Ring, City, and Hospital road) all remained largely the same, though two small lanes were built off of Hospital Road to link up with the new bus station and roundabouts on either end of hospital road (where it bisects with Ring and City road) were added. The city hospital building itself was unaltered.

The changes were mainly around the hospital, and the largest was related to parking. In 2007, there was a small parking lot along Hospital road for both staff and the public. By 2010 they had decided to separate the public and staff parking by adding an exclusively public parking area running along the east side of the city hospital.

26. The chart below shows the percentage of households in owned and rented accommodation in England and Wales between 1918 and 2011.

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



The presented diagram illustrates percentages of owned and rented English and Welsh accommodation from 1918 to 2011.

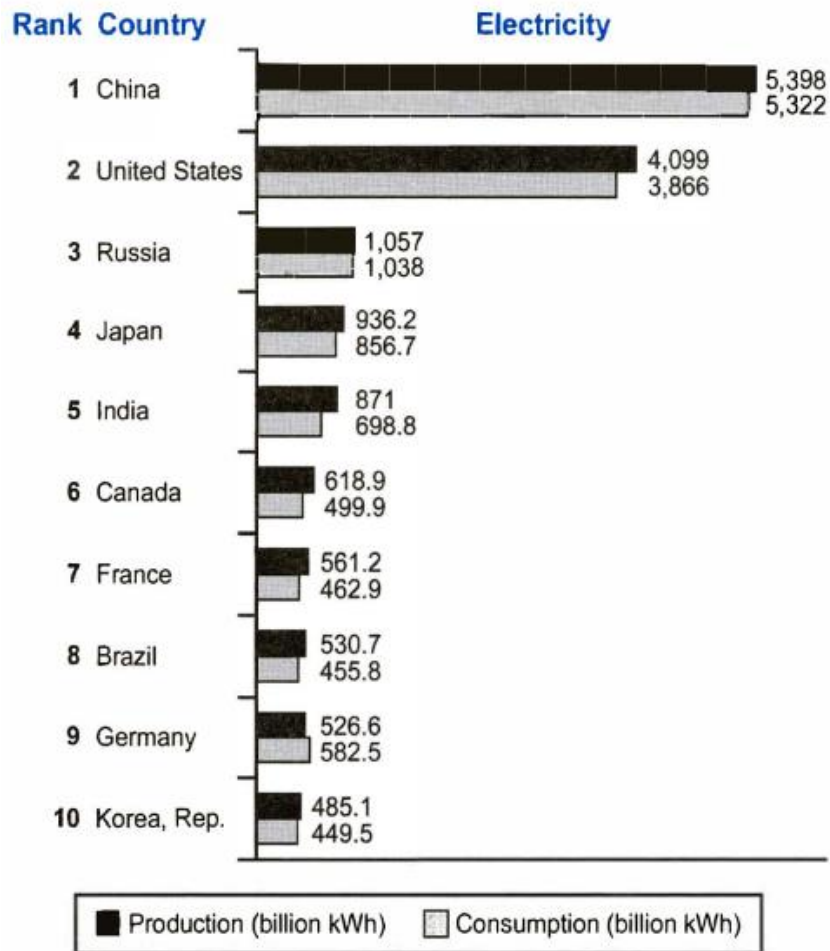
Overall, owning and renting showed opposite trends, with a sharp increase in ownership and a reciprocal decline in the percentage of renters. By the end of the period, overall ownership had overtaken renting by a wide margin.

In 1918, household ownership stood at around 23% compared to rentals, at nearly 80%. There was a steady rise in ownership and a decline in rentals from that point. Rentals reached 69% in 1939 and held steady until 1953 before falling to 59% in 1961. Ownership rose to 31% in 1939 remained there in 1953 before becoming even, with rentals at 50% each in 1971.

This trend continued for both percentages with rentals declining sharply to 40% and 31% in 1981 and 1991, respectively. Likewise, ownership rose to 60% and 69% in the same years. In 2001, the falling rentals slackened to 31% (69% for ownership), and there was a slight rebound that bucked the trend at the end of the period, with rented houses rising to nearly 40% and owned homes dipping to just over 60%.

27. The bar chart below shows the top ten countries for the production and consumption of electricity in 2014.

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



The bar graph displays the ten nations that produced and consumed the most considerable electricity in 2014.

Overall, China and the United States led in electricity output and use. In addition, generation exceeded consumption in all the countries except Germany.

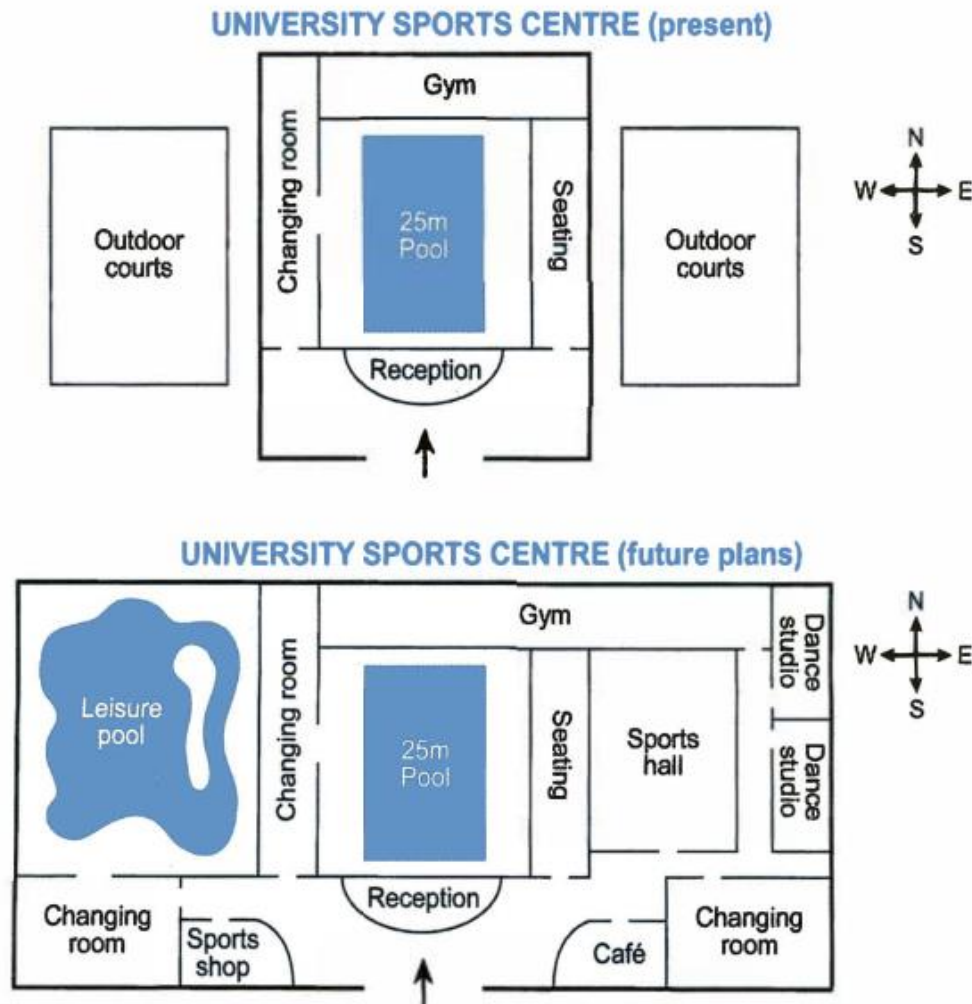
At 5,398 and 5,322 billion kWh, China generated and used more power than other countries. The United States was the second-largest producer and consumer of energy, at 4,099 and 3,866 billion kWh.

Of the other eight countries, Russia was the only country with over 1,000 billion kWh, at 1,057 and 1,038 billion kWh, respectively. The Republic of Korea, in comparison, only produced 485.1 billion kWh and used 449.5 billion kWh, making it the smallest electricity producing and consuming country.

In Japan, India, Canada, France, Brazil, and Germany, their outputs ranged from 526.6 to 936.2 billion kWh, while their usages ranged from 455.8 to 856.7 billion kWh. It is also noteworthy that Germany was the only country that used more power than it generated, at 582.5 and 526.6 kWh, respectively.

28. The plans below show the layout of a university's sports centre now, and how it will look after redevelopment.

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



The plans display how a university's sports center looks now and how it is planned to redevelop.

Overall, the center is to become completely roofed over and multi-functional, with different facilities being added.

The entrance of the center is in the middle of its southern wall. Upon entering, reception can be seen directly/straight ahead. Behind reception is a 25-meter-long pool with a changing room to its west and seating to its east. All these facilities are to remain unchanged.

However, the gym west of the pool is to be extended eastward, and the outdoor courts east of the collection are to be removed to make room for a sports hall and two dance studios. These new amenities will have a changing room added to the south of them.

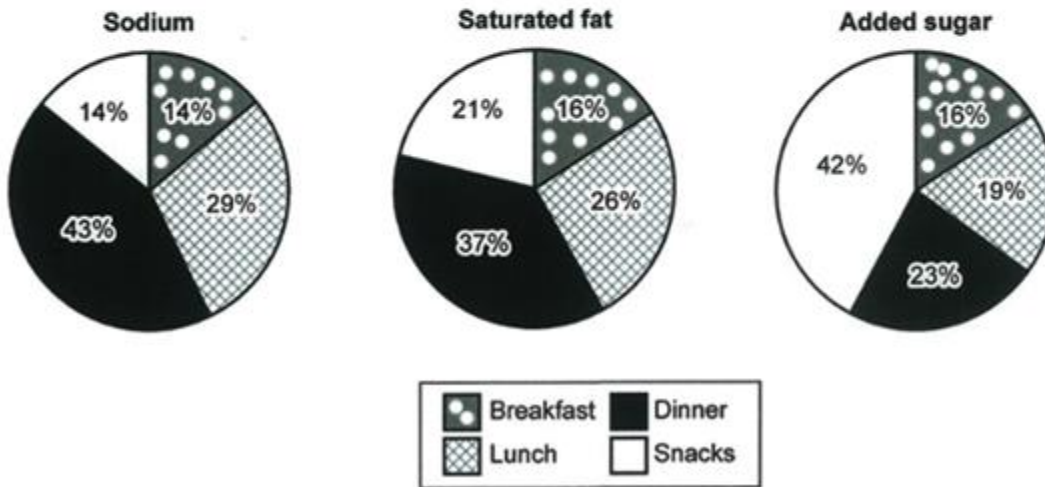
There are also plans to demolish the outdoor courts to the west of the central pool. Instead, a new indoor leisure pool will be constructed, with a changing room south of it.

The charts below show the average percentages in typical meals of three types of nutrients, all of which may be unhealthy if eaten too much.

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

Write at least 150 words.

Average percentages of sodium, saturated fats and added sugars in typical meals consumed in the USA



The pie charts compare how much three particular types of nutritional components, which may all harm humans if over consumed, the American has in distinctive meals on average.

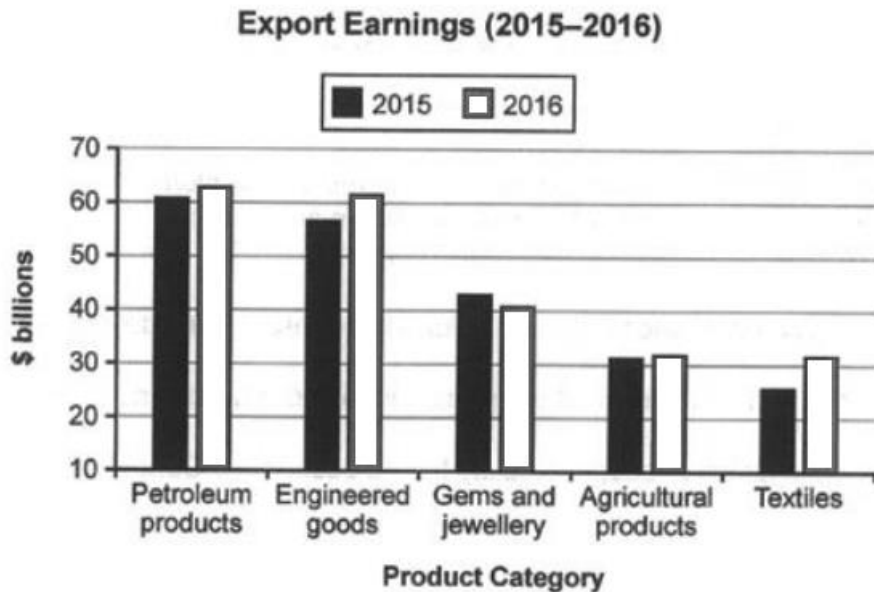
Overall, sodium and saturated fat are primarily eaten in dinner, whereas it is a snack when the highest percentage of added sugar is consumed. Moreover, it can be seen that breakfast includes the tiniest proportion of the three mentioned nutrients.

Looking at the charts in more detail, dinner consists of the most significant figure for sodium with 43%, which is 6% higher than that of saturated fat. Furthermore, Americans have over a quarter of these nutrients for their lunch except added sugar, which just registers a small portion.

Standing at the lowest point of 14%, the percentage of sodium consisted in breakfast and snack shows a similarity while this figure for saturated fat stands at 16% and 21%, respectively. Besides, the most noticeable feature is that added sugar is mainly eaten in snacks, and in particular, its portion accounts for exactly 42%.

30. The chart below shows the value of one country's exports in various categories during 2015 and 2016. The table shows the percentage change in each category of exports in 2016 compared with 2015.

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



Percentage change in values (2015–2016)	
Petroleum products	↑ 3%
Engineered goods	↑ 8.5%
Gems and jewellery	↓ 5.18%
Agricultural products	↑ 0.81%
Textiles	↑ 15.24%

The given graph and table illustrate the changes in export earnings for a country across several industries from 2015 to 2016 measured in billions of dollars.

Looking from an overall perspective, it is readily apparent that all earnings experienced rises except for gems and jewelry, which experienced a moderate drop. Most earnings came from petroleum and engineered goods, while textiles and engineered goods made the most significant percentile jumps.

The two main exports were petroleum products, from just over \$61 billion in 2015 to around \$63 billion by 2016, and engineered goods (\$58 billion to \$62 billion). Compared to these two exports, the other products were much lower. Gems and jewelry, the only export to decrease, went down 5.18%, from \$43 billion to \$41 billion.

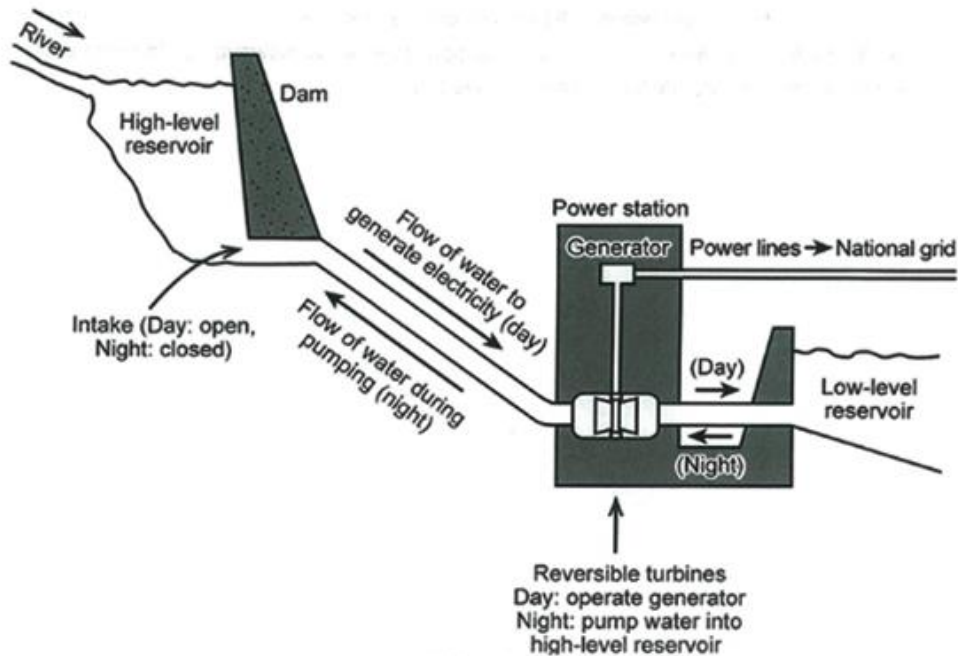
Despite this drop, agricultural goods were lower throughout the period at around \$31 and just over \$31 billion in 2015 and 2016, respectively. Textiles were the lowest in 2015 at around \$26 billion but had pulled approximately level with agriculture by 2016.

The diagram below shows how electricity is generated in a hydroelectric power station.

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

Write at least 150 words.

Hydroelectric power station



The process shows how electricity is generated in a hydroelectric power station.

In general, the diagram can be broadly separated into day and night stages, with the daylight stages involving generating electricity from a river and storing water in a reservoir. At night the water flows back in the other direction towards an initial reservoir and the river.

The first stage involves channeling the river into a high-level reservoir backed up by a dam. An intake area leads to the power station open during the day and closes at night. Water flows during the day to generate electricity through the power station turbines. The resulting electricity is sent to a national grid through power lines while the excess water runs to a low-level reservoir.

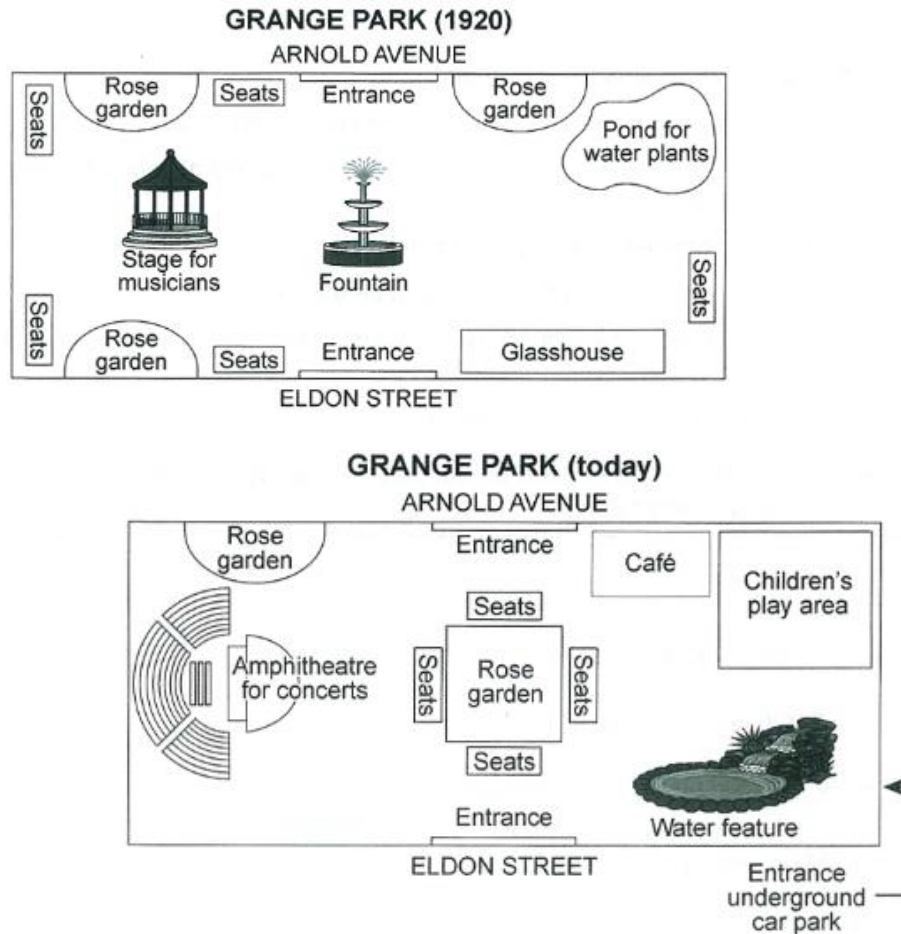
The reversible turbines that operate the generator during the day allow the station to pump the water in the low-level reservoir back into the high-level reservoir for use the next day.

32.

The plans below show a public park when it first opened in 1920 and the same park today.

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

Write at least 150 words.



The maps display the layout of a public park called Grange Park when it initially opened in 1920 and how it looks now.

Overall, the park has been modernized, replacing natural features with up-to-date facilities.

There used to be a stage for musicians, and two rose gardens, and some seats in the west park. However, all of them have been demolished except the rose garden in the northwest. Instead, an amphitheater for concerts has been built. The fountain at the park's center has been knocked down to make room for a new rose garden and seats.

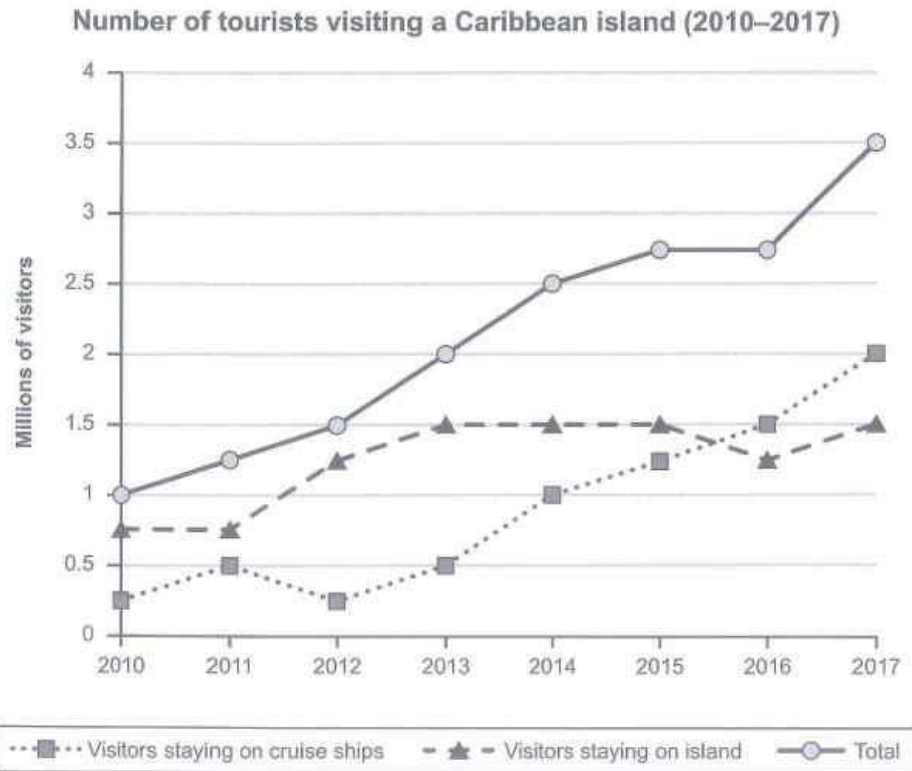
The pond for water plants and the rose garden on the park's northeast side has been changed into a children's play area and a cafe, while the glasshouse and seats on the southeast side have been removed to construct a water feature there.

The park now also has an underground car park, and an entrance has been added to the southeast side of the park to provide access for car park users. The two entrances on Arnold Avenue and Eldon Street have remained unchanged.

The graph below shows the number of tourists visiting a particular Caribbean island between 2010 and 2017.

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

Write at least 150 words.



The line graph details the total number of tourists and where they stayed, going to a given Caribbean island from 2010 to 2017.

Overall, total tourists rose considerably, and those staying on cruise ships increased in particular, overtaking staying on the island itself, which underwent a more moderate increase.

Visitors residing on the island during their travels began the period at about .75 million, about 500,000 above those on cruise ships. From there, the numbers for the former climbed quickly to 1.5 million by 2013, a full million higher than the latter at the same time. Then those on the island were relatively steady until the end of the time surveyed. At the same time, cruise ship passengers rose steadily, surpassing the former figure midway through 2015 and reaching a peak in 2017 of 2 million.

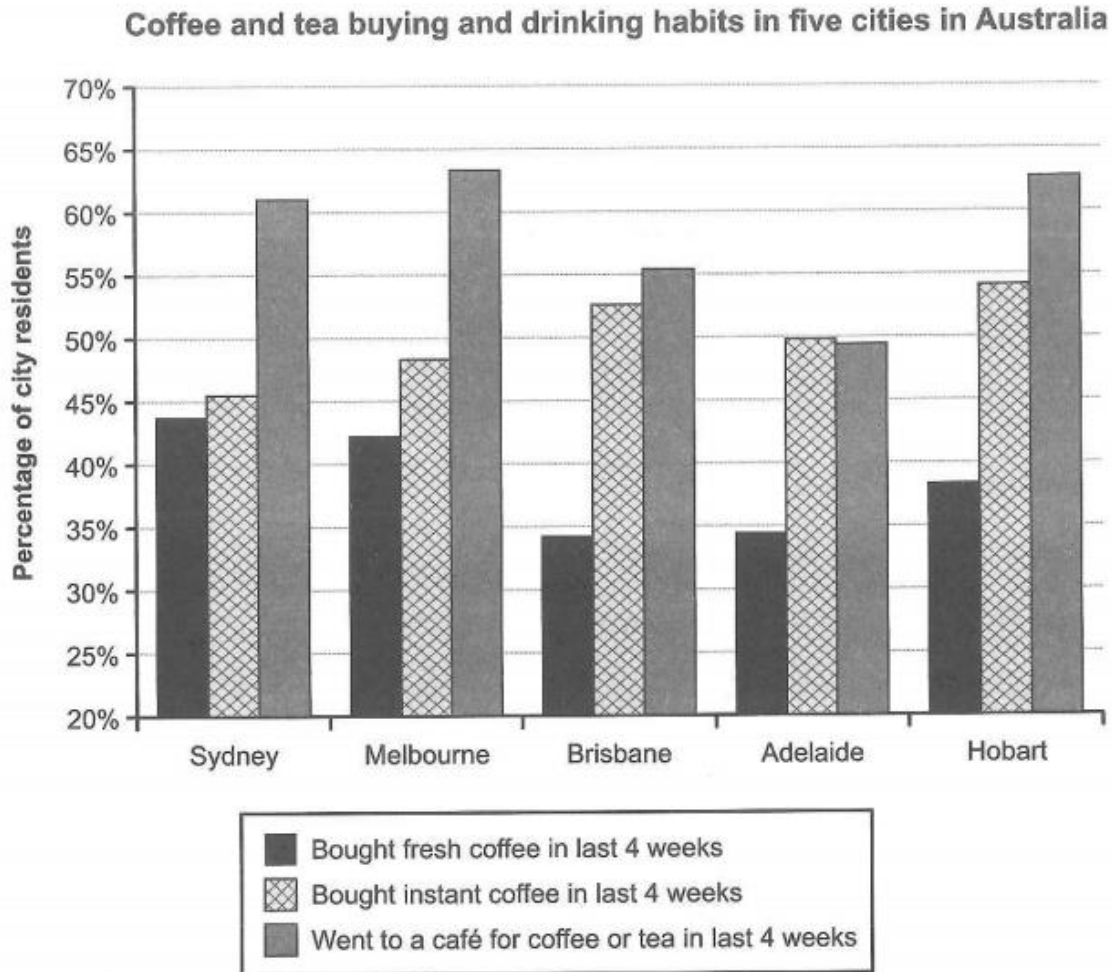
The progressive patterns for visitors on cruise ships and the island were reflected in substantial gains for overall visitors, which started at 1 million in 2010, grew consistently to 2.7 million in 2015 before plateauing through 2016, and then increased sharply to 3.5 million by the end of the period.

34.

The chart below shows the results of a survey about people's coffee and tea buying and drinking habits in five Australian cities.

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

Write at least 150 words.



The bar chart details drinking habits in 5 Australian cities related to coffee and tea over the last four weeks.

Overall, more than half the population in all cities except Adelaide went to a cafe for coffee or tea. Buying instant coffee was also famous, and purchasing fresh coffee was generally less common.

Looking first of all at going to cafes, Melbourne and Hobart were most characteristic at 64% and 63%, respectively. Sydney was comparably high at just over 60%, Brisbane at over 55%, and Adelaide at under 50%. Adelaide was the only city where people bought instant coffee by a slight margin (50%). In Hobart, instant coffee purchases stood at 54%, ahead of Brisbane at 52%, Melbourne at 48%, and Sydney (just over 45%).

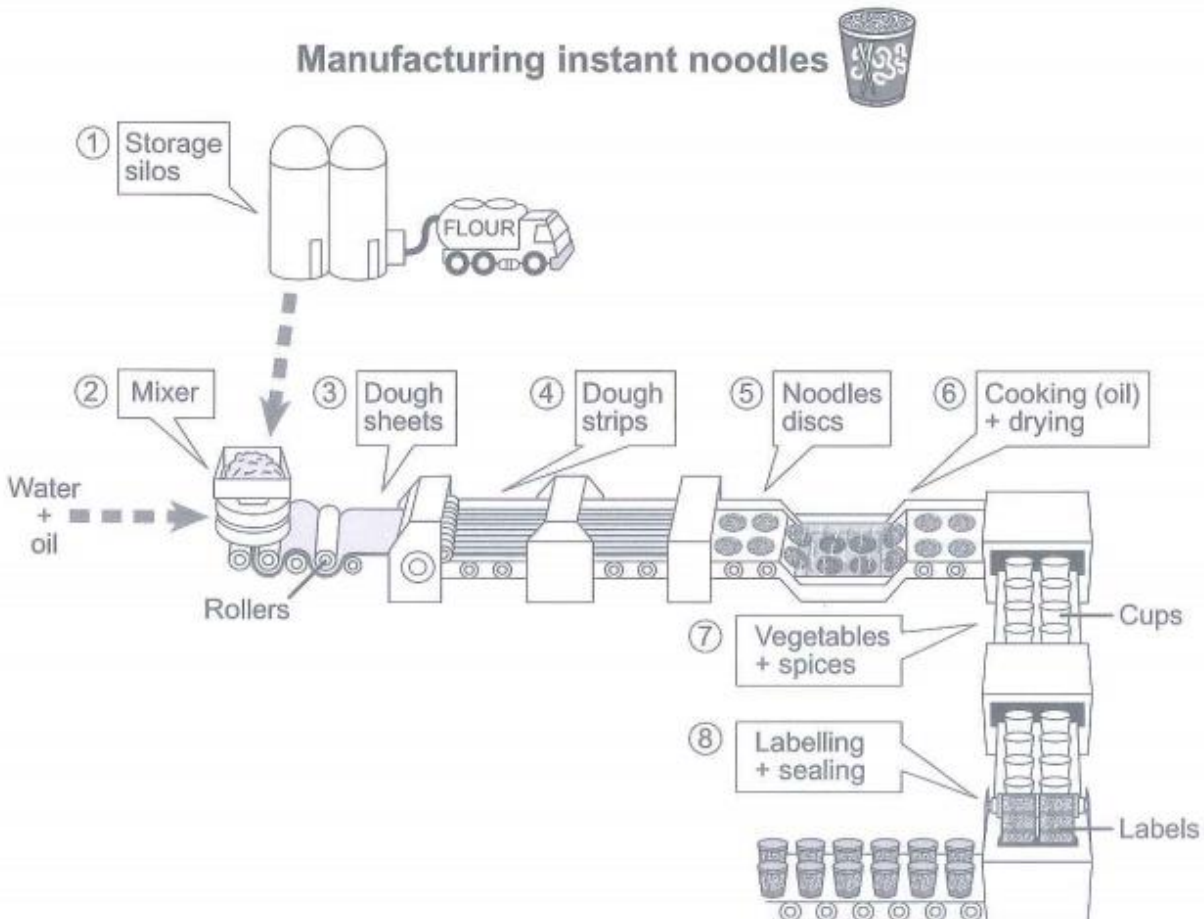
Stocking up on fresh coffee was below 45% for all cities. It was most common in Sydney (44%) and Melbourne (42%). Hobart was next at 39%, and Adelaide and Brisbane were much lower and nearly level at around 34%.

35.

The diagram below shows how instant noodles are manufactured.

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

Write at least 150 words.



The given picture illustrates the process by which instant noodles are produced.

Overall, it is clear that there are eight stages in this linear process, commencing with storing flour in silos and ending with labeling and sealing cups.

At the first stage of this process, flour is pumped from a truck into tower silos for storage before being put into a mixing machine, where it is mixed with a combination of water and oil. After this stage has been completed, the resulting mixture is rolled over to create dough sheets and then going through a machine to be separated into strips.

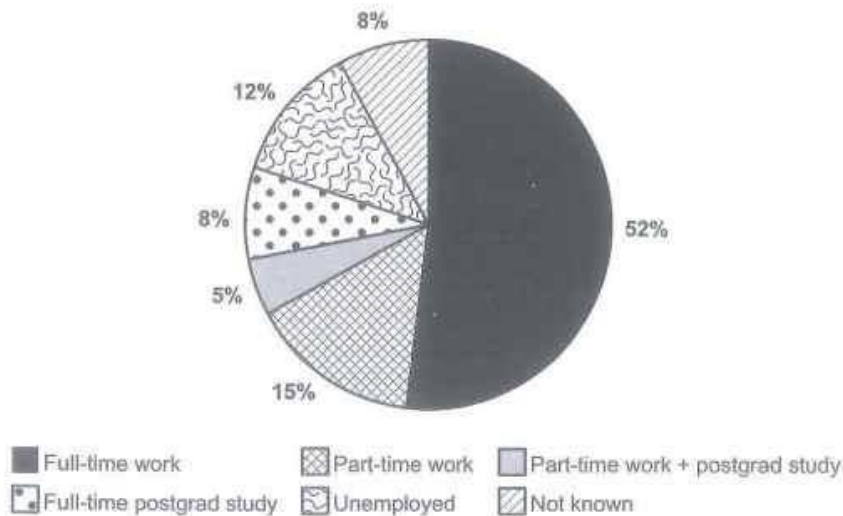
During the next stage, these dough strips are molded into noodles discs, after which they are cooked with oil and left to dry. Following this, these dried noodle discs, together with vegetables and spices, are put into cups, and the process finally ends with these cups being labeled and sealed.

The chart below shows what Anthropology graduates from one university did after finishing their undergraduate degree course. The table shows the salaries of the anthropologists in work after five years.

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

Write at least 150 words.

Destination of Anthropology graduates (from one university)



Salaries of Anthropology graduates (after 5 years' work)

Type of employment	\$25,000–49,999	\$50,000–74,999	\$75,000–99,999	\$100,000+
Freelance consultants	5%	15%	40%	40%
Government sector	5%	15%	30%	50%
Private companies	10%	35%	25%	30%

The pie chart gives information about the employment status of Anthropology graduates from a particular university after completing their undergraduate degree course, and the table illustrates how much the anthropologists in three different types of employment got paid after five years.

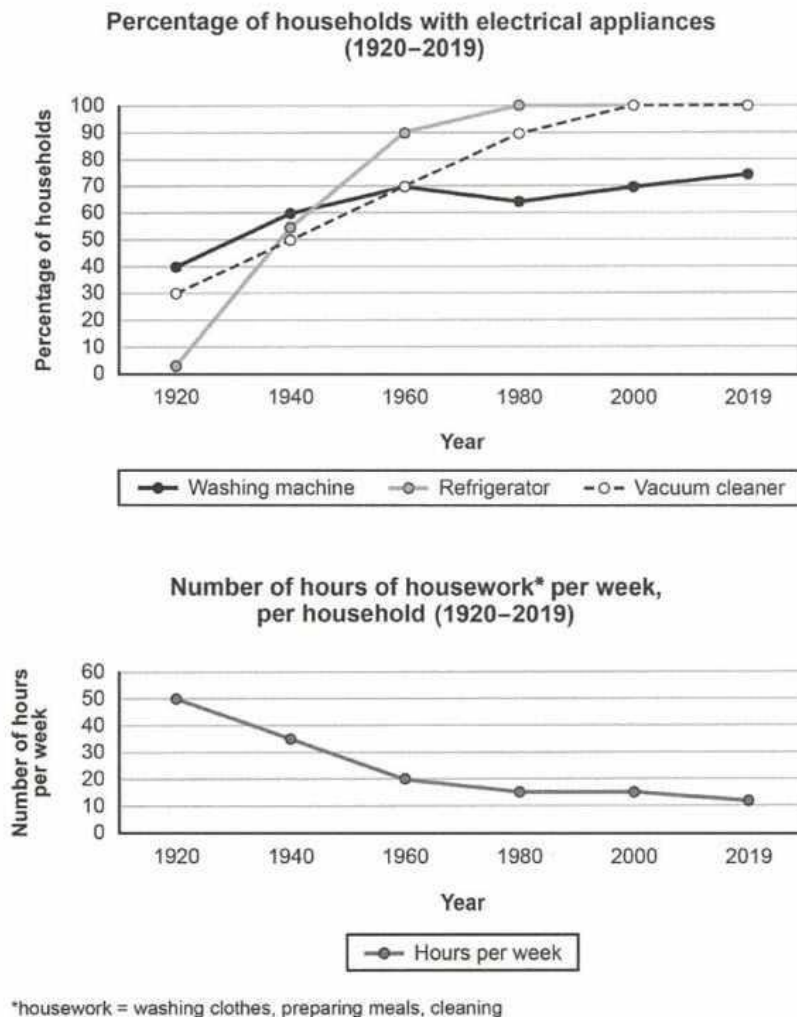
Overall, it is clear that most successful undergraduate students from the university are either found in part-time or full-time work, and those graduates who are established in this field are seen as well-paid.

In the case of the destination of these graduates, most of them are observed to have full-time jobs, which is just over half of the total (52%). Those who found part-time jobs constitute around a sixth of the total (15%). When around 8% of these graduates continue their post-graduation, only 5% simultaneously pursue part-time jobs. Over a tenth of them are seen unemployed, whereas no information is available regarding the rest.

Turning to the salary scale of anthropology graduates who completed five years at work, freelance and government sector employees are seen as more successful when 80% of them earn over \$75,000. However, in private companies, only 55% have this salary scale. It is also noted that just over a third in the private sector earn between \$50,000 and \$75,000.

37. The charts below show the changes in ownership of electrical appliances and amount of time spent doing housework in households in one country between 1920 and 2019.

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



The line charts detail total percentages of electrical appliances in a given country from 1920 to 2019 and the results on housework undertaken per week.

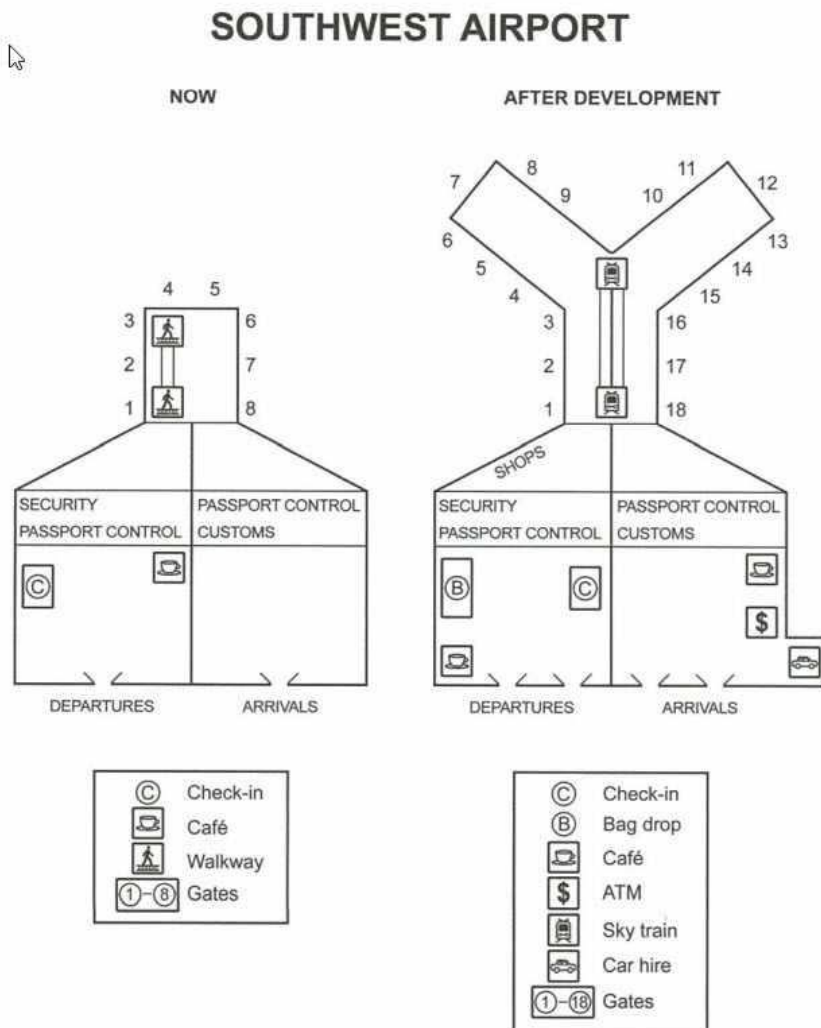
Looking from an overall perspective, it is readily apparent that all electrical appliances became more popular, particularly refrigerators and vacuum cleaners. The total time spent doing housework has also declined steadily and dramatically in the last one hundred years.

Refrigerators witnessed the most significant rise, beginning at just over 0% in 1920, surging to more than 50% by 1950, and then continuing to rise steadily until plateauing at 100% around 1980. Vacuum cleaners started higher at 30% and then increased by precisely 20% every 20 years until 1960 when growth tapered and ownership ultimately reached 100% by 1980. In contrast, proportions for washing machines began at 40%, climbed to 70% by 1960, then fell slightly, and recovered to finish the period at just above 70%.

The result for housework was that time spent washing clothes, preparing meals, and cleaning fell steadily from 50 hours a week in 1920 to 20 by 1960. After that, the decline was more gradual, reaching slightly above 10 hours by 2019.

38. The plans below show the site of an airport now and how it will look after redevelopment next year.

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



The map details plans for the renovation in the next year of Southwest Airport.

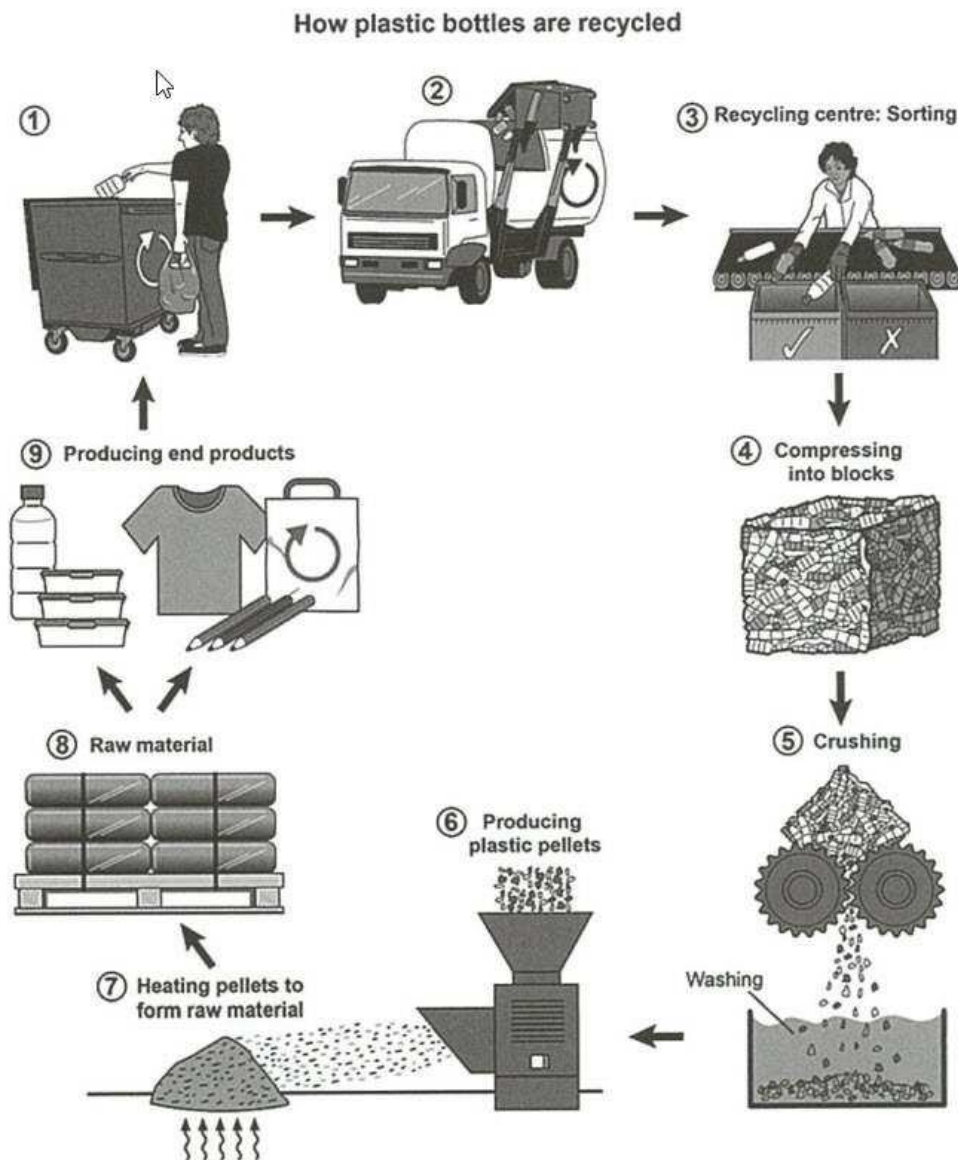
Looking from an overall perspective, it is readily apparent that the number of gates will significantly expand. There will be a variety of customer-facing facilities added, including shops, a car hire, and an ATM.

The location of the departure and arrival entrances will remain the same, but there are plans to install additional doors. Upon entering the airport, there is currently a single check-in and cafe. The plan projects moving the check-in from the left to right side of the departure space to make room for a bag drop area and the repositioning of the cafe. The arrival section will affix a cafe, ATM, and car hire that necessitates expanding the size of the building.

Security, passport control, and customs will be unchanged; however, the future floor plan shows shops immediately upon exiting the security section for departures. The most extensive proposed alterations are replacing a walkway with a long sky train track and constructing two branching corridors that will enable flyers to reach more than twice as many gates (8 at the moment and 18 after renovations).

39. The diagram below shows the process for recycling plastic bottles.

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



The diagram detailed above delineates how plastic bottles are recycled.

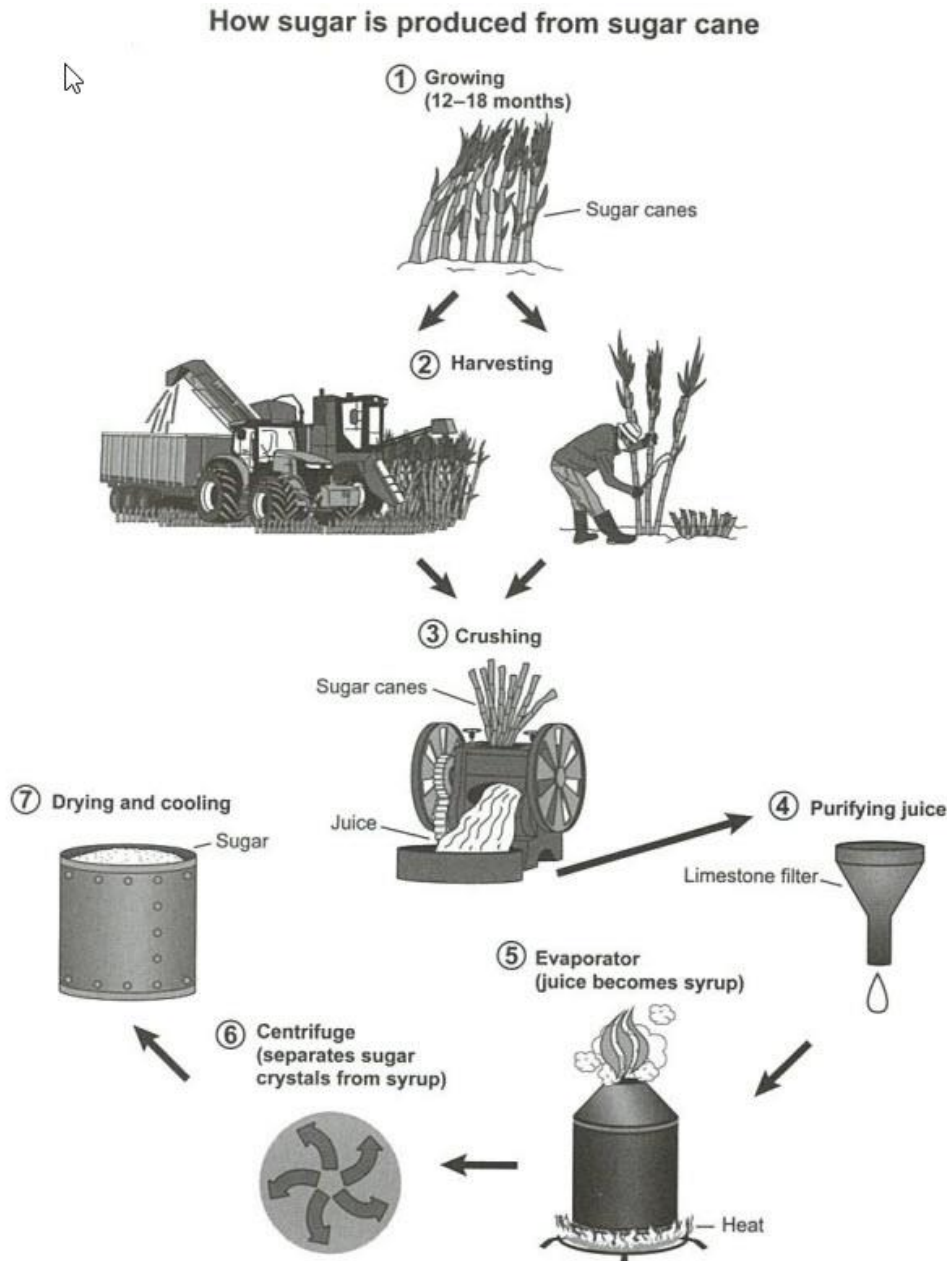
Looking from an overall perspective, it is readily apparent that this circular process comprises three main stages, including initial collection and sorting, processing and cleaning, and finally reconstitution into a novel material for further usage.

Recycling commences when individuals place their rubbish in a designated recycling bin before being loaded into specialized garbage trucks. After transportation to the recycling center, the plastic bottles are sorted by hand, compressed tightly to form blocks, and then crushed into small pieces and washed.

The following stages involve transformation into a reusable material. The pieces of plastic are first poured into a machine that turns them into pellets. These pellets are then heated to create a raw material that can be used to manufacture products ranging from clothes and bottles to containers and pencils. These items are themselves recyclable, and the process begins again.

40. The diagram below shows the manufacturing process for making sugar from sugar cane.

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



The depicted diagram shows how sugar is produced from the sugar cane plant.

From a general perspective, it is visible that this natural and artificial procedure involves three main stages commencing with harvesting, then chemical conversion, and finally separation into the end product of sugar.

As it is seen in the diagram, the first stage of the production is natural and initiates with sugar cane being grown over a 12–18 month period. The full-grown plant is then reaped either by hand or large combined harvester. From that point, the stalks of sugarcane are pressed in a grinder, resulting in unrefined sugar cane juice.

Subsequently, this fluid ran through a limestone filter and dispensed into an evaporator where it is heated, reduced, and then it turns into syrup. Afterward, the syrup is separated from the sugar crystals using a centrifugal press before being dried and chilled in its ultimate state as sugar.

WRITING TASK -2

There are 5 main types of IELTS Task 2 essays:

- 1) Opinion Essays
- 2) Discussion Essays
- 3) Problem Solution Essays
- 4) Advantages & Disadvantages Essays
- 5) Double Question Essays

Grading of tasks

Criteria	Requirement
<p>Task Response This criterion assesses how well you have focused on the topic and answered the question.</p>	<ul style="list-style-type: none"> ✓ write over 250 words ✓ satisfy all the requirements of the task ✓ cover all parts of the topic ✓ cover all parts of the question ✓ develop main points
<p>Coherence and Cohesion This criterion assesses how well you have structured your essay, used paragraphing, and connected your ideas.</p>	<ul style="list-style-type: none"> ✓ sequence information and ideas logically ✓ use a range of cohesive devices appropriately ✓ use paragraphing appropriately ✓ Have a clear progression throughout ✓ avoid unnecessary repetition of information
<p>Lexical Resource This criterion assesses your vocabulary in terms of errors and also ability to use more advanced language.</p>	<ul style="list-style-type: none"> ✓ use of vocabulary to allow some flexibility and precision ✓ use less common vocabulary ✓ awareness of style and collocation ✓ avoid errors with word choices ✓ avoid errors with word formation ✓ avoid errors with spelling
<p>Grammatical Range and Accuracy This criterion assesses your grammar in terms of errors and also ability to use more advanced sentence structures.</p>	<ul style="list-style-type: none"> ✓ uses a mix of simple and complex sentence forms ✓ produce error-free sentences ✓ avoid errors with grammar and punctuation

Key question words

Opinion	Both sides + opinion	Two question Essay
<p>What is your opinion?</p> <p>Do you agree or disagree?</p> <p>To what extent do you agree or disagree?</p> <p>Do you think the advantages outweigh the disadvantages?</p>	<p>Discuss the advantages and disadvantages</p> <p>Discuss the advantages and disadvantages and give your own opinion</p> <p>Discuss both sides of this argument and then give your own opinion.</p>	<p>What problem does this cause?</p> <p>What are some potential solutions?</p> <p>Do you agree?</p> <p>What are some other solutions?</p> <p>What are the causes of this problem?</p> <p>What are some potential solutions?</p>

Example question

Opinion	Both sides + opinion	Two question Essay
<p>Computers are being used more and more in education and some say there will soon be no role for the teacher in education.</p> <p>To what extent do you agree or disagree?</p>	<p>Computers are being used more and more in education. Some people say that this is a positive trend, while others argue that it is leading to negative consequences.</p> <p>Discuss both sides of this argument and then give your own opinion.</p>	<p>Alcohol abuse is becoming more and more common in many countries.</p> <p>What are some of the problems it causes?</p> <p>What are some of the possible solutions?</p>

Introduction

Opinion	Both sides + opinion	Two question Essay
<p>Rephrase question</p> <p>Position = state whether you agree or disagree and the extent (how much):</p>	<p>Rephrase question</p> <p>"This essay discusses..." + [both sides] and [opinion]</p>	<p>Rephrase question</p> <p>"This essay discusses..." + [question 1] and [question 2]</p>

Conclusion for each type of essay

Opinion essay	Both sides and opinion essay	Two question essay
<p>1. Restate whether you agree or disagree and also the extent. If your position is somewhat agree/disagree then make sure you put the side you support most first.</p> <p>2. Summarise the main reasons for your opinion [summarise the main reasons from the body of your essay].</p> <p>3. Say something more. Ideally if you still have time try to write one more sentence to give a final opinion or recommendation based on your summary. This is the difference between a good conclusion and an excellent one!</p>	<p>1. State that both sides of the argument are important/have merits</p> <p>2. State which one is more important/better</p> <p>3. Say why. Justify your selection. This is the key to reaching grade 7 and above for task response. Remember that YOUR opinion is one of the three parts of the question and although this paragraph may be briefer than the body paragraphs it is a very important one.</p>	<p>1. Summarise the main points of question 1</p> <p>2. Summarise the main points of question 2.</p>
<p><i>In conclusion, I totally disagree that machines can replace teachers. This is because teachers can encourage students to learn and teach them how to interact with other people.</i></p>	<p><i>In conclusion, I believe both sides of the argument have their merits. On balance, however, I tend to believe that the advantages of studying using a computer outweigh those made possible by a teacher. This is because it is cheaper and more convenient to study online.</i></p>	<p><i>In conclusion, the main problems with using computers in schools are that students get distracted from studying and they use them to access inappropriate content. These can be overcome by educators monitoring their students closely and by restricting the websites they can access.</i></p>

Useful linking words and phrases

Sequencing the first idea	Adding supporting ideas	Adding a contrasting idea	Making general statements
<p>The main reason is</p> <p>The most important consideration is...</p> <p>First of all,</p> <p>In the first place,</p>	<p>Another reason is...</p> <p>Furthermore,</p> <p>Moreover,</p> <p>In the same vein,</p>	<p>On the other hand,</p> <p>However,</p> <p>Nevertheless,</p> <p>Although,</p>	<p>As a general rule,</p> <p>Generally,</p> <p>In most cases,</p>
Giving examples	Giving an explanation	Clarifying an opinion	Drawing a conclusion
<p>For example,</p> <p>For instance,</p> <p>In particular,</p> <p>A clear example of this is...</p>	<p>The reason for this is...</p> <p>This is because...</p> <p>This is due to...</p>	<p>To be more precise...</p> <p>More specifically...</p> <p>By this I mean...</p> <p>In other words,</p>	<p>As a consequence,</p> <p>Therefore,</p> <p>As a result,</p>
Stating your opinion	Partially correct statements	Other people's opinions	Making a concession
<p>From my perspective,</p> <p>From my point of view,</p> <p>In my opinion</p>	<p>somewhat agree/disagree to a certain degree,</p> <p>to some extent,</p>	<p>From a political point of view,</p> <p>From the point of view of the economy,</p> <p>Some people believe...</p>	<p>It is sometimes argued that...</p> <p>Admittedly,</p> <p>However,</p>
To give advantages	To give disadvantages	To express cause	to express effect
<p>A major advantage of this is...</p> <p>Another important merit is...</p> <p>The final benefit is...</p>	<p>One major drawback is...</p> <p>Another disadvantage is...</p> <p>The final limitation is that...</p>	<p>Owing to...</p> <p>Due to the fact that...</p> <p>For the reason that...</p>	<p>Therefore,</p> <p>As a consequence,</p> <p>As a result...</p>

Ideas for IELTS Topics

Ideas, Opinions and Vocabulary for IELTS Writing Task 2

Advertising

Positives of Advertising

- Advertising is a key part of modern business.
- Companies need to tell customers about their products.
- Advertisements inform us about the choices we have.
- Advertising is a creative industry that employs many people.
- Without advertising we would have less choice.
- Without advertising there would be higher unemployment.
- Advertising is a form of modern art.
- People enjoy adverts.

Negatives of Advertising

- Advertising manipulates people.
- It aims to persuade people that buying a product will make them happier.
- Advertisers focus on selling a brand image.
- They use glamorous, successful people.
- We now live in a consumer culture.
- We are persuaded to follow the latest trends.
- We are encouraged to associate certain brands with a higher status.
- Advertisers often aim their marketing at children.
- Children can easily be influenced by advertisements.
- Children put pressure on parents to buy them things.

Opinions about Advertising

- Advertising should be regulated.
- Advertising aimed at children should be controlled or even banned.
- Unhealthy foods should not be marketed in a way that attracts children.
- Products that can be a risk to health should display warnings.
- In some countries it is illegal to advertise cigarettes on television.
- Warnings must be displayed on cigarette packets.
- However, advertising is necessary in free market economies.
- It creates demand for products.
- Governments should only censor false information or products that are harmful.

Arguments for Animal Testing

- Animals are used in important scientific research.
- It is necessary to do medical tests on new drugs.
- Animal testing helps to advance medical and scientific knowledge.
- Many important medical discoveries involved experimentation on animals.
- Researchers aim to minimise the suffering that animals experience.
- Testing for the cosmetics industry is now banned in many countries.

Arguments against Animal Testing

- The benefits of research using animals do not justify the suffering caused.
- There are alternative methods of research.
- The lives of animals should be respected.
- Humans have no moral right to do experiments on animals.

Arguments for Vegetarianism

- Vegetarians do not eat foods that are produced by killing animals.
- Many people choose a vegetarian diet for moral or health reasons.
- A healthy diet is possible without eating meat.
- It is unnecessary to kill animals for food.
- A vegetarian diet may reduce the risk of diseases like cancer.
- Many people question the treatment of animals in factory farms.

Arguments against Vegetarianism

- Vegetarians do not eat a balanced diet.
- In many cultures, meat is the main ingredient in traditional meals.
- Meat-eaters argue that animals are below humans in the food chain.
- It is completely natural for us to kill them for food.
- Our aim should be to improve farming methods.
- farms should produce organic food.

Positives of Zoos

- Zoos play an important role in wildlife conservation.
- They can help to protect endangered species.
- Zoos allow scientists to study animals and their behaviour.
- Zoos are educational, interesting and fun.
- Children, in particular, enjoy learning about animals.
- Zoos provide job opportunities.

Negatives of Zoos

- Zoo animals are kept in artificial environments.
- They are kept in cages or have limited space.
- Zoo animals rely on humans.
- They lose the freedom to hunt for food.
- The best way to save endangered species is by protecting natural habitats.
- Some people believe that zoos are unethical.
- Zoos exhibit animals with the aim of making money.
- We have no right to use animals for entertainment and profit.

Cities

Reasons for Urbanisation

- People move to cities in search of job opportunities.
- Cities offer greater employment possibilities and a higher standard of living.
- People migrate to cities from the countryside.
- Traditional activities like farming need fewer workers nowadays.

Negatives of City Life

- Life in cities has its drawbacks.
- The cost of living is higher than in rural areas.
- Some people do not manage to find work.
- Housing is usually much more expensive.
- Homelessness and poverty are common in cities.
- There is a gap between the rich and poor.
- Life in cities can be extremely stressful.
- There are problems like traffic congestion and crime.
- Cities lack a sense of community.
- People do not even know their neighbours.
- Cities are sometimes described as “concrete jungles”.

Pedestrian Areas

- Pedestrian zones in city centres can improve the local environment.
- Banning cars encourages people to walk or cycle.
- Many European cities have built bicycle lanes.
- Dependence on cars is linked to health problems like obesity.
- People who walk or cycle regularly are generally healthier.
- Pedestrian areas are safer and more attractive for both residents and tourists.

Police and Crime Prevention

- The job of the police is to catch criminals.
- They must also prevent crime and make communities safer.
- There should be an increase in the number of police officers on the streets.
- Police officers should be seen as part of the community.
- They should be involved with education and prevention.
- The police should be in close contact with schools.
- They should focus on young people who have dropped out of school.
- These teenagers may become involved with gangs.

Punishments / Prisons

- Fines are used as punishment for minor crimes.
- If the crime is more serious, prison is the most common punishment.
- Some criminals pose a threat to society.
- They are put in prison to ensure the safety of other citizens.

Negatives of Prisons

- Criminals are put together.
- They make friends with other offenders.
- Many prisoners re-offend when they are released.
- A criminal record makes finding a job more difficult.

Rehabilitation

- Another aim of prisons is rehabilitation.
- Prisoners receive education or vocational training.
- Prisoners should learn personal skills and specific job skills.
- Punishment could make prisoners' behaviour worse.
- Rehabilitation aims to make them better citizens.
- Rehabilitated prisoners are less likely to re-offend.

Capital Punishment

- Supporters say that capital punishment deters crime.
- Fear of the death penalty stops people from committing offences.
- The death penalty shows that crime is not tolerated.
- It is a form of revenge.
- The cost of imprisonment is avoided.
- The offender cannot pose a threat to others.

Against Capital Punishment

- Innocent people could be wrongly convicted and executed.
- Crime rates are not necessarily reduced.
- Many criminals do not think they will be caught.
- Capital punishment is not a good deterrent.
- Executing prisoners creates a violent culture and encourages revenge.
- We have no right to take another human life.

Community Service

- Community service is a way to reform offenders.
- It could be a solution to prison overcrowding.
- It avoids the cost of imprisonment.
- It makes offenders useful in their local communities.
- They are required to clean streets or talk to school groups.
- Offenders repay their community.
- They avoid the negative influence that prison can have.

Against Community Service

- Community service is not a sufficient punishment.
- Criminals should be locked up, away from their victims.

Crime in the Media

- Crime is one of the main subjects of most news programmes.
- The mass media focus on violent and sensational crimes.
- This leads to fear of crime among the public.
- Sensational stories attract more viewers or readers.
- The media report crime stories in order to increase their audience.

Education

Benefits of Education

- Education gives people knowledge and skills.
- People with qualifications are more likely to find work.
- They can earn a higher salary.
- They can contribute positively to society.
- Schools aim to teach young people moral values such as tolerance and sharing.
- Schools prepare children to be members of a society.

Benefits of Studying Abroad

- Foreign institutions may offer better courses.
- Many students want to attend a prestigious university.
- The best universities employ teachers who are experts in their fields.
- Qualifications gained abroad can open the door to better job opportunities.
- Living abroad can broaden students' horizons.
- Overseas students are exposed to different cultures and customs.
- They become more independent.
- They are responsible for cooking, cleaning and paying bills.
- They will learn a foreign language.

Drawbacks of Studying Abroad

- Living and studying abroad can be difficult.
- Students have problems with paperwork such as visa applications.
- The language barrier can be a problem.
- Students have to find accommodation and pay bills.
- Studying in a foreign language is challenging.
- Living alone in an unfamiliar culture can cause homesickness.

Technology in Education: Advantages

- Technology is a powerful tool to engage students.
- Technology can make lessons much more interesting.
- Students can do research using online resources.
- Students can study at their own pace.
- Adults can take distance learning courses.
- Students can study whenever and wherever they want.
- Students also learn skills which are useful for their future jobs.
- For example, they learn to write reports using a word processor.

Technology in Education: Disadvantages

- People rely too much on computers.
- Young learners do not become proficient in some basic skills.
- They use word processors with spell-checkers.
- Their handwriting and spelling may suffer.
- People should be able to write a letter by hand.
- Technology is no substitute for a real teacher.
- Learners need a structured course.
- An experienced teacher knows what materials to choose.
- Computers are expensive to maintain and can be unreliable.

Technology in Education: Opinion

- Institutions should supplement traditional teaching with the use of technology.
- Technology is part of everyday life.
- It can enhance a teacher's lessons.
- Students can use online resources to help with homework.
- Students must still learn to write by hand.
- They should still use traditional sources of information such as books.

Education in Developing Countries: Problems

- Children often have to work from an early age.
- There are no schools in many areas.
- Families do not have access to books or computers.
- Literacy rates are often low.
- People in developing countries need knowledge and skills.
- Education is the key to improving the economy of these countries.

Education in Developing Countries: Solutions

- Developed countries could help developing nations by providing money.
- They could invest in schools and technology.
- They could supply the funds to build schools and pay for teachers.
- Children need to have access to free schooling.
- Computer equipment could be donated.
- The Internet can expose students to a world of knowledge and information.
- Governments should make education compulsory for all children.
- They should encourage parents to send their children to school.
- Governments of developed and developing countries must work together.

Higher Education: Advantages (also see “Benefits of Education”)

- There are many benefits to going to university.
- A degree can open the door to better employment prospects.
- Economies are becoming increasingly knowledge-based.
- Most jobs require specific knowledge and skills.
- Skilled workers are needed for sectors such as information technology and engineering.
- Repetitive manual jobs are now done by machines.
- Many factories have moved to developing countries.

Higher Education: Disadvantages

- A healthy economy needs a wide range of workers.
- Some manual workers will always be needed.
- A university degree is not necessary for many service professions.
- Practical training is more important in some industries.
- In the UK, for example, there is currently a shortage of plumbers.
- Their services are therefore becoming more and more expensive.

Advantages of Home-Schooling

- Some parents decide to educate their children at home.
- Some families live in isolated areas with poor transport.
- Other parents are not satisfied with local schools.
- Parents can respond to what their children need and how they learn best.
- One-to-one lessons allow much faster progress.
- The child can work at his or her own pace.
- Discipline problems are avoided by home-schooling.

Disadvantages of Home-Schooling

- Most parents do not have the time to educate their children at home.
- One parent would need to give up work.
- School subjects are normally taught by up to ten different teachers.
- Most parents do not have the necessary knowledge or resources.
- Private tutors are expensive.
- Children will miss out on the social experience that school offers.
- At school, children learn how to get on with each other.
- Home-schooled children may lack social skills.

Bad Behaviour in Schools: Causes

- Bad behaviour is due to a lack of structure and discipline.
- There are too many children in some classes.
- Large classes are difficult to manage.
- Many disruptive students come from an unstable family background.
- Other parents are too lenient and spoil their children.
- Some children are used to getting whatever they want.
- Schools can do very little if they are not supported by parents.

Bad Behaviour in Schools: Solutions

- Schools need a clear code of conduct.
- Schools need a clear set of rules about behaviour.
- They need to create a positive working atmosphere.
- Teachers must have the power to punish disruptive students.
- Schools should remove difficult children from lessons.
- Schools need to work closely with parents.
- Discipline could be lacking at home.
- Parents must support the school rules.
- They should take responsibility for their children's behaviour.

Corporal Punishment: Opinion

- Corporal Punishment is not a good idea.
- Physical punishment is a way of controlling children using fear.
- This does not promote trust between adults and children.
- Children who are punished physically may become shy or resentful.
- Corporal punishment creates an atmosphere of fear and anger.

Single Sex Education: Advantages

- Some people believe that male and female students should go to separate schools.
- This is often for religious or cultural reasons.
- Discipline problems might be avoided by separating boys and girls.
- Boys and girls may learn in different ways and have different needs.
- Students at single-sex schools often get better exam grades.

Single-Sex Education: Disadvantages

- Separating boys and girls is unnecessary.
- It is unhealthy in terms of children's social development.
- Many coeducational schools are extremely successful.
- A mixed-sex environment is more representative of real life.
- Coeducational schools provide children with better social skills for adult life.

Advantages of Streaming (grouping children according to ability)

- Some schools separate students according to their academic ability.
- Teachers can work at the right speed for their students.
- Teachers can plan more suitable lessons. High-level groups may progress faster.
- Lower level groups can benefit from a slower pace.
- Some teachers and parents support streaming for these reasons.

Disadvantages of Streaming

- Grouping by ability may have a negative impact on students.
- Children do not want to be seen as less intelligent than others.
- Streaming could damage students' self esteem.
- They may lose motivation.
- Students from wealthier families tend to be better prepared.
- Children from poorer families may receive less support from parents.
- Mixed ability classes encourage everyone to achieve their potential.

Environment

Global Warming

- Gases such as carbon dioxide trap heat from the sun.
- This causes global temperatures to rise.
- This process is known as the greenhouse effect.
- Human activity is a major factor in the rise of the greenhouse gases.
- Factories and vehicles produce emissions and exhaust fumes.
- Many developing countries are becoming industrialised.
- The number of cars on our streets is growing.
- Cheap air travel is allowing more people to fly.

Effects of Global Warming

- Global warming will have a significant impact on our planet.
- Rising temperatures will cause melting of the polar ice caps.
- Sea levels will rise.
- We can expect more extreme weather conditions.
- Flooding and droughts may become more common.

Impact of Humans on the Environment

- The increasing world population is putting pressure on natural resources.
- Fossil fuels like oil and gas are running out.
- We are destroying wildlife habitats.
- We have cut down enormous areas of rainforest.
- This has led to the extinction of many species of animals and plants.

Solutions to Environment Problems

- Governments could introduce laws to limit emissions from factories.
- They should invest in renewable energy from solar, wind or water power.
- They could impose "green taxes" on drivers and airline companies.
- Government campaigns should promote recycling.
- Natural areas and wild animals should be protected.
- Individuals should also try to be greener.
- We should take fewer flights abroad for holidays.
- We should take public transport rather than driving.
- We should choose products with less packaging.
- We should recycle as much as possible.

Waste / Rubbish

- The amount of waste we produce has increased.
- This problem is a result of our consumer culture.
- Products are not made to last.
- If something breaks, we throw it away and buy a new one.
- Advertisers encourage us to buy the newest fashions.
- Packaging is an important part of selling.
- Most foods are sold in non-biodegradable plastic packaging.
- The amount of household waste is growing.
- This waste ends up in landfill sites.

Litter

- People do not think about the consequences of dropping rubbish.
- They assume that somebody is paid to clean the streets.
- Plastic packaging does not break down easily.
- Most of the litter seen on streets is fast food packaging.

Recycling and Other Solutions

- Companies should make goods that last longer.
- They should not use so much packaging.
- Governments should be stricter about waste produced by companies.
- They should put legal limits on packaging.
- Consumers should avoid buying over-packaged products.
- We should recycle and reuse useful materials.
- There are collection banks for glass, paper and plastic bottles.
- Households can use several rubbish bins to separate waste.
- Recycling saves energy and raw materials.

Nuclear Power: Positives

- There are several benefits to building more nuclear power stations.
- Fossil fuels like oil and gas are running out.
- Nuclear power is a relatively sustainable energy source.
- It can be used to produce electricity without wasting natural resources.
- It could replace the use of natural resources like coal, oil or gas.
- Nuclear power stations are cleaner than fossil fuel power stations.
- They could help to reduce carbon emissions that cause global warming.
- The risks of accidents are being reduced.

Nuclear Power: Negatives

- Opponents of nuclear power worry about the safety of power stations.
- The building of new nuclear power stations is unpopular.
- Nobody wants to live near one.
- Nuclear waste disposal is a significant problem.
- There is currently no way to decontaminate radioactive material.
- People worry that terrorists could steal radioactive materials.
- It is safer to produce energy from solar, wind or water power.

Family Size

- Families in many countries are not as large as they used to be.
- We tend to live in small nuclear families rather than large extended families.
- Parents tend to have fewer children.
- Young children are no longer expected to work.
- Nowadays both parents often work.
- It costs so much to bring children up.
- It is more difficult to raise a large family.

Working Parents (also see “Gender” topic)

- Children and their parents seem to be less close nowadays.
- Parents spend less time with their children.
- Women traditionally stayed at home to cook, clean and look after children.
- Nowadays both parents often work full time.
- Children may be left alone, or with nannies or babysitters.
- Busy parents have less contact with their children.
- Many families no longer eat meals together.
- Children spend more time with friends or surfing the Internet.

Negative Effects on Children

- The lack of closeness in families can have a negative effect on children.
- Many parents have no idea how their children spend their time.
- Friends, television and the Internet become the main influences on children’s behaviour.
- Teenagers are influenced by peer pressure.
- Some of them join gangs.
- Juvenile delinquency is on the increase.
- Parents should be more involved with their children’s upbringing.
- Young people need positive role models.

Divorce

- In the past, divorce was unacceptable.
- It was considered to be embarrassing for a family.
- People stayed together for religious or family reasons.
- Divorce is more socially acceptable nowadays.
- It has become much more common. Divorce can be extremely stressful.
- Lone parents may face financial difficulties.
- Many single parents have to rely on benefits paid by the state.
- Divorce can have a negative effect on children.
- Children from single-parent families are more likely to get lower grades or drop out of school.
- The rise in divorce rates may be connected to some social problems.

Care for Old People

- Caring for elderly people was traditionally the responsibility of families.
- Adults had to look after their elderly parents.
- A woman's job was to stay at home taking care of her family.
- Nowadays, fewer elderly people are looked after by their relatives.
- Residential homes provide care for large numbers of elderly people.
- Some families are unable to look after elderly relatives.
- Families tend to be smaller these days, and women often have full-time jobs.
- Care homes provide a professional service for senior citizens.
- Nurses are better trained than family members.

Care for Old People: Opinion

- The best form of care for the elderly depends on the family situation.
- It depends on whether family members have the time and resources.
- We all have a responsibility towards the older people in our society.
- Governments should invest money in facilities and training for care workers.

Gender (Males and Females)

Gender and Education

- Men and women should have access to the same educational opportunities.
- Males and females should be accepted onto courses according to their abilities.
- It is wrong to discriminate against students because of their gender.
- Gender should be irrelevant in education.
- Students' achievements should depend on hard work and individual merit.
- In the UK, there are similar numbers of male and female students in higher education.

Gender and Work

- Men and women should have access to the same professional opportunities.
- Both men and women should be able to pursue a career.
- They should earn equal salaries.
- They should be employed according to their abilities, qualifications and experience.
- Traditionally, women have been restricted to certain roles.
- They were often employed as secretaries or receptionists.
- Nowadays, a range of occupations is available to both sexes.
- Career success depends on individual merit.

Women's and Men's Role in the Family

- Some people argue that a mother should not work.
- She should stay at home and bring up her children.
- The father should be the breadwinner of the family.
- Others believe that both parents should share these responsibilities.
- Working women can take maternity leave during and after pregnancy.
- Many mothers continue to work after this period.
- Many fathers and mothers share their parenting and domestic responsibilities.
- They contribute equally to childcare, cooking and cleaning.
- Some women may have better career prospects than their husbands.
- Paternity leave and "househusbands" are becoming more common.
- Traditional gender roles are gradually changing.

Positives of Genetic Engineering

- Genetic engineering is the practice of manipulating the genes of an organism.
- It is used to produce crops that are more resistant to insects and diseases.
- Some genetically modified crops grow more quickly.
- Some drugs and vaccines are produced by genetic engineering.
- It may become possible to change humans' genetic characteristics.
- Scientists may use genetic engineering to cure diseases.
- Inherited illnesses would no longer exist.
- Genes could be changed before a baby is born.
- It could also be possible to clone human organs.
- We could all have replacement body parts.
- Humans could live longer, healthier lives.

Negatives of Genetic Engineering

- There are ethical concerns about human genetic engineering.
- Parents might want to choose their children's characteristics.
- This would be unnatural.
- It would be unacceptable in most religions.
- Soldiers could be cloned from the genes of the strongest people.
- Clones might be used like robots to do certain jobs.
- Clones might even be developed just for organ replacements.
- Society and human evolution would change completely.
- Currently, human genetic engineering is prohibited.

Genetically-Modified (GM) Foods: Advantages

- Farmers can produce crops that grow bigger and faster.
- Some GM crops are more resistant to disease or insects.
- This could be important for food production in developing countries.
- Faster growing cereals, fruit and vegetables will mean more profit.
- GM foods can be modified to look perfect.
- They may be more attractive to customers.

Genetically-Modified (GM) Foods: Disadvantages

- There may be risks involved in the genetic engineering of foods.
- GM crops might change whole ecosystems.
- Food chains could be broken if crops are resistant to predators.
- Organic foods are produced without chemicals or genetic modification.
- Organic farming may be slower and more expensive.
- However, the environment is not damaged by fertilisers or pesticides.

Problems in Developing Countries

- Developing countries face a range of problems.
- Standards of healthcare and education are low.
- Life expectancy is usually lower than in developed countries.
- There is a lack of infrastructure, employment and good quality housing.
- Many people are forced to live in poverty.
- Food, drinking water and basic medicines are in short supply.

How to Help Developing Countries

- The best form of help for developing countries is development aid.
- Richer nations can help by investing in long-term projects.
- Governments and charities can help by building new houses and schools.
- Globalisation may also help developing countries.
- Multi-national companies are creating jobs in developing countries.
- On the other hand, many people emigrate to find work in richer countries.
- They often send money back home to their families.
- This money helps to improve the standard of living in developing countries.

Immigration

- Some people move to another country in search of a better life.
- Many immigrants come from less developed countries.
- Richer, industrialised countries may offer opportunities for employment.
- Free healthcare and schooling are available in some developed countries.
- Other people migrate to a foreign country to improve their academic qualifications.

Positives of Immigration and Multi-Cultural Societies

- From an economic perspective, immigration can be extremely positive.
- Many immigrants have skills that are needed in the country they move to.
- Immigrants who find work contribute to the economy of their new country.
- Many immigrants send money home to help family members.
- Immigration also creates cultural diversity.
- People of many different nationalities learn to live together.
- This can help people to become more open-minded and tolerant.

Negatives of Immigration

- Some people believe that immigrants take jobs that should go to local people.
- Some immigrant workers work longer hours for less money.
- Companies might pay lower salaries to immigrant workers.
- Unemployment rates could rise if there are too many immigrants.

Opinions about Immigration

- Immigration can help the economy of a country.
- It can create multi-cultural societies.
- However, immigration needs to be controlled.
- In many countries, immigrants need visas or work permits.
- Governments should stop companies from exploiting immigrant workers.
- Foreign and local workers should have the right to equal pay and conditions.

Positives of Globalisation

- Business is becoming increasingly international.
- Multi-national companies do business across the world.
- Companies like MacDonald's can be seen on high streets in most cities.
- Goods are produced in one country and sold in many others.
- A global economy means free trade between countries.
- This can strengthen political relationships.
- Globalisation can also create opportunities for employment.
- It encourages investment in less developed countries.
- It could reduce poverty in the developing world.

Negatives of Globalisation

- Globalisation is not always beneficial to everyone.
- Companies can move to countries where labour is cheap.
- This creates redundancies, or job losses.
- Employees cannot be confident that they have stable jobs.
- Companies sometimes exploit their employees in developing countries.
- Global trade creates more waste and pollution.

The Future of Globalisation

- There should be global regulations for salaries and working conditions.
- Governments should impose laws to protect the environment.

Government and Society

What governments can do

- Governments provide public services like healthcare and education.
- They support people who are living in poverty or unable to work.
- Governments raise money by taxing working people.
- They can spend money on resources and campaigns.
- They can introduce new laws.
- They can impose taxes.
- They can raise people's awareness of issues (e.g. climate change/healthy eating).
- They can influence people's habits and opinions.
- They can create jobs.
- They can regulate the activities of companies such as banks.
- They can provide resources for schools.
- They are also responsible for the security and well-being of their citizens.
- They control armed forces and police forces.

Public Services

- Governments pay the salaries of public sector workers like police officers and teachers.
- The necessary money is raised by taxing people's income.
- Free education and healthcare may be provided by the state.
- Some governments control public transport systems and even TV channels.
- In other countries, these services are provided by private companies.
- Some people believe that competition between private companies is good.
- It helps to improve quality while bringing prices down.
- Other people think that essential services should be free.
- Governments should pay for them.

Censorship: Opinion

- Governments can censor what the public sees or reads in the media.
- To a certain extent censorship is necessary.
- We should use censorship to protect children from violent images.
- Some computer games involve killing people or committing crimes.
- The Internet also needs to be controlled.
- Many websites show pornography and violence.
- There should be age limits for websites and computer games.
- Parents need to take responsibility for checking what their children watch.
- It is impossible for governments to control everything we see.

Video Cameras in Public Places

- The use of CCTV is becoming widespread.
- Video cameras have been installed in many public places.
- They are supposed to protect us and deter criminals.
- Many people think that this surveillance violates our privacy.
- The authorities could build databases with our pictures and identities.
- We should not be treated like criminals.

Smart Cards: Positives

- Governments will probably introduce a digital identification card system.
- Smart cards will have benefits and drawbacks.
- They could help to reduce crime.
- They could hold personal information, such as DNA.
- Digital bank cards could contain fingerprint information.
- It would be very difficult for criminals to use a stolen card.
- It would be easier for police to identify people and catch criminals.

Smart Cards: Negatives

- Many people are worried about losing their privacy.
- Governments could store all our personal and medical information.
- This information could be used by insurance companies.
- Employers could check our health records.

People with Disabilities

- People with disabilities should be treated the same as everybody else.
- They should have the same rights as other people.
- They should have access to the same jobs as other citizens.

- Discrimination against disabled people is illegal in many countries.
- Ramps and lifts for wheelchairs should be installed in public buildings.
- Support teachers can be employed to help children with learning difficulties.

Guns and Weapons

Why guns should be legal:

- In some countries, people are allowed to own firearms.
- Individuals have the right to protect themselves.
- People can use guns in self defence. This deters criminals.

Why gun ownership should be illegal:

- There is a risk of accidents with guns.
- The number of violent crimes increases when guns are available.
- Criminals may be armed.
- The police then need to use guns.
- Suicide rates have been shown to rise when guns are available.
- Guns create violent societies with high murder rates.

Why police should use guns:

- Many criminals use weapons.
- The threat of a gun can deter criminals.
- Police officers can force a criminal to surrender.
- It is easier to arrest someone and avoid physical violence.
- The police may shoot violent criminals in self defence. They can protect the public.
- They can shoot an escaping criminal who poses a serious danger to the public.

Why police should not carry guns:

- There is a risk of accidents and mistakes.
- The police might shoot an unarmed criminal or an innocent person.
- Accidents can happen in public places.
- There are several alternatives to guns (e.g. tear gas, sprays and electric shock weapons).
- Only special police units should use guns.

Arms Trade: Positives

- The export of arms, or weapons, is an extremely controversial issue.
- Governments of rich, industrialised countries sell arms to each other.
- This industry creates jobs and wealth.
- The trade of weapons may improve relationships between governments.

Arms Trade: Negatives

- Weapons may be used in conflicts and wars.
- The supply of arms could be responsible for deaths.
- Governments are promoting war in order to make a profit.
- Rich countries can influence the politics of other nations.

Nuclear Weapons

- Nuclear weapons are capable of destroying whole cities.
- A nuclear war between two countries would destroy both countries.
- Nuclear weapons are used as a deterrent.
- They prevent wars from starting.

Nuclear Weapons: Opinion

- Nuclear weapons should be prohibited.
- Governments should limit the production of nuclear weapons.
- There is a danger of nuclear weapons being obtained by terrorists.
- Nuclear weapons cannot be used against terrorist organisations.

Armed Forces: Positives

- Armed forces provide security and protection.
- They deter military attack by another country.
- They can also be used to maintain peace within countries.
- They can be used to give the police extra support.
- Soldiers are also used to help in emergency situations, such as after a natural disaster.

Armed Forces: Negatives

- Armies require a lot of funding from governments.
- Too much money is spent on weapons and military technology.
- This money could be spent on schools, hospitals and other public services.

Health

Diet

- The human body requires a balanced diet.
- An unhealthy diet can cause various health problems.
- Obesity, diabetes and heart disease are on the increase.
- Many people nowadays rely on fast food or pre-prepared meals.
- These foods often contain too much fat, salt and sugar.
- They are cheap to buy and very easy to prepare.
- Many young people have grown up on a diet of convenience foods.
- Populations in developed countries are increasingly overweight.

Exercise

- Regular exercise is essential in maintaining a healthy body.
- Exercise burns calories and helps to build healthy bones and muscles.
- Doctors advise exercising at least three times a week for 20 minutes.
- Most people nowadays lead a sedentary lifestyle.
- We tend to walk less and do desk jobs. Most adults relax by watching television.
- Children play video games rather than doing outdoor sports.
- In the past, people were more active in their jobs and at home.

Governments' Role

- Governments have a significant role to play in reducing obesity.
- More and more people, including young children, are seriously overweight.
- They are at risk of heart disease and diabetes.
- This situation will increase the burden on hospitals and taxpayers.
- Hospitals rely on the government for money and resources.
- Governments should promote a healthy diet and regular exercise.
- There should be more time for sport on school timetables.
- Unhealthy junk food should be banned from school menus.
- People need information about what foods contain.
- Food packaging must show the food's nutritional content.
- The British Government recommends eating five portions of fruit and vegetables per day.

State Health Systems: Advantages

- Good healthcare should be available to everyone for free.
- State healthcare is paid by the government using money from taxes.
- Everyone has access to the same quality of care and treatment.
- Private healthcare is unfair because only wealthy people can afford it.
- The National Health Service in the UK provides free healthcare for every resident.

Private Healthcare: Advantages

- State hospitals are often very large and difficult to run.
- Private hospitals have shorter waiting lists for operations and appointments.
- Patients can benefit from faster treatment.
- Many people prefer to pay for a more personal service.
- Patients have their own room and more comfortable facilities.

Alternative Medicine: Positives

- People are increasingly using alternative medicines to treat illnesses.
- For example, acupuncture can be used to treat backache.
- Herbal medicines can be used to treat allergies or viruses.
- Many patients report positive experiences with these treatments.
- Some traditional cures have been used for hundreds of years.

Alternative Medicine: Negatives

- Many alternative medicines have not been tested scientifically.
- They may have no beneficial effects at all.
- They may cause unknown side effects.
- People should trust the opinions of qualified doctors.
- An illness could get worse without treatment from a doctor.

Stress

- Modern lifestyles are increasingly stressful.
- People work long hours with strict deadlines.
- Our busy lifestyles mean we have less time to relax.
- Unemployment is a major cause of stress.
- Children may be affected by their parents' relationship problems.
- Tests and exams can also cause stress.

How to Reduce Stress

- Stress can be reduced by taking regular exercise and eating a healthy diet.
- It is also important to get sufficient sleep and make leisure time a priority.
- People should work less overtime and take regular holidays.
- Schools have started to employ psychologists.
- They can offer emotional support to students.
- They can help students to cope with exam stress.

Housing and Architecture

State / Council Housing

- In some countries the government provides state or council housing.
- This helps people who cannot afford to buy their own house.
- It can be argued that state housing creates dependence on the government.
- People should not rely on the government to look after them.
- People have no incentive to earn money and buy their own home.
- Council properties are often made with cheap, poor-quality materials.

Old Buildings

- Historic buildings are part of a country's heritage.
- They should be protected.
- Old buildings are often considered to be works of art.
- They give character to cities and attract tourists.
- They show us how people lived in the past.
- We identify countries by architectural symbols like the pyramids in Egypt.
- Governments should spend money on looking after historic buildings.
- They need regular repairs and maintenance.
- New buildings should be designed to complement them.

Modern / Green Buildings

- Modern buildings should be designed to be environmentally friendly.
- They should use less energy and produce less waste.
- Modern insulation can make houses more energy-efficient.
- Solar and wind power can be used to generate electricity.
- Rainwater and waste water can be recycled and used to flush toilets.
- Modern glass buildings take advantage of natural light.

English as an International Language

- English is widely used around the world.
- It is becoming a global second language.
- It is the dominant language of technology, science and international business.
- International business meetings are regularly held in English.
- The most important textbooks and journals are published in English.
- The ability to speak English is a necessary skill in the modern world.

Negatives of English as an International Language

- If one language is dominant, other languages may disappear.
- The dominant language brings its own culture.
- American culture has become popular around the world.
- Other cultures may be damaged.
- As an alternative to English, a new global language could be invented.
- It would have no nationality or culture attached to it.
- This could help to promote international peace and understanding.
- Esperanto is an example of a language that was invented with this aim.

Money and Society

- Society has become increasingly materialistic.
- People aspire to earn more money.
- They want a bigger house or a better car.
- We connect wealth and material possessions with happiness and success.
- Brands like 'Armani' or 'Mercedes' are status symbols.
- Advertising creates new desires and needs.
- It persuades us to buy the latest styles.

Positives of Consumerism

- Consumerism creates employment.
- It helps to reduce poverty.
- It encourages innovation and creativity in business.
- We live in a global economy.
- We have a better quality of life.

Negatives of Consumerism

- Consumerist societies create more waste.
- They use more natural resources.
- They cause damage to the environment.
- Consumerism creates a "throw-away" culture.
- Advertisers tell us who we are and what we want.
- Wealth does not lead to happiness.
- Materialism causes greed and crime.

Happiness

- Happiness means different things to different people.
- It can be described as a feeling of pleasure or enjoyment.
- People enjoy spending time with family and friends.
- Hobbies, sports and games can be a source of fun and enjoyment.
- Some people see money as a source of happiness.
- Other people define happiness as something deeper.
- In order to be truly happy it is necessary to live a good life.
- We need to feel that we are doing something useful with our lives.
- Some people get a sense of achievement from their work.
- Others find happiness in bringing up their children.
- Religion or a sense of purpose can also be a source of happiness.

Success

- People define success in different ways.
- Some people get a sense of achievement from raising a family.
- For others, success is defined by wealth or status.
- We often think of rich and famous people as being successful in life.
- Millionaires like Bill Gates are considered to be successful.
- They have risen to the top in their chosen professions.
- For some, being successful means achieving personal or professional goals.
- They see success as the result of hard work.
- Success in any field requires long-term planning and effort.

Nature or Nurture

- Some people believe that our personalities are determined mainly by genetics.
- We inherit our abilities and talents from our parents.
- Others think that our education and upbringing are more important.
- We develop according to the influences around us.
- Our personalities and achievements depend more on nurture than nature.
- Many people argue that we control our own destinies.
- We can shape our own personalities.
- By working hard we can achieve any goal that we put our minds to.
- Many successful people are “self-made”.
- We are not limited by our genetic characteristics or upbringing.

Arguments against Professional / Competitive Sport

- Sport has become a business.
- Professional sport encourages people to compete for money.
- Many sports stars are only concerned about money and fame.
- Some athletes take drugs in order to win at any cost.
- Competitors are often selfish and rude.
- They are not good role models for children. All sports should be amateur.
- Sports should be leisure activities rather than jobs.
- People should do sporting activities for enjoyment and health reasons.
- Taking part is more important than winning.

Arguments for Professional Sport

- Professional sports are the same as any other business.
- Many people are employed in the sports industry.
- People should be able to use their talents to earn a salary.
- Sports stars entertain millions of people.
- Money is necessary to improve facilities and train athletes.
- The level of professional sport is much higher than that of amateur sport.

Arguments for Competitive Sport

- Competition is a natural instinct in humans.
- In daily life we compete to get jobs or the highest grades.
- Sports are a safe form of competition.
- Competition is healthy because it pushes us to give our best.
- Competitors and fans can release energy and aggression.
- Supporters of teams feel a sense of belonging to a community.

Opinion: professional sport salaries are too high

- Sports professionals earn too much money.
- They do not provide a vital service.
- Football players, for example, earn enormous salaries by simply kicking a ball.
- We could all live happily without professional football.
- Life would be difficult without doctors, engineers and other vital professionals.
- Society does not seem to value these professions as highly as professional sport.
- Sports salaries should be compatible with the wages most people earn.

Opinion: professional sport salaries are fair

- It is fair that the best professionals earn a lot of money.
- Sport is a multi-million-pound industry.
- There is a large audience of sports fans.
- Sports on television attract many viewers.
- Sports stars have dedicated hours of practice to developing their fitness and skills.
- Only the most talented among them will reach the top.
- A sports career may only last 10 years.
- Sports fans are willing to pay to support their teams.

Sport and Politics

- Some people think that sport and politics should remain separate.
- Governments are involved in the hosting of sporting events such as the Olympics.
- These events attract investment and create jobs.
- The Olympic Games are an advertisement for the host nation.
- They attract huge numbers of visitors and sports fans.
- Wealthy countries tend to hold these events.
- Developing countries should be given the chance to become hosts.

Television, Internet, Phones

Positives of Television

- Watching television is a good way to relax.
- It is many people's favourite way to wind down after a hard day at work.
- Television programmes can be entertaining and enjoyable.
- Viewers have access to a huge variety of entertainment channels.
- Television brings the best comedians, musicians and actors into our homes.
- Programmes can also be informative and educational.
- News coverage makes the public aware of events around the world.
- Documentaries can make learning more interesting.

Negatives of Television

- Television is having a negative impact on society.
- Some people link violence on television with crime rates in the real world.
- Children copy the behaviour they see on the screen.
- Children are less healthy because they spend less time playing.
- Advertisers direct their marketing at children.
- Most programmes do not require much thought.
- Watching TV is a waste of time.

Opinions about Television

- Television has many benefits.
- However, it can be addictive.
- Children should play outside rather than sit in front of a screen all day.
- Behaviour shown on TV can influence people.
- Parents should choose carefully what their children watch.
- Children should not be exposed to violence, swearing or sexual images.
- Advertising during children's programmes should be strictly controlled.
- TV companies should make more positive, educational programmes.

Positives of the Internet

- There are many advantages to using the Internet.
- It gives us instant access to information on almost any subject.
- Shops and other services are now available online.
- People can buy goods and services from the comfort of their homes.
- The Internet is starting to replace other forms of entertainment.
- It has revolutionised communication.

- We can keep in touch by e-mail or instant messenger services.
- Video messaging is becoming common for business meetings.

Negatives of the Internet

- Many websites contain offensive content.
- Some sites show violent or sexual images.
- Parents find it difficult to control what their children see online.
- They do not always know who their children are chatting to.
- With so many websites it is difficult to search for good information.
- Criminals increasingly use the Internet to steal people's money.
- Internet Compared to Newspapers and Books
- Newspapers and books are now published online as well as in print.
- We can read the news in any language from any country in the world.
- It costs nothing to publish or access information on the Internet.
- The Internet allows anybody to publish their own writing.
- Newspaper articles and books are written by professionals
- Professionals produce better quality writing than amateurs.
- People still buy newspapers and books because they are portable.
- People do not like reading from a screen.

Positives of Mobile Phones

- The mobile phone is the most popular gadget in today's world.
- Mobile phones have revolutionised the way we communicate.
- We can stay in touch with family, friends and colleagues wherever we are.
- Users can send text messages, surf the Internet, take photos and listen to music.
- Mobiles have also become fashion accessories.

Negatives of Mobile Phones

- Mobile phones can be a problem in some public places.
- Ringing phones cause disturbances in cinemas and school lessons.
- Some people are not aware that others can hear their conversations.
- Mobile phones may also interfere with electronic equipment.
- Their waves could cause damage to our brains.
- Mobile phones can also be a dangerous distraction.
- Using a phone while driving reduces the driver's concentration.
- Mobile phones are a popular target for thieves.

Opinion about Mobile Phones

- The benefits of mobile phones outweigh the drawbacks.
- We need to use these phones with care.

Positives of Tourism

- Tourism is a popular leisure activity.
- People go on holiday to relax and have fun.
- Tourists can experience different cultures.
- They can sunbathe on beaches or go sight-seeing.
- Travelling abroad opens our minds.
- We can learn to speak other languages.
- The tourist trade is vital for some economies.
- It creates employment in services like accommodation, transport and entertainment.
- Some areas rely on tourism for their income.
- Tourists spend money.
- Tourism attracts investment from multi-national companies.
- It helps to improve the standard of living.
- Low-cost airlines are making it cheaper to travel abroad.

Negative Effects of Tourism

- Tourism can have a negative effect on the natural environment.
- The building of facilities and infrastructure can destroy the habitat of wild animals.
- Beautiful beaches are spoilt by the building of hotels.
- Tourism creates pollution and waste.
- It puts pressure on local resources.
- Local traditions and cultures may be endangered.
- A rise in the cost of living affects local people.
- The price of goods, services and housing may increase significantly.

The Future of Tourism

- Governments should introduce laws to protect natural environments and local cultures.
- Tourism should have a low impact on wildlife.
- Renewable resources like solar or water power should be used.
- Waste should be recycled.
- Local businesses such as farms should be supported.

Losing Traditional Skills

- Because of industrialisation and global trade, many traditions have disappeared.
- Global advertising encourages everyone to buy the same products.
- Most products are now made in factories.
- Machinery has replaced skilled human labour.
- Factory work is boring and leaves people feeling unfulfilled.
- Goods are produced very quickly and in large numbers.
- Products are cheaper, which means that more people can buy them.

Examples

- Clothes are mass produced in standard sizes.
- People wear similar clothes, rather than traditional costumes.
- Jeans and T-shirts are now worn throughout the world.
- Historic buildings took skilled craftsmen years to build.
- Modern concrete, steel and glass buildings are built in only weeks or months.
- There are fewer people who can create hand-made goods.

Traditional Customs

- Traditional customs are still important during weddings and religious festivals.
- People wear traditional costumes and eat special foods.
- It is important to maintain our different cultural identities.
- We should celebrate festivals, teach traditional skills and protect historic places.

Transport

Traffic Problems

- Traffic congestion is caused by commuters travelling to work.
- Most people live in the suburbs outside city centres.
- Commuters tend to travel at the same time of day.
- They tend to travel alone.
- Cars and road space are not used efficiently.
- This causes traffic jams during the rush hour.

Traffic Solutions

- In order to reduce traffic we should change our working habits.
- The Internet can now be used to connect people.
- More people could work from home.
- Meetings can be held as video conferences.
- Workers could be given flexible timetables.
- Another solution would be to tax drivers.
- Workers should share their cars and travel together.
- In London, for example, there is a congestion charge.
- This helps to raise money for better public transport.
- Public transport needs to be reliable and efficient.

Positives of Public Transport

- We need to reduce our dependence on cars.
- Parking a car can be extremely difficult in big cities.
- Well-designed transport systems are comfortable and convenient.
- Modern public transport can be fast and cheap.
- Public transport can help to reduce pollution in cities.
- Investment in buses and trains will ease traffic congestion.
- Buses can be given special lanes to avoid traffic.

Negatives of Public Transport

- Public transport is often slow and unreliable.
- Metro systems and trains are often dirty and crowded.
- People feel like “sardines in a can”.
- Cars are much more comfortable.

Road Safety

- Driving while tired or drunk is extremely dangerous.
- Mobile phones can be a dangerous distraction for drivers.
- They draw the driver’s attention away from the road.
- The use of phones while driving has been banned in many countries.
- Punishments are becoming stricter.
- Television campaigns are used to remind people to drive safely.
- Speed cameras have become more common.
- Speed bumps are another form of traffic calming.
- Many streets are designed with the aim of slowing traffic down.

Water

Importance of Clean Water

- Water is an essential natural resource.
- Humans need access to clean, safe drinking water in order to live.
- Poor water quality is a major cause of disease and death in some countries.
- Water usually needs to be treated before we can drink it.
- Developing countries often lack the means to treat and supply water to citizens.
- Developed countries tend to have much better sanitation.
- Citizens have access to clean tap water.
- Drinking water is not contaminated by sewage or waste water.
- The supply of clean water would improve public health in many developing countries.

Water Supply

- Urban life would be impossible without water supply systems.
- These systems are massive engineering projects.
- Many professionals are involved in their planning, construction and maintenance.
- The supply and distribution of water are major concerns.
- Water is becoming scarce in some countries.
- Areas that suffer droughts often need to import water.
- As populations grow, there is more pressure on water supplies.
- This could lead to a water crisis.

Water and Politics

- The supply of water is also an important political issue.
- Huge amounts of water are needed for agriculture and industry.
- The irrigation of crops accounts for a large proportion of water use.
- A water crisis could lead to political conflicts or even wars.

Argument: water should be free

- Some people believe that water should be free for everyone.
- Governments should supply water to all homes at no cost.
- Private companies should not be allowed to profit from this natural resource.
- Money from taxes can be used to pay for water supply systems.

Argument: water should not be free

- If water is free, people take it for granted.
- They do not think about how much water they waste.
- They leave taps running while washing or brushing their teeth.
- If we have to pay for water, we will use it more responsibly.
- Water supply systems are extremely expensive.
- Investment is needed to maintain and improve them.
- Private companies may provide a better service than governments.
- If they provide an efficient service, they will make more money.
- They will repair leaks to avoid losing money.

Bottled Water: Opinions

- Some people carry bottles of water wherever they go.
- For example, they take bottles of water to work or to the gym.
- They believe that bottled water is healthier than tap water.
- They also argue that it tastes better.
- However, other people believe that we should consume less bottled water.
- Plastic water bottles add to litter and waste problems.
- Companies should not be able to make a profit from water.
- It is unethical to make money by selling packaged water.
- There is no difference in quality between bottled and tap water.

The benefits of staying in the same job for life:

- Employees have a stable career with one employer.
- They have a good pension and health insurance.
- Their salaries gradually increase.
- They may be promoted within the organisation.
- They demonstrate loyalty.
- Experienced staff can be trusted with more responsibility.
- They become part of a team.
- There is a clearly defined path for development.

The benefits of not staying in the same job:

- People often change jobs in order to further their career.
- Another company may offer a promotion or a higher salary.
- People who change jobs can gain experience.
- They can learn different skills.
- Changing jobs is interesting and challenging.
- People can retrain in a different occupation.
- In a fast-changing world workers need to be flexible.
- People need to develop a range of experience and skills.

Self-employment

- Nowadays, it is easy to set up a company.
- The Internet provides a global marketplace.
- Self-employment offers greater freedom than working for a company.
- However, there are risks to starting a new business.
- Self-employed people may face financial difficulties.
- Many businesses fail to make a profit.
- There is less stability in self-employment.
- There are no benefits like pensions, sick pay and holiday pay.
- Self-employment involves hard work, long hours and total responsibility.

Unemployment

- Unemployment is a big problem for individuals, communities and society.
- Some people are unable to find a job.
- They may not have the sufficient level of education or qualifications.
- They may find themselves homeless.
- Unemployment causes frustration and stress.
- Jobless people may become involved in crime as a means to get money.
- The unemployed need careers advice.
- Governments need to provide vocational courses and retraining.

Unemployment Benefits: Positives

- Some governments pay unemployment benefits in order to help jobless people.
- Unemployed people need financial support until they find a new job.
- By claiming benefits they can continue to pay for their homes.
- The benefits system helps to reduce poverty, homelessness and crime.

Unemployment Benefits: Negatives

- Some people claim benefits rather than working.
- They become dependent on the government.
- They are not motivated to find a job.
- The benefits system is a burden on taxpayers.
- All citizens should work to earn a living and support themselves.
- Receiving benefits affects people's self esteem.

Work / Life Balance

- It is important to achieve a balance between work time and leisure or family time.
- Too much work can result in stress and poor health.
- "Workaholics" may neglect their families and friends.
- People need to take regular holidays.
- Companies should not expect employees to work overtime.
- Nowadays, many people work part-time or have flexible working hours.
- Technology allows people to work from home.
- Many companies provide childcare facilities.
- A good work/life balance can raise job satisfaction.
- Happy, healthy workers are more productive.

Technology and Work

- Internet, fax and mobile phone technologies have revolutionised working life.
- Workers can communicate via e-mail, online networks and video conferencing.
- Technology can connect workers in different countries.
- It gives people more freedom.
- It can also save time and money.
- Some people believe that offices could disappear in the future.
- Virtual online offices may replace them.

Child Labour

- In some countries, children are exploited.
- They do repetitive jobs for very low pay.
- Children are often used in agriculture and factory work.
- The employment of children is prohibited in other countries.
- Many people think that children should be free to enjoy their childhood.
- Governments should make education a priority.
- They should build new schools.
- They should supply the resources to educate children.
- Children need to be given the knowledge and skills for adult life.

How to Paraphrase Sentences

Paraphrasing is simply re-writing a phrase or sentence so that it has the same meaning, but with different words. Paraphrasing is one of the most important skills to learn before doing your IELTS test. It is most important for writing and speaking, but will also help you in the reading and listening tests. In other words, if you know how to paraphrase you are more likely to get the score you need.

The mental processes required to paraphrase will also help you to fully understand the question and this is one of the reasons I tell my students to begin all of their answers in the writing test by paraphrasing the question.

Let's look at an example.

Example: Paraphrasing is one of the most important skills to learn before doing your IELTS test.

Paraphrased: **Prior to taking the IELTS test, mastering paraphrasing is one of the most crucial things to do.**

As you can see, the second sentence (paraphrased sentence) uses synonyms to change some vocabulary (e.g., 'important' for 'crucial' and "prior" to 'before' and changes the grammar (e.g., "Paraphrasing is one of the most important skills" for "mastering paraphrasing"). You can also change the word order.

These are the three main methods you should use in the IELTS test to paraphrase sentences.

Ideally, you should try to use all three but sometimes two will only be possible.

We will now look at each method in detail and also have a look at the passive.

Method Number 1: Using Synonyms

Synonyms are different words that have the same meaning. For example, 'humans' is a synonym of 'people' and 'attractive' is a synonym of 'beautiful'. This method simply replaces words with the same meaning in order to produce a new sentence.

For example:

My car needs petrol.

My vehicle requires fuel.

As you can see, I have replaced 3 out of four words with synonyms to produce a new sentence, with the same meaning as the first one. You will notice that I didn't replace all of the words, but you should try to replace most of them.

This is the most common method that students use and it can be used effectively, but you should be careful. The biggest mistake students make is trying to paraphrase and the word having a **similar** meaning, but not the **same** meaning. Similar meanings are not good enough and will lose you marks. Let's look at some examples of poor paraphrasing because of using similar instead of the same meanings.

Violent crime is on the rise among teenagers.

Violent offences are rising among young people.

This student has changed the word 'teenagers' for 'young people'. They are similar words and teenagers are of course young people; however children and young adults, aged between 18-30, could also be described as young people. A more term would be 'adolescents' or 'young people between the ages of 13-19.' A better way to paraphrase this sentence would therefore be:

Violent offences are rising among adolescents.

You should therefore only use words you are 100% sure about. Don't change a word unless you are 100% sure that it is a direct synonym, otherwise you are likely to make mistakes and this will bring down your score.

Let's look at another good example:

Global warming is mostly caused by emissions from internal combustion engines.

Climate change is mainly caused by the release of fumes from motor vehicles.

Method Number 2: Change the Word Order

Changing the word order also allows us to effectively paraphrase a sentence, but again, we have to be careful. Don't change the word order without thinking about how this affects the grammar of the sentence. By changing the word order you may have to add a word, subtract a word or change the form of the word.

The 100% rule applies again; don't change it if you are not 100% sure it is grammatically correct. Remember that you are being judged on your ability to produce error free sentences in the IELTS test as well as use a range of grammar structures.

Fortunately, there are two straightforward ways we can change the word order in most IELTS questions.

1. You can easily change the order of the clauses, if the original sentence has more than one clause.

Question: As languages such as Spanish, Chinese and English become more widely used, there is a fear that many minority languages may die out.

Paraphrased by changing word order: **There is a fear that many minority languages may die out, as languages such as Spanish, Chinese and English become more widely used.**

We could also add some synonyms to paraphrase it even more:

Paraphrased with changing word order **AND** synonyms: **There is dismay that many lesser used languages may pass away, as languages such as Chinese, English and Spanish become more broadly spoken.**

2. You can also change the word order if there is an adjective or noun in the question. You do this by simply changing the adjective into a relative clause.

Question: Learning to manage money is one of the key aspects to adult life.

Paraphrased using a relative clause: **Learning to manage money is one of the aspects to adult life that is key.**

Method Number 3: Change the Form of the Word

There are many different forms of words including nouns, verbs, adjectives and adverbs. Changing the form of a word allows us to paraphrase effectively.

Again, don't just change the form of the word; you also need to check that your changes make grammatical sense. You might need to change the words around it to make the sentence error free.

Question: Longer life spans and improvements in the health of older people suggest that people over the age of sixty-five can continue to live full and active lives.

Paraphrased by changing word form: **Longer life spans and improvements in the health of older people are suggesting that people over the age of sixty-five can continue living full and active lives.**

Method Number 4: Change from Active to Passive

The passive voice is often used in academic writing and can therefore be used in the IELTS academic writing test. Only verbs with an object can be turned into the passive.

Example active sentence: **The property developers invested \$20 million in the development of the shopping centre.**

Example passive sentence: **\$20 million was invested in the development of shopping centres.**

We often use the passive voice in academic writing when we don't want to say it is our opinion.

Example active: People say that global warming is caused by the burning of fossil fuels.

Example passive: **Global warming is said to be caused by the burning of fossil fuels.**

How many of these methods should I use?

The four methods can be used independently or together. I advise my students to try and change the grammar (word order and/or word form) and use synonyms. Remember only use the methods you feel 100% comfortable using and that you are sure your work is error free.

Next Steps

These paraphrasing methods will only help you in the IELTS exam if you practice using them. Find some example writing questions and try paraphrasing them using these methods. You can use the methods individually and then combine them. Try all of them to see what works for you. If you practice enough you will begin to see patterns in the questions and common words and phrases will become easy for you to change.

If you want to see examples of paraphrasing simply use Google. If you Google certain keywords, lots of articles will come up on the same topic. By comparing these you will be able to see how different writers have expressed the same ideas.

IELTS opinion essays, also known as 'agree or disagree' essays, come up frequently in the writing exam. In this lesson, I'm going to show you how to plan and write them step-by-step.

The first part of the question for an IELTS opinion essay will be a statement. You will then be asked to give your own opinion about the statement. Here is some typical wording that might be used:

- **What is your opinion?**
- **Do you agree or disagree?**
- **To what extent do you agree or disagree?**

Here's a question from a past test paper.

**A big salary is much more important than job satisfaction.
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.

3 Common Mistakes

These three errors are common in IELTS opinion essays.

- **Not stating an opinion.**
- **Giving arguments for both views.**
- **Not supporting your opinion with clear reasons.**

The most common mistake that students make is not giving an opinion. The question will clearly state that you must choose one side of the argument. If you fail to do this, you will get a low score for task achievement.

It doesn't matter which side of the argument you take or even, that you agree with it. Choose the one you can develop the best argument for.

Make sure that you don't change your opinion part way through the essay, and don't give reasons for the opposing view.

Essay Structure

Now let's look at a simple structure you can use to write opinion essays. It's not the only possible structure but it's the one I recommend because it's easy to learn and will enable you to quickly plan and write a high-level essay.

1) Introduction

- Paraphrase the question
- Give your opinion
- State two supporting reasons

2) Main body paragraph 1

- Topic sentence – outline 1st reason for supporting this view
- Explanation – explain this idea
- Example – give an example or expand the idea

3) Main body paragraph 2

- Topic sentence – outline 2nd reason for supporting this view
- Explanation – explain this idea
- Example – give an example or expand the idea

4) Conclusion

- Summarise opinion and key reasons

This structure will give us a well-balanced essay with 4 paragraphs.

We now need some ideas to add into the structure and we'll have everything we need for our essay.

Students can find it difficult to identify IELTS discussion essays and often confuse them with either opinion essays or advantage and disadvantage essays. This is one of the issues I'll be covering in this lesson. I'm also going to show you how to plan and write discussion essays step-by-step.

The Question

The first part of the question for an IELTS discussion essay will be a statement containing two opposing views.

You will then be asked to discuss both sides of the argument and give your own opinion. Here is some typical wording that might be used:

- **Discuss both views and give your opinion.**
- **Discuss both these views and then give your own opinion.**
- **Discuss both sides of this argument and give your own opinion.**

Here's a question from a past test paper.

**Some people think that zoos are cruel and should be closed down. Others, however, believe that zoos can be useful in protecting wild animals.
Discuss both views and give your opinion.**

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

Write at least 250 words.

I'll be using this question to guide you through the process of planning and writing an IELTS discussion essay.

The key to identifying this type of question is the fact that you are required to discuss BOTH views. This is different to opinion questions where you must decide between two opposing views and make an argument to support your own opinion.

Opinion essays, also known as 'agree or disagree' essays, are generally worded in one of these ways:

What is your opinion? / Do you agree or disagree? / To what extent do you agree or disagree?

The other essay type that students mistake for discussion essays is **advantages and disadvantages essays**. With these, the statement will contain just one view and the question will typically be written as shown in this sample question.

School children are using computers in school more than ever.

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

The consequence of incorrectly identifying the question type is that you will use the wrong structure for your essay. This is a major reason why people make the mistakes we'll now look at.

3 Common Mistakes

These three errors are common in IELTS discussion essays.

- **Not stating your opinion.**
- **Not giving arguments for both views.**
- **Not developing both sides of the argument equally.**

The most common mistake that students make is not giving their opinion. The question will clearly state that you must choose one side of the argument to agree with. If you fail to do this, you will get a low score for task achievement.

It doesn't matter which side of the argument you take or even, that you actually agree with it.

However, you must give equal attention to both sides. A common error is to provide a stronger argument for the view you favour. This leads to an unbalanced essay and a low score for task achievement.

Essay Structure

Now let's look at a simple structure you can use to write IELTS discussion essays. It's not the only possible structure but it's the one I recommend because it's easy to learn and will enable you to quickly plan and write a high-level essay.

1) Introduction

- Paraphrase the question
- State two supporting reasons
- Give your opinion

2) Main body paragraph 1

- Topic sentence – outline the view you don't agree with
- Explanation – explain why this view is held by some people
- Example – give an example

3) Main body paragraph 2

- Topic sentence – outline the view you do agree with
- Explanation – explain why this view is held by some people
- Example – give an example

4) Conclusion

- Summarise the key points and state your opinion

This structure will give us a well-balanced essay with 4 paragraphs.

We now need some ideas to add into the structure and we'll have everything we need for our essay.

How to Plan & Write IELTS Problem Solution Essays

IELTS problem solution essays are the most challenging essay type for many people. The way they are worded can vary hugely which can make it difficult to understand how you should answer the question.

Generally, you'll be asked to write about both the problem, or cause, and the solution to a specific issue. Sometimes, however, you will only be required to write about possible solutions.

The 3 essay types:

- **Problem and solution**
- **Cause and solution**
- **Just the solution**

Hence, it's essential that you analyse the question carefully, which I'll show you how to do in this lesson. I'm also going to demonstrate step-by-step how to plan and write IELTS problem solution essays.

The Question

Here are two typical IELTS problem solution essay questions. They consist of a statement followed by the question or instruction.

1. One problem faced by almost every large city is traffic congestion.

What do you think the causes are? What solutions can you suggest?

2. Since the beginning of the 20th century, the number of endangered species has increased significantly and we have witnessed more mass extinctions in this period than in any other period of time.

State some reasons for this and provide possible solutions.

These are some examples of different ways in which questions can be phrased. The first half of the questions relate to the problem or cause, the second half to the solution.

- **What issues does this cause and how can they be addressed?**
- **What are some resulting social problems and how can we deal with them?**
- **What problems arise from this and how can they be tackled?**
- **Why is this? How might it be remedied?**
- **What are the reasons for this, and how can the situation be improved?**
- **Why is this happening, and what measures can be taken to tackle this problem?**

And here are a few questions where you only have to write about the solution.

- **How can this situation be improved?**
- **What solutions can you suggest to deal with this problem?**
- **How can this problem be solved?**
- **What measures could be taken to prevent this?**

It's important that you are able to recognise the common synonyms, words and phrases used in problem solution questions. Here are the key words and their synonyms used in the questions above.

- **Problem** – issues, resulting, situation
- **Cause** – reasons, why
- **Solution** – deal with, addressed, tackled, remedied, improved, measures taken, solved, prevent

Before we move on to some common mistakes, I want to quickly explain the difference between a problem and a cause. Read the following examples.

Problem – I've missed the last bus home after visiting my friend for the evening.

Cause – I misread the timetable and thought the bus left at 22.45 when it actually left at 22.35.

The 'cause' is the reason for the 'problem'. We'll be looking at question analysis in more detail in a minute.

6 Common Mistakes

These six errors are common in IELTS problem solution essays.

- **Confusing problem and causes questions.**
- **Having too many ideas.**
- **Not developing your ideas.**
- **Not developing both sides of the argument equally.**
- **Not linking the problems and solutions.**
- **Not being specific enough.**

It is common for an essay to consist of a list of problems and solutions without any of them being expanded on or linked to each other. Sometimes, a student will focus on just the problem or only the solution which leads to an unbalanced essay. Both these issues will result in a low score for task achievement.

You must choose just one or two problems and pick solutions directly linked to them. Explain them and give examples.

Another serious error is to write generally about the topic. You need to be very specific with your ideas. Analysing the question properly is essential to avoiding this mistake. I'll show you how to do this.

Essay Structure

Now let's look at a simple structure you can use to write IELTS problem solution essays. It's not the only possible structure but it's the one I recommend because it's easy to learn and will enable you to quickly plan and write a high-level essay.

1) Introduction

- Paraphrase the question
- State 1 key problem/cause and related solution

2) Main body paragraph 1 – Problem or Cause

- Topic sentence – state the problem or cause
- Explanation – give detail explaining the problem or cause
- Example – give an example

3) Main body paragraph 2 – Solution

- Topic sentence – state the solution
- Explanation – give detail explaining the solution
- Example – give an example

4) Conclusion

- Summarise the key points

This structure will give us a well-balanced essay with 4 paragraphs.

One Problem/Cause & Solution or Two?

Most questions will state problems, causes and solutions in the plural, that is, more than one. However, it is acceptable to write about just one.

This will give you an essay of just over the minimum 250 words. To write about two problems/causes and solutions will require you to write between 350 and 400 words which are a lot to plan and write in the 40 minutes allowed.

It is better to fully develop one problem/cause and solution than ending up with one idea missing an explanation or an example because you run out of time.

How to Plan & Write IELTS Advantages and Disadvantages Essays

Questions for IELTS advantages and disadvantages essays can be worded in several different ways. Here is some typical wording that might be used:

- **What are the advantages and disadvantages of....?**
- **Do you think the advantages outweigh the disadvantages?**
- **Discuss the advantages and disadvantages and give your opinion.**

It is also common for synonyms of 'advantages' and 'disadvantages' to be used, such as 'benefits' and 'drawbacks', as can be seen in this sample question.

A lot of places in the world rely on tourism as a main source of income. Unfortunately, tourism can also be a source of problems if it is not well-managed.

What are the advantages and disadvantages of tourism in the modern world? Do you think that the benefits of tourism outweigh its drawbacks?

I'll be using this question to guide you through the process of planning and writing an IELTS advantage and disadvantages essay later on in this lesson.

The Question

IELTS advantages and disadvantages essay questions fall into two main categories:

- **Questions that ask for your opinion.**
- **Questions that do not require you to state your opinion.**

The first part of the question will always be a statement. You will then be asked to write about **both** the advantages **and** disadvantages of the idea stated. You **may** also be required to state your opinion.

Here are two more sample questions for illustration. For the first one, you must give your opinion but in the second, you should not.

1. Small businesses are disappearing and being replaced by large multinational companies.

Do the advantages of this outweigh the disadvantages?

2. Most career choices demand vocational skills or specialist knowledge. However, despite this, most schools still teach academic subjects such as history or social studies.

Discuss the advantages and disadvantages of this?

Essay Structures

Now let's look at two simple structures you can use to write IELTS advantages and disadvantages essays. They're not the only possible structures but are ones I recommend because they are easy to learn and will enable you to quickly plan and write a high-level essay.

I'll explain later why I'm giving you two slightly different structures.

Essay Structure 1

<p>1) Introduction</p> <ul style="list-style-type: none">• Paraphrase the question• Outline the views stated in the statement• State your opinion (if required) <p>2) Main body paragraph 1 – Advantage</p> <ul style="list-style-type: none">• Topic sentence – state 1 advantage• Explanation – give detail explaining the advantage• Example – give an example	<p>3) Main body paragraph 2 – Disadvantage</p> <ul style="list-style-type: none">• Topic sentence – state 1 disadvantage• Explanation – give detail explaining the disadvantage• Example – give an example <p>4) Conclusion</p> <ul style="list-style-type: none">• Summarise the key points• State your opinion (if required)
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Essay Structure 2

<p>1) Introduction</p> <ul style="list-style-type: none">• Paraphrase the question• Outline main ideas• State your opinion (if required) <p>2) Main body paragraph 1 – Advantage</p> <ul style="list-style-type: none">• Topic sentence – give an example• Explanation – explain the benefits/advantages• Consequence – state the result	<p>3) Main body paragraph 2 – Disadvantage</p> <ul style="list-style-type: none">• Topic sentence – give an example• Explanation – explain the problems/disadvantages• Consequence – state the result <p>4) Conclusion</p> <ul style="list-style-type: none">• Summarise the key points• State your opinion (if required)
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These structures will give you a well-balanced essay with 4 paragraphs.

One Advantage and Disadvantage or Two?

The question will state 'advantages' and 'disadvantages' in the plural, that is, more than one. However, it is acceptable to write about just one.

This should give you an essay of just over the minimum 250 words. To write about two advantages and disadvantages will require you to write nearer 400 words which are a lot to plan and write in the 40 minutes allowed.

It is better to fully develop one advantage and one disadvantage than ending up with your second idea missing an explanation or an example because you run out of time, but you can write about two if you feel able to or more comfortable doing so.

Having said that, using essay structure 2, where you start with the examples, will enable you to easily add more than one advantage and disadvantage without having to write many more words.

It will be more suitable for some questions than others so bear this in mind when you're writing practice essays and try out both structures.

How to Plan & Write IELTS Double Question Essays

IELTS double question essays are also known as 'direct question' or 'two questions' essays. They are distinguished by two characteristics:

- They have one statement with two different questions after it.
- The questions may or may not be linked.

Here are 3 examples:

1) Fossil fuels are essential for producing electricity, powering industry and fueling transportation. However, one day we will reach a point when all the world's fossil fuels have been depleted.

How can we conserve these resources?

What are some alternatives to fossil fuels?

2) Some parents buy their children whatever they ask for, and allow their children to do whatever they want.

Is this a good way to raise children?

What consequences could this style of parenting have for children as they get older?

3) The arts, including art, music and theatre are considered to be important in society.

Do you think the arts still have a place amongst our modern lifestyles?

Should the arts be included in the school curriculum?

3 Common Mistakes

These three errors are common in IELTS double question essays.

- **Not answering both questions fully.**
- **Not outlining both answers in the introduction.**
- **Mistaking it for one of the other essay types.**

Many students make the mistake of only answering one of the questions, or focusing more on one question than the other which leads to an unbalanced essay. Both these errors will seriously affect your score for task achievement.

You must outline everything you are going to write about in the introduction. This is your blueprint for the whole essay. I'll show you how to do this and get your essay off to a great start.

It's easy to mistake IELTS double question essays for one of the other four types of Task 2 essays, especially opinion or discussion essays. Each should be answered in a slightly different way.

Analysing the question properly is essential to avoiding this error. I'll also show you how to do this and give you a simple 4 part structure for planning your essay.

Essay Structure

Let's look at this essay structure straight away. You can use it to write any IELTS double question essay. It's easy to learn and will enable you to quickly plan and write a high-level essay.

1) Introduction

- Paraphrase the question
- Outline sentence – state your answer to both questions

2) Main body paragraph 1 – Answer question 1

- Topic sentence – state your answer
- Explanation – develop the idea
- Example – give an example

3) Main body paragraph 2 – Answer question 2

- Topic sentence – state your answer
- Explanation – develop the idea
- Example – give an example

4) Conclusion Summarise both questions and answers

This structure will give us a well-balanced essay with 4 paragraphs.

We now need some ideas to add to the structure and we'll have everything we need for our essay.

The general format for writing academic writing task 2/ IELTS Essay is as follows:

Introduction + your opinion/ your thinking/ your point of view/ whether you agree or disagree/ main advantages or disadvantages +

2nd paragraph with an example, explanation, evidence and extra details +

3rd paragraph with an example, explanation, evidence and extra details +

4th paragraph with an example, explanation, evidence and extra details +

Conclusion + restating the main point of your discussion/ your position on the issue.

Useful vocabulary/phrases to open/start the essay:

Many/some people claim/opine/believe that...
There is no denying that...
It is often said that...
These days.../ Nowadays.../ In this day and age...
It goes without saying that...
It is universally accepted that...
We live in an age when many of us are...
People are divided in their opinion regarding...
.... is one of the most important issues...
Whether or is a controversial issue...

Useful vocabulary/phrases to end the Introduction part:

Let us examine both views before reaching a concrete decision.
The following paragraphs discuss whether or and reach a reasonable conclusion.
The following essay takes a look at both sides of the argument.
My two cents go for...
However, I strongly believe that...
I oppose the view and my reasons will be explained in the following paragraphs.
I will support this view with arguments in the following paragraphs.
I personally believe that...
Thus the advantages far outweigh the disadvantages...
I wholeheartedly believe that this trend should be changed.

Vocabulary for the opinion part:

In my opinion...	I believe...	To my mind...
I strongly opine that...	Apparently...	My own view on the matter is...
I strongly agree with the idea that...	Personally speaking...	It appears that...
I strongly disagree with the given topic...	According to me...	I feel that...
I think...	As far as I am concerned...	I understand...
My opinion is that...	From my perspective...	I suppose...
Personally speaking...	I realize...	From my point of view... (Not 'In my point of view')
In my view...	To my way of thinking...	
	It seems to me that...	
	To me...	

Examples:

1) But in my opinion, giving access to a mobile phone & the internet to each and every unemployed person is a matter of great dispute. I believe, this idea can help the countries who have sufficient

funds for the whole fiscal year and already adopted technologies like the internet for a very long period. But this might turn out a complete loss for an undeveloped country.

2) I believe parents are always teaching us in many ways intentionally and unintentionally; however, the contributions teachers have in our learning process cannot be ignored.

3) I strongly agree with the idea that the gender issue is only a determinant in the battle of the sexes, not the battles among nations and peoples. It is therefore impertinent, if not irrational, to conclude that world conflicts result from the rule of a particular gender and the finer sex would do a better job at prevailing peace if selectively put at the helm of human nations.

Vocabulary for the 2nd paragraph Part:

First...	To start with...	Many people think that...
First of all...	Let us take a look at...	According to many...
Firstly...	It is worth considering...	Some people believe that...
First and foremost...	In the first place...	Many support the view that...
Initially...	Though it is true that...	that...
To begin with...	Some people believe that...	On the one hand...

Examples:

1) It is true that an unemployed educated person with a mobile phone and the internet connection can get more access to the local and foreign job sectors and can use these technologies to get a job or become self-employed.

2) First of all, the maximum number of cars are owned by the rich people and fuel price would not restrain them from using the cars. The price of fuel, in fact, increased significantly over the past 12 years and that has done nothing to reduce car usage.

3) To begin, houses that are being constructed by those in the lower income groups do look at the most cost-effective option. In this process, they invariably explore cheaper options that include a compromise on material and construction quality.

Vocabulary for the 3rd, 4th paragraph Part:

Second(ly)... (Not 'Second of all')	Also...	Other people think that...
Third(ly)...	Besides...	Other people believe that...
Then...	Likewise...	On the other hand...
Next...	In addition...	Apart from that...
After that...	Consequently...	Finally...
And...	What's more...	Last but not (the) least...
Again...	Furthermore...	
	Moreover...	

Examples:

1) Besides, unemployed persons living in urban areas; can easily get the information related to the job-offering companies with these technologies..... Furthermore, the use of these technologies give them advantages than others.....

2) Besides, people would learn more about outer space as the experiment and scientific research in outer space is going on more steadily than ever.

3) Apart from that, computers would become more powerful and they will have superior artificial intelligence. We will have robots to do hazardous works like mining and outer space research.

Surprisingly, e-commerce would be in more convenient form and most of the people will purchase online rather than going to shops in person.

Vocabulary to show the comparison:

In the same way...	Similar to...
Likewise...	Also...
Similarly...	At the same time...
Like the previous point...	Just as...

Examples:

- 1) Similarly, all the companies and offices are becoming automated and using computers, the internet and other technologies vastly than any other time in history.....
- 2) At the same time software could be used for many purposes such as learning through computers, accounting in computers, drawing, storage of information, sending information from one person to other persons etc.
- 3) Also reading books is like peeking into the minds of the greatest people - A book is like a conversation with the writer and reading many books gives us an insight into the thinking process of different writers.

Vocabulary to show contrast:

On the other hand...	Alternatively...	Alternatively...
On the contrary...	Unlike...	In contrast to this...
However...	While...	Then again...
Nevertheless.../	Whilst...	On the other hand...
Nonetheless...	Although...	Despite the fact that...
But...	Though...	Even so...
Nonetheless/	Even though...	Yet...
Nevertheless...	Despite... / In spite of...	Meanwhile...
Oppositely...	In spite of the fact that...	

Examples:

- 1) On the contrary, poor countries suffer from the lack of sufficient budgets to ensure some very basic needs of people like health, education, medicines etc. Then again, those countries don't have a chance to spend a lot of money to initiate a superficial project.....
- 2) Unlike a TV, a radio cannot display an image or a video, and the communication is limited to voice only. Typically, a radio is used for access information such as news and live traffic updates.....
- 3) In contrast to this, the consumption of fuels to run the car is contributing to the rise if global warming and affecting the ozone layer. So, using bicycles in cities would be a better alternative.....

Vocabulary to show an example:

As an example...	Regarding...	As an evidence...
For instance...	In particular...	To illustrate...
For example...	Namely...	To paraphrase...
Like...	With respect to...	An example is...
As...	As far is concerned...	...could be a good/ideal example here
Among others...	To show an example...	A case...
Such as...	To give an example...	
Particularly...	To cite an example...	

When it comes to...

Examples:

- 1) For instance, there is no guaranty that all unemployed person will use technology positively.....
- 2) As an example, many governments of the first world countries have initiated other projects like:.....
- 3) For example, if a public bus gets busted in the middle of a road, the passenger can easily leave it a look for another one.

Always use a comma (,) after 'For example', 'for instance' etc.

Vocabulary to present an idea:

Research shows that...
Research has found that...
When it comes to...
With respect to...
Not only... but also...
In terms of...

Examples:

- 1) Research shows that employment opportunity and crime ratio in a city has a deep underlying relationship and that is why...
- 2) When it comes to deciding who should be responsible to teach children the discipline...
- 3) With respect to mix-school classrooms, it is quite evident that...

Phrases to introduce more ideas/ examples:

Furthermore...	Another point worth noting is...
In addition...	Another factor to consider is...
On top of that...	Furthermore...
Besides...	Not only but also...
What is more...	Also...

Examples:

- 1) On top of that, rich countries emit more CO2 than the rest of the world does and this is why they have greater responsibilities.
- 2) Another point worth noting is the number of TV channels we have these days.
- 3) What is more, leaders are born not made.

Vocabulary to show consequence, effects or result:

As a result...	The reason why...	For this/that reason...
Consequently...	Therefore...	Thereby...
As a consequent...	On account of...	Due to...
As an effect...	Because of...	Owing to...
Thus...	Hence...	
So...	Eventually...	

Examples:

- 1) Therefore, we should avoid using our budget in an uncertain project.....
- 2) As a result, people are struggling much to lead a healthy and secure life.....
- 3) Consequently, local residents will be able to find more job opportunities in this factory and have a better socio-economic status.....

Vocabulary to show result & reason:

As a result...	... has led to/ ... has resulted in...
As a result of...	Consequently...
Due to...	Therefore...
One reason behind this is...	

Examples:

- 1) The overuse of natural resources has already resulted in the scarcity of such valuable resources that we cannot do without...
- 2) This has led to a moral degradation and we are at a tough time to look back much behind.
- 3) One reason behind this is the negligence of individuals who are already suffering from minor health-related issues.

Vocabulary to sum up at the end of a paragraph:

To sum up...	That is to say...
In short...	To repeat in short....
In a word...	To summarize...
To put it simply...	

Examples:

- 1) In a word, I think, the idea can be very useful for the developing countries but for us, it might be sinister...
- 2) That is to say, we must ensure the safety of our children first.....
- 3) In short, the overall infrastructure of the area will develop.

N.B. The above vocabulary is specifically useful while finishing a paragraph. You can use these words/ phrases to re-state your topic of the paragraph.

Vocabulary to make a point stronger/ Adding emphasis:

Obviously...	Still...
Needless to say...	Yet...
There is little doubt that...	Must.... After
Although...	After all...
Thought...	Even if...
Nonetheless...	Therefore...
Nevertheless...	
Thus.....	

Examples:

- 1) Although, Parents are important teachers in our lives and none can deny their invaluable role to make us what we are, but they aren't always the best teachers.....
- 2) Thus air and water pollution caused by this factory will ruin the local environment and wildlife fundamentally.....
- 3) Although industrialization is necessary for the growth of a country it must be regulated. The proper measures must be in place to reduce the negative impacts of byproducts on the environment.

Vocabulary for clarifying or rephrasing:

To put it simply...
To put in another way...
That is to say...
In other words...

Examples:

- 1) To put in another way, nuclear power has a great potential to provide power requirement of the industries all around the world.
- 2) In other words, fathers have a great role to play when it comes to upbringing children in a proper way.
- 3) To put it simply, co-education can bring advantages that far outweigh the demerits it has.

Other transitional words/connective words:

Then...
Else...
Otherwise...
Besides...
As soon as...
As much as.....

Examples:

- 1) They take care of the children as much as parents do
- 2) As soon as we realise the problem
- 3) Otherwise, the unemployed graduates' number will keep on increasing

Some correct and incorrect expressions:

Correct	Incorrect
In my opinion...	From my opinion...
From my point of view...	In my point of view...
Second/ Secondly...	Second of all
On the other hand...	On the other hand
Last but not the least...	Last but not least...
In conclusion/ To conclude...	In a nutshell.

Vocabulary for the conclusion part:

In conclusion...	In a nutshell...
In summary...	To elucidate...('To elucidate' means - 'make something clear' or 'to explain'.)
To conclude...	All things considered...
To conclude with...	By and large...
To sum up...	Taking everything into consideration...
In general...	Taking everything into account...
To summarise...	Weighing up both sides of the argument...
In short...	(Useful Tip: Avoid using 'In a nutshell' as it is not formal. Use 'In conclusion/ to conclude' instead.)
All in all...	
Overall...	
On the whole...	
To draw the conclusion...	

Vocabulary for better writing

- » And: In addition to, besides, additionally, likewise, plus, furthermore, moreover, next, additionally.
- » Or: Else, otherwise, alternatively, instead, as a substitute.
- » But: On the other hand, then again, on the contrary, in contrast, however, then again, in spite of that, nonetheless, instead, even so, alternatively.
- » Because: Given that, as, since, for the reason that.
- » Hence: Thus, so, likewise, therefore, consequently, that is why, for this reason, above and beyond.
- » Then: Next, after that, it follows that, followed by, subsequently, afterward/afterwards, therefore.
- » In fact: As a matter of fact, actually, in reality, essentially, in truth, indeed, in effect, in operation.
- » Begin: Start, initiate, commence, originate, create, instigate, activate, launch, open.
- » Conclude: To sum up, wrap up, deduce, to draw a conclusion.
- » Exemplify: Illustrate, demonstrate, represent, embody, epitomize, show.
- » Agree: Consent, approve, concur, harmonies, be in accord, endorse, support, back up.
- » Disagree: Deny, refute, reject, repudiate, renounce, abjure, contradict, disapprove, oppose.

- » Rise: Increase, grow, go up, mount, ascend, upsurge, spread, intensify, develop, climb, get higher.
- » Arise: Develop, evolve, happen, occur, take place, appear.
- » Decline: Reject, decrease, diminish, refuse, minimize, fall, lessen, turn down.
- » Vary: Differ, fluctuate, diverge, show a discrepancy, change, alter, and contrast.
- » Do: Carry out, accomplish, perform, act, take action, take steps, play a part, execute, act upon, produce a result.
- » Utilize: Make use of, draw on, benefit from, amplify, take advantages of, make the most of, capitalize on, maximize.
- » Achieve: Accomplish, attain, complete, bring out, get, reach, do.
- » Fail: Be unsuccessful, abort, end, terminate.
- » Compete: Rivalry, antagonism, contest, fight, battle, resist, thrash about, retaliate, brawl, and stand up for.
- » Help: Aid, assist, support, lend a hand, abet.
- » Need: Demand, want, require, necessitate, requirement, requisite, fundamental, destitution.
- » Good: Fine, superior, excellent, decent, high quality, first class, moral, upright, noble, worthy, pleasant, delightful, advantageous, useful, fair, benefit.
- » Bad: Terrible, awful, dreadful, ghastly, evil, wicked, poor, inferior, flawed, troublesome, mischievous, regretful, guilty, injurious, harmful, adverse, rotten, rancid.
- » Beautiful: Lovely, pretty, gorgeous, splendid, magnificent, attractive, good-looking, attractive, charming, exquisite, cute, appealing, nice looking, sweet, elegant, striking, stunning, dazzling, grand, superb, wonderful, astounding, superb, fabulous.

<p>very rich - wealthy, affluent. very poor - destitute, impoverished. very simple - basic, primary. very often - frequently, regularly. very shy - timid, withdrawn. very noisy - deafening. very old - ancient. very short - brief, concise. very sad - sorrowful, grieved. very old-fashioned - archaic. very serious - grave. very quiet - hushed.</p>	<p>very sharp - keen, well-honed. very shiny - gleaming. very open - transparent, translucent. very scary - chilling. very scared - petrified, terrified. very painful - excruciating, agonizing. very rainy - pouring. very pale - ashen. very perfect - flawless, impeccable. very powerful - compelling. very pretty - beautiful. very quick - rapid.</p>
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Better choice of words:

- » Instead of using “actually”, you can use – As a matter of fact, Indeed, Absolutely, Certainly, In reality, In fact.
- » Instead of using “amazing”, you can use – Astonishing, Incredible, Marvelous, Wonderful, Stunning, Fabulous.
- » Instead of using “interesting”, you can use – Engaging, Intriguing, Alluring, Amusing, Captivating, Compelling, Enchanting,
- » Instead of using “awesome”, you can use – Splendid, Remarkable, Impressive, Extraordinary, awe-inspiring, Fantastic, Magnificent, Mind-blowing.
- » Instead of using “great”, you can use – Astounding, Incredible, Phenomenal, Exemplary, Fantastic, Legendary.
- » Instead of using “beautiful”, you can use – Elegant, Glamorous, Stunning, Striking, Exquisite, Lovely

Introductions are an important part of a Writing Task 2 essay. They let your examiner know what to expect from your essay. That's why we have put together a quick list of tips you can use to write an effective introduction for Writing Task 2.

An introduction is important to the essay because it creates an initial impression in terms of the quality of your writing. A clear, well-organised and relevant introduction will most certainly create a positive first impression on the examiner. So, what makes up an effective introduction? Let's take a look.

Tip 1: Stop to read and analyse the question

In Writing Task 2, you need to address all the parts of the question or task in a relevant way. Because your introduction is the first step towards achieving this goal, you need to introduce your answer to all the different parts of the question. This is why it is important to take some time to read and analyse the task before you start writing, so you know exactly what you are being asked to write about.

Tip 2: Begin with a general statement and then focus in on the details of the question

Writing Task 2 questions usually begin with a general statement before focusing in on more specific points or questions about the topic. Using a similar model in your own introduction is a great way to start your essay, but make sure that your general statement is clearly related to your topic and is not too broad.

Tip 3: Use your own words

While it is perfectly acceptable for you to use the task as a guide for your introduction, make sure you do not copy material from the task.

Copying the task word-for-word shows the examiner that you have a limited range of language, which can affect your band score. Instead, change the order of the information, use synonyms, and explain more complex ideas in your own words.

It is also important not to use a memorised introduction where you insert words related to the question topic. Examiners read thousands of responses so can recognise memorised scripts.

Tip 4: State your position

In Writing Task 2, you will need to develop a position while exploring the different parts of the task. It is then important that you clearly state your position in your introduction.

Tip 5: Explain how you plan to develop your essay

Even though this strategy can be considered as optional, briefly explaining how you plan to develop the topic can help you better organise your writing. It is also a good way to let the examiner know what you'll be covering in the essay.

Review your introduction

Don't forget to re-read your introduction once you've finished writing your essay. It is common for test takers to begin their essays thinking about a specific argument, or a specific way to organise their writing but change their minds as they develop the topic. So, after completing your Writing Task 2, make sure that your final draft still matches your introduction.

Now that we have gone over some important strategies for writing a good introduction for Writing Task 2, it's time to look at a sample introduction. Start by reading and analysing the prompt, as

mentioned in tip 1. Then, carefully read the sample introduction and notice the different strategies used, which have been highlighted for you.

Sample question

The threat of nuclear weapons maintains world peace. Nuclear power provides cheap and clean energy.

The benefits of nuclear technology far outweigh the disadvantages.

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.

Sample introduction

General Statement:

Nuclear technology has been around for many years.

Details:

Whether this technology is used for weapons of mass destruction or as a source of energy, many are of the belief that the use of nuclear energy has more advantages than disadvantages.

Position:

In my opinion, nuclear technology can indeed be a very efficient energy source. However, nuclear weapons possess such enormous destructive power that any benefits that this technology may offer to humankind are not enough to counter its potential devastating effects.

Plan:

This essay will address why the drawbacks of nuclear technology outweigh the benefits and will include relevant examples to support this position.

Just as an effective introduction will let the examiner know what they can expect from your essay, a good conclusion will remind them of the main points presented and will summarise what you want your examiner to remember from your writing.

Length of Introduction

Most introductions will be between 45 and 60 words in length. They certainly do not need to be longer. The introduction is a functional paragraph and when you have completed its function, move quickly on to the body paragraphs. The main proportion of your marks come from your body paragraphs.

IELTS Writing Task 2: How to write a good conclusion

The conclusion is an important part of your IELTS Writing Task 2 response. A good conclusion is not just a summary of information presented in your essay, but also helps emphasise the importance of the main points or opinions in your essay and gives the reader a sense of closure.

When writing a conclusion (closing paragraph) in Writing Task 2, there are a few things that you should do (or avoid) in order to make your conclusion a more effective one. Knowing what to include or avoid in your closing paragraph can help you get a higher band score in IELTS Writing. So, let's look at some tips you can practice and implement in your response.

Tip 1: Refer back to your introductory paragraph

You may want to think of your introduction and conclusion as two pieces of the same puzzle because they should be closely linked. Make sure you:

- Return to the idea(s) that you presented in your introduction
- And add further insight obtained after writing the body of your essay.

Tip 2: Summarise your essay's main arguments

It is very important to provide a summary of your essay's main points in your conclusion. But make sure you avoid repeating things. Instead, show the examiner how the arguments you made and the supporting details you used all fit together.

Tip 3: Avoid repetition

When summarising the main points in your essay, don't repeat the language you use in your body paragraphs. Vary your language so that you don't repeat the same words and sentence structures again and again. This will show the examiner that you can use a wider range of vocabulary and grammatical structures.

Tip 4: Give your own opinion

In Writing Task 2, you will always be asked to give your opinion in essay form. If you get to your final paragraph and realise that you haven't given your opinion, make sure you include it in your conclusion so your opinion is clear.

Tip 5: Don't introduce a new argument

Make sure you do not raise new points in your conclusion. Remember that your closing paragraph is where you bring closure to your essay and not where you introduce new ideas.

How to put these tips into action

Now that we have looked at strategies for writing an effective conclusion, let's see how these strategies work together to bring an essay to a cohesive end.

Take a look at the sample question, sample introductory paragraph and conclusion below. And see how this test taker has put the 5 tips mentioned into action to write a cohesive conclusion.

IELTS Conclusion Quick Tips

- Never write any new ideas in your conclusion. A conclusion should always simply restate the ideas you have in the rest of the essay. New ideas should be in the main body and not in the conclusion.
- Make sure you answer the question in the conclusion. The conclusion should state what you think about the question and make it clear how you feel about the issue.
- Vary your language. Just because you are restating the ideas you have in the rest of your essay, doesn't mean you use the same language. Instead, you show the examiner you have a wide vocabulary by paraphrasing.
- Don't try to include everything. You are not required to go into detail, you have already done that in your main body paragraphs. Instead, you will just summarise your main points.
- Always write one. It is very difficult to get a good score in task 2 if you haven't finished your essay with a conclusion. Even if you are running out of time, make sure you write one.

A good conclusion will:

- **Neatly end the essay**
- **Link all your ideas together**
- **Sum up your argument or opinion**
- **Answer the question**

4 Common Mistakes to Avoid

First, let's consider what students should not do when writing conclusions to Task 2 IELTS writing essays.

You should not:

- **Introduce new ideas.**
- **Introduce new evidence or examples.**
- **Write too much.**
- **Be too general**

Do not add any new information. The purpose of this final paragraph is to summarise what you've already said, nothing else.

Many candidates write conclusions that are far too long. A lengthy conclusion isn't necessary. Also, you won't have much time left in which to write it, so keep it short. Follow the simple guidelines I'm about to give you.

Another common error is to write a concluding statement about the topic in general. A big mistake. You must be specific. Your conclusion must relate directly to the question and sum up the specific ideas in the main body of your essay.

The Structure of a Good Conclusion

The ideal conclusion has 1 or 2 sentences:

- **Sentence 1 – a summary of your main ideas.**
- **Sentence 2 – a prediction or recommendation statement. (optional).**

This second sentence is optional but perfectly acceptable if you do want to add one. It is useful if you find that you're just below the word limit when you finish your essay and need just one more sentence to get you over the minimum 250 words.

If your essay is already long enough, leave it out as it won't earn you extra marks. Your time will be better spent checking your grammar and spellings.

The Summary Sentence

Your summary sentence is the one that's essential, so we'll begin with this. We're going to add a conclusion to the essay we worked on in the lessons on writing introductions and main body paragraphs for Task 2 IELTS writing essays.

Here's the question:

Question:

Some young people are leaving the countryside to live in cities and towns, leaving only old people in the countryside.

Do you think this is a positive or a negative development?

Here are the introduction and main body paragraphs:

<p>The migration of the younger generation to urban areas is leaving many rural locations populated predominantly by the elderly. This essay argues that the loss of young people from the rural landscape has problematic consequences. The two most serious are, the depletion of the rural workforce and the loss of local education facilities.</p>	Introduction
<p>When 18-30 year olds move to towns and cities in search of new opportunities, they leave behind an ageing population to do all the work. Most employment in the countryside involves manual labour. This can be difficult for older people to manage as it is far more suited to fit and healthy young adults. A government survey carried out over the past decade, reveals that the number of family farms being sold off to developers is increasing year by year. The main reason given for this is that the parents can no longer manage to do all the hard work themselves and their sons and daughters have moved to urban areas to seek new opportunities.</p>	Main body paragraph 1
<p>Furthermore, in many rural areas, there is no longer a village school for the local children to attend. With fewer young families living on the farms and in the villages, there are not enough kids to keep the local primary schools open. This is a big loss to rural communities as it means that children still living in the countryside often have to travel a long way to school each day. In the region of Devon where I live, every village had its own school just forty years ago. Now only a handful of them still exist. Most have been converted into houses or holiday cottages.</p>	Main body paragraph 2

The first few words of a summary sentence are extremely important. The good news is that you can use the same phrase for almost any Task 2 IELTS writing essay. I recommend that you use:

- **In conclusion**

or

- **To conclude**

These cohesive devices do two jobs:

- **They link this final paragraph to what has been written previously.**
- **They make it clear to the examiner that you are about to summarise your answer to the question.**

There's another piece of good news. If you followed my instructions on how to write a good introduction to your essay, your introduction will be a summary of what your essay **is going to include**.

Since your conclusion is about what the essay **did include** (your opinion and the main points), all you need to do now is to paraphrase this same information.

Here's the introduction:

Introduction:

The migration of the younger generation to urban areas is leaving many rural locations populated predominantly by the elderly. This essay argues that the loss of young people from the rural landscape has problematic consequences. The two most serious are, the depletion of the rural workforce and the loss of local education facilities.

Here's the same information formed into a conclusion:

Summary sentence: In conclusion, the significant rise in the average age of people living in rural areas has resulted in a lack of suitable people to fill the workforce and the closure of the majority of village schools, causing hardship to local communities.

Study the way I've used synonyms and a different sentence structure to form this conclusion from the introduction. This really is all you need to do.

The Prediction or Recommendation Sentence

Finally, let's consider the optional **prediction** or **recommendation** sentence. What do these two words mean?

- **A prediction is a statement about what you think will happen in the future.**
- **A recommendation is a statement about what you think should happen in the future.**

Here are examples of each type of sentence that you could use for this Task 2 IELTS writing essay:

- **It is predicted that there will be a steady increase in young families moving to country locations in the coming decade as parents seek a more relaxed lifestyle for themselves and their children.**
- **It is recommended that governments should improve public transport and provide affordable village housing to encourage young people back to rural areas.**

Sometimes it will be appropriate to use 'I predict that...' or 'I recommend that...'

With our conclusion written, the essay is complete. Here is the final version. It is well over the 250 minimum word limit so, no prediction or recommendation sentence is needed.

Finished essay

The migration of the younger generation to urban areas is leaving many rural locations populated predominantly by the elderly. This essay argues that the loss of young people from the rural landscape has problematic consequences. The two most serious are, the depletion of the rural workforce and the loss of local education facilities.

When 18-30 year olds move to towns and cities in search of new opportunities, they leave behind an ageing population to do all the work. Most employment in the countryside involves manual labour. This can be difficult for older people to manage as it is far more suited to fit and healthy young adults. A government survey carried out over the past decade, reveals that the number of family farms being sold off to developers is increasing year by year. The main reason given for this is that the parents can no longer manage to do all the hard work themselves and their sons and daughters have moved to urban areas to seek new opportunities.

Furthermore, in many rural areas, there is no longer a village school for the local children to attend. With fewer young families living on the farms and in the villages, there are not enough kids to keep the local primary schools open. This is a big loss to rural communities as it means that children still living in the countryside often have to travel a long way to school each day. In the region of Devon where I live, every village had its own school just forty years ago. Now only a handful of them still exist. Most have been converted into houses or holiday cottages.

In conclusion, the significant rise in the average age of people living in rural areas has resulted in a lack of suitable people to fill the workforce and the closure of the majority of village schools, causing hardship to local communities.

(315 words)

IELTS Writing Task 2 Essay Structure - Cause and Effect

Below are three types of outlines that are frequently used for Cause and Effect essays:

Outline A	Outline B	Outline C
Introduction	Introduction	Introduction
Causes (1&2)	Causes 1	Causes (1&2)
Effects (1&2)	Cause 2	Effect 1
Conclusion	Effects (1&2)	Effect 2
	Conclusion	Conclusion

Here is what the final Paragraph would look like for Outline A:

I. Introduction

- A. Rewritten Question (1 sentence)
- B. Introduction of Specific Topics (1 sentence)

II. Causes 1 & 2

- A. Topic Sentence (1 sentence)
- B. Explanation/Detail of Cause 1 (1 sentence)
 - C. Example of Cause 1 (1 sentence)
- D. Explanation/Detail of Cause 2 (1 sentence)
 - E. Example of Cause 2 (1 sentence)

III. Effects 1&2

- A. Topic Sentence (1 sentence)
- B. Explanation/Detail of Effect 1 (1 sentence)
 - C. Example of Effect 1 (1 sentence)
- D. Explanation/Detail of Effect 2 (1 sentence)
 - E. Example of Effect 2 (1 sentence)

IV. Conclusion

- A. Summary of the Main Points (2 sentences)
- B. Something Important About This Topic (1-2 sentences)

Question: Even though governments have worked hard to bring about improvements in the healthcare system, the overall standard of physical health in developed countries is decreasing. What are the potential reasons for this, and what are some of the long-term effects?

Model Essay

Introduction:

Health problems including heart disease, obesity, and diabetes are becoming more widespread in developed countries. Several reasons are contributing to this problem and potentially drastic long-term effects.

Paragraph 1:

Lifestyle choices are significant causes of poor health in developed countries. It is perhaps easier and cheaper to follow an unhealthy diet these days. For example, the recent boom in fast-food restaurants and chains has enticed people to eat at these establishments rather than cooking healthy meals at home. Stress is another factor that has contributed to poor health. The fast-paced corporate culture and competitive work atmosphere make for a tricky work-life balance, resulting in little to no time for eating healthy or taking care of oneself.

Paragraph 2:

These lifestyle choices will have drastic long-term effects. If generations continue to partake in these unhealthy habits, they will continue for generations to come. For instance, parents who have diabetes or are prone to obesity have a higher chance of passing these conditions on to their children, and so on. Consequently, these health problems could result in a higher cost of living. Due to increased demand for services, it is only natural that the health care industry would charge higher prices to its clients, resulting in higher costs.

Conclusion:

Poor lifestyle choices, ranging from unhealthy diets and higher stress, have contributed to the decrease in health standards. If not correctly taken care of, these problems could cause harmful long-term effects to future generations in terms of disease and a higher cost of living.

How to Identify IELTS Writing Discussion Question Types

In a Discussion question type, you will be given two opposing views related to an issue. Usually, the two views will be in separate sentences connected by a transition word such as "however" to indicate that the two views contrast. Your task is to write a discursive essay, contrasting both sides of the issue and presenting your own view. Let's look at an example of this.

Obtaining a university degree is believed by some to be the best way to guarantee future success in one's career. On the other hand, some people reckon that learning a trade and getting experience is a better guarantee of steady work and income. Discuss both sides and give your own opinion.

Now let's look at how to structure your essay for a Discussion question.

IELTS Writing Task 2 Essay Structure - Discussion

There is one main, fool-proof way to outline this type of essay, and we suggest that you follow this without straying from the procedure. This is the best way to map out your ideas for the Discussion Essay:

- I. Introduction
- II. First View
- III. Second View
- IV. Conclusion

Here is what the final Paragraph Planner would look like for this outline:

I. Introduction

- A. Rewritten Question/Both Points of View (1 sentence)
- B. Thesis Statement (1 sentence)

II. First View

- A. Topic Sentence (1 sentence)
- B. Explanation/Detail of First View (1 sentence)
- C. Reason for Agreeing/Disagreeing (1 sentence)
- D. Example to Support Your View (1 sentence)

III. Second View

- A. Topic Sentence (1 sentence)
- B. Explanation/Detail of Second View (1 sentence)
- C. Reason for Agreeing/Disagreeing (1 sentence)
- D. Example to Support Your View (1 sentence)

IV. Conclusion

- A. Summary of the Main Points (1-2 sentences)
- B. Something Important About This Topic (1-2 sentences)

Question: Some people think that a sense of competition in children should be encouraged. Others believe that children who are taught to co-operate rather than compete become more useful adults. Discuss both these views and give your own opinion.

Model Essay

Introduction:

While some people argue that we should emphasize the importance of competition when teaching children, others view that focusing on cooperation is more important. In my opinion, children should be taught to cooperate.

Paragraph 1:

On one side of the argument, some people believe that encouraging competitiveness in children will yield better results. The most compelling reason for believing this is that competitiveness prepares them for life in the real world. When students grow up, for example, they will need to compete with other students for a university. However, I firmly believe that winning is not everything. A society focused solely on winning and competing ignores other essential traits like compassion and generosity.

Paragraph 2:

Despite these views mentioned above, other people believe that instilling a sense of cooperation in children will be more beneficial for society as a whole. In community and work, cooperation and teamwork are both often required. For instance, a company will only achieve its overall goal if all parts work together and complement each other. Consequently, I believe that cooperation is a significant value and weighs more than the competition. Children who learn that winning against another is not the most important thing will be more willing to work together towards achieving their goals.

Conclusion:

All in all, there is a disagreement in society regarding the effects of competition on children. I strongly reckon that children should be taught compassion and core values, as these will have better long-term effects on society.

Total Word Count: 256 words

How to Identify IELTS Writing Opinion Question Types

In an Opinion question type, you will be given a question which contains an opinion. Your task is to write an essay in response to the opinion. This type of question often asks if you agree or disagree with an opinion. Let's look at an example of this.

The drastic increase in cases of obesity is putting a strain on the health care system. Some healthcare workers believe that introducing more physical education lessons in schools is the best way to solve this epidemic. To what extent do you agree or disagree?

Now let's look at how to structure your essay for an Opinion question.

IELTS Writing Task 2 Essay Structure - Opinion

There is one main, fool-proof way to outline this type of essay, and we suggest that you follow this without straying from the procedure. This is the best way to map out your ideas for the Opinion Essay:

- I. Introduction
- II. First Supporting Argument
- III. Second Supporting Argument
- IV. Conclusion

Here is what the final Paragraph Planner would look like for this outline:

- I. Introduction
 - A. Rewritten Question(s) (1-2 sentences)
 - B. Thesis/Opinion Sentence (1 sentence)
- II. First Supporting Argument
 - A. Topic Sentence - This will introduce the paragraph.
 - B. Explanation/Detail of First Supporting Argument
 - C. Example to Support the Argument
- III. Second Supporting Argument
 - A. Topic Sentence - This will introduce the paragraph.
 - B. Explanation/Detail of First Supporting Argument
 - C. Example to Support the Argument
- IV. Conclusion
 - A. Summary of the Main Points (1-2 sentences)
 - B. Reiterate Your Opinion (1-2 sentences)

Question: Some people argue that capital punishment is good for a country. To what extent do you agree or disagree?

Model Essay

Introduction:

Some people believe that the death penalty can benefit a nation. I completely agree with this opinion, as the death penalty can positively impact a country by lowering crime and tax rates.

Paragraph 1:

Establishing the death penalty could effectively decrease crime rates in society. The most compelling reason for the death penalty's positive contribution to humanity is its effective deterrent to serious crime. For example, people thinking of murder or committing violent acts will think twice before doing so, and dangerous criminals who have undergone the death penalty would never be able to re-offend. As a result of this policy, the crime rate would go down. (77 words)

Paragraph 2:

Additionally, the death penalty could lower taxes for citizens. With this policy, the government would spend less money keeping criminals in prison. If the criminal is jailed for many years of life, the government would need to pay for the enormous expenses involved, such as food for the prisoners and the salaries for the prison officers. However, with the death sentence, the prisoner will spend less time in prison, which would reduce the cost of imprisonment substantially.

Conclusion:

In conclusion, I wholeheartedly agree that sentencing serious criminals to death are beneficial for countries. This is because of its deterrent effect, its ability to save the government a lot of money, and the fact that we can keep dangerous criminals out of society forever. Given this situation, it is recommended that governments worldwide think about implementing this form of punishment.

Total Word Count: 264 words

How to Identify IELTS Writing Two-part Question Types

In a Two-part question type, you will be given two questions and you will need to answer both questions. The two questions will be different. For example, you might need to assess the importance of an idea or action (e.g. How important is it?) and say whether you agree or disagree (e.g. Do you agree or disagree?).

Here is an example question:

In education and employment, some people work harder than others. Why do some people work harder? Is it always a good thing to work hard?

MORE TWO-PART QUESTION EXAMPLES

- Happiness is often considered difficult to define. Why is this? What factors determine happiness?
- Success is often measured by wealth and material possessions. Do you think wealth is the best measure of success? What makes a successful person?
- Some parents buy their children whatever they ask for, and allow their children to do whatever they want. Is this a good way to raise children? What consequences could this style of parenting have for children as they get older?
- News plays an important part of most people's lives. Why is news so important to people? Why is so much news dedicated to bad news? Should the news focus on good news instead?

Now let's look at how to structure your essay for a Two-part question.

IELTS Writing Task 2 Essay Structure - Two-part

Since you will have two questions to address, this is the best way to map out your ideas for the This is the best way to map out your ideas for the Two Part Essay:

- I. Introduction**
- II. First Question**
- III. Second Question**
- IV. Conclusion**

Here is what the final Paragraph Planner would look like for this outline:

- I. Introduction
 - A. Rewritten Questions (1-2 sentences)
 - B. Outline/Opinion Sentence (1 sentence)
- II. First Question
 - A. Topic Sentence (1 sentence)
 - B. Explanation/Detail of First Question (1 sentence)
 - C. Result (1 sentence)
 - D. Example to Support the Result (1 sentence)
- III. Second Question
 - A. Topic Sentence (1 sentence)
 - B. Explanation/Detail of Second Question (1 sentence)
 - C. Result (1 sentence)
 - D. Example to Support the Result (1 sentence)
- IV. Conclusion
 - A. Summary of the Main Points (1-2 sentences)
 - B. Recommendation or Prediction (1-2 sentences)

Question: *Nowadays, the way many people interact with each other has changed because of technology. In what ways has technology affected the types of relationships people make? Has this become a positive or negative development?*

Model Essay

Introduction:

These days, people's relationship with each other has been affected by advancements in technology. There are several ways in which relationships have been negatively affected by technology. (29 words)

Paragraph 1:

Technology has dramatically impacted relationships. One of the significant ways is that nowadays, people have more acquaintances and fewer close friends. For example, many people may have hundreds and thousands of friends on social media websites like Facebook as it is easy to connect through these websites. Thus, technology has led to less face-to-face interaction between people. Because using social media sites has become an integral part of many people's lives these days, and connecting with others has become so much easier due to such sites, most people spend more time online chatting with their friends than actually meeting them face-to-face. (105 words)

Paragraph 2:

I believe that the above changes have been negative. Firstly, people now feel lonelier as they spend more time with the computer than other human beings. Studies have shown that people need real face-to-face interaction to remain emotionally healthy, and the lack of such communication has made many people lonely and even depressed. Consequently, many people who use technology to communicate with others gradually lose critical social skills. These days, it is ubiquitous for people to share and express themselves using emoticons or other common forms of expression online. However, an unfortunate consequence of all this is that people do not know how to say themselves adequately using their body language or tone of presentation. (124 words)

Conclusion:

To sum up, people have fewer close friends and have less direct contact with people due to technology. This development is harmful as it is easier for people to feel lonely, and they are becoming less adept in social situations. Given this situation, it is recommended that people seek to spend less time on electronic devices to improve their relationships with others. (68 words)

Total Word Count: 326 words

IELTS Writing Task 2 Essay Structure - Advantage and Disadvantage

There are three main essay structures for this question type. In order to fully understand the various question types, we will look at examples of each along with the specific outline:

Question 1: *In some countries young people are encouraged to work or travel for a year between finishing high school and starting university studies. Discuss the advantages and disadvantages for young people who decided to do this.*

Simple structure (Outline A):

In this case, the question asks you to simply discuss both advantages and disadvantages; that's all you have to describe in this case. You do not need to discuss your opinion. This is the most simple question for the Advantages and Disadvantages question type, and you will need to use a simple structure. Let's call this Outline A. It looks like this:

Introduction

Advantages (1&2)

Disadvantages (1&2)

Conclusion

Question 2: *In some countries young people are encouraged to work or travel for a year between finishing high school and starting university studies. Do the advantages outweigh the disadvantages for young people who decide to do this?*

Opinion Version (Outline B):

While the question is similar to Question 1, you would need to take a different approach. This question is not asking you to simply list off the advantages and disadvantages, nor is it asking you to say whether there are more advantages. This question is asking you whether or not the advantages outweigh the disadvantages. Therefore, you will need to discuss your opinion and write about the importance (or unimportance) of the advantages.

First off, you will need to decide which side is stronger for you to write about. In other words, you will need to decide if it is easier for you to write about how the advantages outweigh the disadvantages, or vice versa. This is where your own opinions come into play and depend on the topic. In this case, if you are more comfortable writing about how the advantages outweigh the disadvantages, stick with that, even if you personally do not agree with the topic.

After you decide, this the structure you would need to use:

Introduction

Stronger Side

Weaker Side

Conclusion

Question 3: *Many young people are encouraged to work or travel for a year between finishing high school and starting university. Discuss the advantages and disadvantages and give your own opinion.*

Discussion Opinion (Outline C):

This third question is a combination of Question 1 and Question 2, as it requires you to discuss the advantages and disadvantages while also giving your opinion. Keep in mind that your paragraphs may need to be a bit shorter than usual, since you have to add three different main paragraphs in your essay. In this case, you would want to combine both outlines for the following:

Introduction

Advantages (1&2)

Disadvantages (1&2)

Opinion

Conclusion

Now, let's take a closer look at how to plan each paragraph.

We will use Outline B from the previous section, as it tends to be the most unique and most common question type of the Advantages and Disadvantages type essay.

Here is what the final Paragraph Planner would look like for Outline B:

I. Introduction

- A. Rewritten Question (1 sentence)
- B. Thesis Statement (1 sentence)

II. Stronger Side

- A. Topic Sentence (1 sentence)
- B. First Explanation of Stronger Side (1 sentence)
 - C. Example of Stronger Side 1 (1 sentence)
- D. Second Explanation of Stronger Side (1 sentence)
 - E. Example of Stronger Side 2 (1 sentence)

III. Weaker Side

- A. Topic Sentence (1 sentence)
- B. Explanation of Weaker Side (1-2 sentences)
 - C. Example of Weaker Side (1-2 sentences)

IV. Conclusion

- A. Summary of the Main Points (1-2 sentences)
- B. Restate Your Position (1-2 sentences)

Now we've learned the paragraph outline, let's look at an example. For our example, we will use the following question:

Some experts believe that it is better for children to begin learning a foreign language at primary school rather than secondary school. Do the advantages of this outweigh the disadvantages?

Model Essay

Introduction:

Traditionally, children have begun studying foreign languages at later stages in their educational careers, but some believe it could be beneficial to introduce them earlier. While both advantages and disadvantages are associated with this topic, the positive aspects take precedence over the drawbacks. (45 words)

Paragraph 1:

Young children are better able to learn languages for a variety of factors. First off, studies show that young children pick up languages better than teenagers. The younger brains are, the more they can retain information in the long term. It has also been proven that young brains absorb material faster. Additionally, implementing language lessons in primary schools would allow more flexibility within the school system. Younger children will engage with the material more frequently through shorter sessions, thus maintaining their enthusiasm and progress. (92 words)

Paragraph 2:

However, there are some disadvantages to learning languages at an earlier age. Primary teachers may not be qualified to provide lessons in foreign languages, resulting in inadequate teaching. This could demotivate younger students and give them a negative experience in language learning. Further, school districts may not carry on foreign language teaching from primary to middle schools. In this case, students would lose their progress and be demotivated due to the lack of consistency throughout their educational careers. However, these issues can be effectively addressed through consistent support in the school district and pose only a minor threat to the advantages. (112 words)

Conclusion:

Although there are a few disadvantages regarding studying a foreign language during primary school, there are a plethora of advantages that outweigh the negative aspects. Young children's innate abilities should be appreciated and fostered to their full advantage. (40 words)

Total Word Count: 289 words

Cause and Effect

1.Global warming is one of the most serious issues that the world is facing today. What are the causes of global warming and what measures can governments and individuals take to tackle the issue?

Nowadays, the existence of human beings is threatened by a severe environmental cause known as global warming. The causes of global warming are multifactorial; thus needs a systematic approach from government organizations and individuals to tackle the issue.

Although there are several causes of global warming, most are human activities. Since the Industrial Revolution, the worldwide burning of fossil fuels for energy has produced Carbon Dioxide (CO₂) that has built up in the Earth's atmosphere and trapped heat from the sun. This has resulted in the planet becoming hotter through the greenhouse effect. Additionally, continuous industrialization has contributed to the amount of CO₂ produced. As nations have evolved from agrarian societies to industrial ones, rising demand for a higher standard of living has caused a surge in the number of factories and vehicles that have produced valuable emissions into the atmosphere worsening the situation.

There are several measures that both individuals and society can undertake. Regarding governments, the number of emissions produced by factories could be limited through taxes like the carbon tax. This has been proven to reduce greenhouse gases in developed nations worldwide. In addition, governments could encourage non-polluting sources such as wind and solar power and promote clean forms of transport such as electric cars. From an individual perspective, people can reduce their carbon footprint or the amount of carbon dioxide they produce through their actions. Taking public transport instead of driving a car or buying local products that weren't shipped from overseas can help reduce each person's impact on Earth.

To conclude, global warming is a severe issue, which needs to be addressed as a priority. The government and individuals should join hands to reduce this imminent threat and save the Earth and future generations.

2.It is observed that in many countries not enough students are choosing to study science at university. What are the causes? And what will be the effects on society?

It is a fact that many students globally are avoiding science in favor of other subjects at university. Such a trend is due primarily to how science is perceived, which may be having a detrimental effect on a nation's development.

The primary reason for the drop in enrollment in science-based courses is that many undergraduates are put off by their difficulty. While many high school students enjoy science, they soon face a lot of theory and research-based approaches once in college. For example, according to a recent poll of UK universities, many students stated that while science was fascinating in high school, too much theory was learned in classes and not enough application in the lab to make it enjoyable. Furthermore, there are plenty of more accessible alternatives such as humanities for students to choose from these days. As a result, most choose a more appealing humanities degree over a science one.

Countries with the lowest science enrollment rates are most affected competitively and economically. Fewer science graduates mean a shortage of skilled researchers in science-related fields like bio-engineering, which reduces a country's competitiveness in attracting foreign investment. In other words, foreign companies are usually unwilling to invest in nations with a low pool of skilled workers. In addition, a low number of skilled workers mean fewer technological developments for such countries, which may cause their economies to suffer from lost business in being the first to market with new products. For example, evidence shows that the number of patents filed by Chinese corporations is beginning to threaten the number credited to American ones.

In conclusion, there is a direct correlation between the perceived difficulty of science degrees and limited economic growth. Only by changing this attitude will countries reverse this trend.

3.Levels of youth crime are increasing rapidly in most cities around the world. What are the reasons for this, and suggest some solutions?

Soaring crime among today's youth is currently impacting cities globally. Whereas a lack of opportunities may be the primary cause, short-term and long-term solutions reduce crime rates.

For many young people, uncertainty about their future drives many to a life of crime. First, high urban unemployment discourages many young adults who cannot find jobs, especially in the developing world. Coupled with the high cost of living, many may turn to crime to feed their families. In a recent poll of young offenders in New York, almost three-quarters cited poor job prospects as their reason for offending. Secondly, many city youths often experience a high level of dissatisfaction with their living environment. Most cities are overcrowded, run-down, and with high living costs, which may disappoint many young people who dream of a brighter future for themselves. With so many people around, crime may be a tempting option.

To remedy this situation, two kinds of solutions may be considered. In the short term, governments should offer free job-training programs and counseling to job seekers, giving them direction and inspiring them to continue looking. For example, a recent training scheme for the unemployed in Paris resulted in a 25% reduction in youth crime. Over the long term, governments and city leaders should work to make cities more livable places by creating more green spaces, lowering taxes on low-income brackets, and developing better infrastructure for city inhabitants to take advantage of.

In conclusion, although few job opportunities combined with poor living conditions cause many urban youths to turn to crime, many governments can support and satisfy them. Only by giving young people the support they need can society hope to get the best out of them in return.

4. Many offenders commit more crimes after serving the first punishment. Why is this happening, and what measures can be taken to tackle this problem?

Unfortunately, many criminals persist in a life of crime after their first offense. This is due mainly to the stigma imposed by society, through education and training, maybe viable solutions.

Owing to a lack of job opportunities once out of prison, most former prisoners feel insecure about their future. Many finishes with a prison record which puts off recruitment managers at major corporations who often view ex-offenders as untrustworthy, especially in jobs where handling money is a requirement. As a result, in the United States, almost three-quarters of all ex-inmates turn to crime within five years of leaving prison. Additionally, society is frequently reluctant to welcome back ex-prisoners. Former criminals report difficulty finding apartments to rent or even applying for financial aid to fund their education. This causes many to feel that a criminal life is their only option.

The solutions to overcoming these causes lie in ensuring prisoners are given the necessary skills to reenter society. The first is to ensure that all prisoners receive training or education in the skills they wish to take up when their sentence is complete. This will provide many with the motive to build a successful life and the confidence to contribute to society on their release. Some US states show that education programs in jail reduce reoffending rates by up to two-thirds. A further successful measure would be to increase support to prisoners who demonstrate good behavior in prison by helping them find reasonable accommodation funding for educational grants or training programs to help them reintegrate into society.

In conclusion, overcoming the stigma that society attaches to ex-convicts will not be easy, yet with education and relevant assistance, many may start a meaningful life. In this way, the community would learn that everybody can reform when given a chance.

5. One of the most pressing problems facing the world today is overpopulation. What policies do you think governments should adopt to address the causes and effects of this problem?

Since the Industrial Revolution, the population of the Earth has soared out of control. To solve this, lawmakers should implement short-term policies to deal with the effects of overpopulation and the longer-term causes to prevent further issues from arising.

Perhaps the most considerable effect of overpopulation is the increased use of limited natural resources such as oil and gas. Replacing a dependence on nonrenewable resources with one renewable energy source like wind and solar would seem like a good alternative. For example, countries like Portugal can generate all their energy needs through renewables. A further effect is a rise in the cost of living due to increased demand for limited supplies of commodities like food, water, and shelter. Governments should invest more in food technologies like hydroponics and make sensible future investments in expanded water networks and housing to resolve this.

Coming up with policies that address the causes of overpopulation is a more significant challenge. One way would be to offer financial incentives to married couples with one or two children. Tax breaks or taxing at a lower income bracket could be prudent for young couples

in developed countries with high living costs or a much-needed boost to those in developing countries. However, this may not persuade everyone. An even better idea to reduce the population would be to increase the prevalence of sex education in elementary schools. Studies show that teaching society's youth about safe sex and the need for small families helps prevent unwanted pregnancies later in life and lays the foundation for sensible family planning in adulthood.

In conclusion, whereas the effects of overpopulation are more manageable in the short term, the longer-term challenge of managing the causes needs more significant consideration. A more flexible approach is recommended for governments who wish to curb population numbers.

6. Stress is now a major problem in many countries around the world. What are some of the factors in modern society that cause stress, and how can we reduce it?

Nowadays, stress has become an increasingly prevalent issue for many people worldwide. While the modern work environment is principally to blame, solutions lie in how individuals work and exercise daily.

For most people, the principal causes of stress are most likely related to the workplace, specifically the work environment. Working in an office with fluorescent lights in front of a computer for up to ten hours per day can increase eye strain resulting in headaches and irritability. Studies show that office workers were three times more likely to report stress-related issues than those who worked at home. Furthermore, employees often face constant stress from managers at work. The growing complexity of jobs and rising work standards leads to long hours under pressure. Such pressure typically causes stress-related health issues such as heart disease, sleep deprivation, diabetes, and hypertension, to name a few.

There are several solutions available to workers. First, companies could design more open-plan workspaces with more natural light. This would increase not only employee productivity but also individual well-being too. Secondly, offering flexible work hours would allow staff to avoid rush hour traffic and better manage their work-social life. This would mainly ease the lives of those with families. Finally, concerning health, having a gym at the office for staff to exercise would boost mood fitness and lead to better sleep which ultimately aids in handling everyday stress better.

Although workplace conditions may be to blame for everyday stress, companies can do much to improve the lives of their employees through better lighting, flexible work time, and exercise programs. By focusing on their staff rather than their bottom line, corporations will boost profits and the lives of their workers.

1. It is becoming increasingly popular to have a year off between finishing school and university. What are the advantages and disadvantages of this?

More and more students are taking a year away from their studies between graduating from school and beginning university. Students can save for and think about their future during this period, though several drawbacks are considered.

To begin with, by taking a year after high school, students can avoid the costly mistakes of starting a degree that they are not interested in. A year is an excellent time to consider options and decide what subject is best to study. Secondly, a gap year is remarkable for character development. When graduating high school at 18, most people still don't know what life direction they wish to take. Studies show that students who take a gap year doing something constructive like traveling do better at university later than those who do not. Finally, a year away from studies provides the chance to save money. That way, at university, students may focus more on classes and less on debt.

However, spending such a long time away from studying may cause some students to lose good study habits and gain bad habits instead. After 12 years of continuous schooling, many teenagers may be distracted by the prospect of earning money and lose the motivation to continue their studies. Furthermore, individuals without a constructive plan for their education-free year may be tempted to procrastinate and waste time. Lastly, traveling overseas can be expensive, and there is a real possibility that students may end up in more debt by the start of the university year.

To sum up, although students who take a year out can save money and achieve greater life-direction, this time may also be wasted, leading to more outstanding debt or causing unintended life decisions that may later be regretted.

2. With the rise of e-books comes the decline in paper books. Some people see this as a good step forward, while others do not. What are the advantages and disadvantages of this trend?

In recent years the increasing popularity of electronic books has occurred at the expense of paper books. Whereas some people view this as progress, others regard it as a step back. E-books save trees and have a low cost, though there are still drawbacks to consider.

To start, the rising attractiveness of E-books is beneficial to the environment. Fewer printed books mean fewer trees are cut down, which is good for the planet. Secondly, e-readers are often the same price as a new paperback and offer the same reading experience. With an e-book, one can bookmark, write notes, and through e-ink, prevent eye strain. Finally, electronic books are always available when printer counterparts may be out of stock. Where ordering a book may take a minimum of a few days, an e-book can be bought and enjoyed mere minutes after purchasing.

On the other hand, e-books can be considered inconvenient. Not only can electronic books be quickly deleted, but they may also go unread if the reader's electronic device has no power resulting in frustration to the owner. Moreover, electronic versions have no sense of permanence compared to printed texts. Paper books can be displayed on a bookshelf, which for many people, form a valuable part of the home, a testimony to the sum of the knowledge they have accrued over the years. The final point is that e-books offer little personal connection.

When holding a paper book, there is an emotional connection with the reader that having an electronic device cannot replicate; a literary experience once placed on a bookshelf remains a memory for years after.

To conclude, while the price and quick convenience of obtaining e-books may be suitable for a quick read, their drawbacks mean that printed books are unlikely to disappear soon.

3. There seems to be an increasing trend towards assessing students through exams rather than continual assessment. What are the advantages and disadvantages as a form of assessment?

Increasingly exams are being used to assess students over continual assessment. Although exams are easier on the teacher and encourage fairness among students, several drawbacks are worth mentioning.

An initial advantage to the teacher is that periodic exams are much less workload than continually assessing students' progress. By utilizing an exam-based testing system, teachers only need to prepare for one or more exams a year instead of measuring performance weekly. This undoubtedly saves educators time and allows them to support students in other curriculum areas more meaningfully. Moreover, exams traditionally ensure fairness among all candidates. Everyone does the same test, all students are assessed under the same conditions. A range of skills may also be tested through various question types such as multiple-choice and essay questions.

On the other hand, exams may encourage cheating. Having a single test at the end of the term allows students to cheat and not try as hard during the school year. Furthermore, they restrict a student's ability to learn effectively. Since students may only periodically be assessed, teachers cannot know if a student understands throughout the term. This means they cannot rectify misunderstandings and improve a student's overall grade. Finally, traditional exams fail to measure 21st-century skills valued in today's marketplace, such as collaboration, critical thinking, communication, and creativity.

In conclusion, where periodic exams may save the teacher time and effort, their time-restricted nature suggests that a combination of continual assessment and traditional testing would benefit students.

4. Many elderly people are no longer looked after by their families, but are put in care homes or nursing homes. What are the advantages and disadvantages of this trend?

It is becoming more and more popular for families to place elderly parents in care establishments rather than looking after them at home. While the positives include readily available healthcare, trained professionals, and first-class facilities, there are significant drawbacks to such a move.

On the upside, care homes are well designed to help senior citizens live comfortably in their twilight years. They provide specialized medical care for people with certain conditions for a start. For example, for those with dementia, nursing homes offer round-the-clock nursing as many patients are a danger to themselves. Additionally, care establishments offer individual health plans for residents that include customized meal plans and physiotherapy facilities to ensure every person keeps the best health possible. The final point is that care homes provide a safe environment for their inhabitants. Nursing homes are usually outfitted with ramps,

accessibility equipment, and security guards to ensure peace of mind for residents in precarious conditions.

On the other hand, the cost of such places can exert a severe monetary toll on many people. Around the clock, specialized care of an ailing parent around the clock does not come cheap, and state welfare schemes will often only pick up the tab after a patient's finances are exhausted. A further downside is the high resident-to-staff ratio at such places. Nurses are often overworked and understaffed and find it difficult to attend to all resident's needs. Most importantly, once in a care home, adult children are often too busy to visit a senior patient as often as liked, leading to isolation and abandonment.

In conclusion, both sides have benefits and drawbacks, though where possible, it seems more beneficial to look after a family member at home than in a specialized facility.

5.It is often considered that change is more beneficial to people than trying to avoid it and have everything remain the same. Do you think the advantages of change outweigh the disadvantages?

It is said that change brings about more benefits in people than simply trying to keep everything the same. In my opinion, I consider that change causes more advantages for people than disadvantages.

Despite the drawbacks below, I believe that individuals who allow the change in their lives often achieve their goals. A change-orientated mindset is always ready to take advantage of new opportunities when encountered. For example, a person who wished to open a business would 'see,' or be aware of, more opportunities to open one than someone fearful of what might go wrong. Additionally, a person fearless of the unknown often grows to be a better human being as a result. By being unafraid of change, people are more open to taking risks and learning from their mistakes. This enables them to learn new skills and make the changes to themselves needed to grow as individuals and feel more fulfilled in their lives.

On the flip side, a disadvantage of being open to change is that a person may never achieve a living standard or job that they are happy with. For instance, it may be difficult for a person compelled to change to settle down and have a house in the suburbs with a dog and good neighbors. Change may also occasionally invite conflict and risky situations that result in losing money or even close relationships. People who are always looking for the next best thing may make rash decisions rather than considering them carefully, such as taking out a risky loan before reading the small print.

In conclusion, the ability to be open to change leads people to lead better, more productive lives, and as a result, the advantages outweigh the few disadvantages that may occur.

6. People now have the freedom to work and live anywhere in the world due to the development of communication technology and transportation. Do the advantages of this development outweigh the disadvantages?

Recent advances in communication technology and transport enable people to live and work anywhere on the planet. Despite a few drawbacks to living overseas, I consider the benefits of making the experience overwhelmingly positive.

A significant advantage to being overseas is economic. People who work overseas can earn a higher salary than back home. This is particularly advantageous to people from developing countries working in richer ones who may remit a good portion of their income back to their home country. This improves the economy of the home country and gives a better life to the family of the foreign worker back home. Moreover, modern technology allows anyone to live, work, and travel overseas. This leads to enriching experiences where people can earn money and enhance their lives through the diverse cultural encounters while aboard.

Despite all the advances that technology brings, there are certain downsides to being overseas. First, being away from home for extended periods may cause people to lose touch with family and friends. While abroad, a person may become immersed in many new and exciting experiences. As a result, only infrequently contact friends and family back home, thus straining relationships with loved ones. Second, those abroad in remote locations may be out of touch in the event of an emergency back home. If a loved one is suddenly hospitalized or in a difficult position, it may be hard to reach someone overseas, especially off the grid or in a different time zone.

In conclusion, living and earning money overseas can lead to unique financial and life opportunities that outweigh the few drawbacks.

7. Nowadays governments are investing more in public transport such as buses and trains rather than in building new roads. Do the advantages outweigh the disadvantages?

Governments have been increasingly investing in public transport systems in recent years at the expense of constructing new roads. In my opinion, for most countries, while there are many clear benefits to doing this, the drawbacks are more significant.

There are several advantages to increasing funding for public transport. For one, public transportation is historically underfunded and seems a better investment than roads at this time. Within urban populations, most people only drive because buses are too infrequent or train networks are not extensive enough. Evidence suggests that cities that offer inhabitants better mass transportation options reduce traffic congestion where people have better choices. Additionally, the more people use public transport, the lower their carbon footprint. When more people share a single vehicle, it burns fewer fossil fuels per person. This produces considerably less air pollution and slows global warming, better for the environment. Finally, fewer cars on the road mean fewer accidents. Public transport is less prone to accidents than driving cars, especially when considering trains, subway, or tram.

On the other hand, poor investment in roads may hurt the economy, particularly in developing countries. Infrastructure plays a huge role in getting consumer goods to market, especially in countries with rapidly growing economies like China, Indonesia, and many African states. Poor transport connections slow down supply chains, cause bottlenecks, and reduce competitiveness. Another critical point to consider is that roads create convenience. In today's car culture, people expect to travel everywhere; however, it is not economical for buses to service every

destination. If governments reduce investment in roads, they will not meet this demand which would cause discontent.

In conclusion, despite the significant advantages aligned with increasing public transport funding, today's economic reality means investing fewer inroads has more significant disadvantages in the long term.

8. One of the consequences of improved technology is that many jobs that used to be done by people can now be completed by robots or computers. Do you think the advantages of this development outweigh the disadvantages?

We are in the early stages of a technological revolution where robots and computers enhance or replace jobs traditionally done by humans. In my opinion, the benefits of technology taking over such jobs have more upsides than downsides overall.

Despite the drawbacks below, I believe there are several benefits to robots or computers replacing human workers. For a start, such technology increases product quality while saving money. Robots can work tirelessly 24/7 with greater accuracy than humans. Once programmed, machines follow a program without fault, increasing productivity and lowering costs for the consumer. Secondly, devices can often work in areas too dangerous for humans. For example, in warzones or cleaning up chemical spills at a chemical plant. Finally, computers allow humans to work beyond their capabilities and continuously push the technological boundaries of what is possible. In other words, they help doctors save lives, engineers produce better designs, and scientists make discoveries.

On the other hand, there are several disadvantages to this development. In the short term, more machines doing the work of humans may increase the unemployment rate. It is already the case that robots are putting people out of work in many repetitive and assembly jobs. For example, in the U.S. it is projected that there will be a reduction in physical positions in the service industry, agriculture, and manufacturing over the next decade. Furthermore, over-reliance on technology may result in disastrous consequences if things go wrong. Suppose power is disrupted or a specific part breaks down. In that case, it may disrupt an entire assembly line or even close down a company, resulting in unspecified losses for a company.

In conclusion, as the trend towards advanced technology continues, technology seems to offer more upsides than drawbacks in an increasingly complex world.

9. Some parents believe that extra private lessons outside school hours, where students work alone with a teacher, can help them do better at school. Others disagree. What are the advantages and disadvantages of private tuition?

Some parents believe personal tuition after school gives their offspring an advantage in class. This individualized attention helps a student to both learn and perform better in life, though there are several drawbacks to this belief.

A primary advantage of having a tutor is that children may learn at their own pace. In a classroom, a teacher must adjust the curriculum rate to suit that of the average class pupil. If taught after class, a student may take their time with problems that promote more thorough understanding, enhancing their performance at school. Secondly, for the teacher, personal classes allow curriculums to be personalized to suit the student. This allows a tutor to measure progress more efficiently and help the child improve. Finally, personalized education may give a competitive advantage in an exam or when applying for top-tier universities. This is not

possible in a classroom full of multiple learning styles though it may result in some class pupils being left behind.

Most drawbacks to individualized education are related to expense and workload. Personal one-on-one classes with a professional tutor are not cheap due in part to the additional workload on behalf of the teacher. This may cause undue stress on a household's finances and pressure the student to work hard. Secondly, private lessons add substantially to a student's workload at school. Pupils, particularly in Asian countries, already have a lot of homework and tests to prepare for. Private classes would almost certainly add to that, increasing stress on a student.

In conclusion, while individual tuition may cause student stress or financial hardship in the short term, the rewards from improved grades and a successful career may be worthwhile in the long run.

10. Many places in the world rely on tourism as a primary source of income. Unfortunately, tourism can also be a source of problems if it is not managed correctly. Describe the advantages and disadvantages of tourism in the modern world. Do you think that the benefits of tourism outweigh the drawbacks?

Despite the potential for setbacks, more and more places worldwide depend on a worldwide boom in tourism for income. In my opinion, the boost caused by tourism to a country's economy and living standard offsets the few drawbacks that may emerge through poor management of the industry.

Tourism brings significant advantages to a county's economy. More tourists equal more spending, which elevates local wealth. As a result, this encourages more local development in hotels and infrastructure to increase the local population. Secondly, jobs are created for local people in service industries like catering, transport, and entertainment. A rise in incomes raises the standard of living in an area where residents may further gain more disposable income to spend on their families.

On the other hand, tourism must be introduced to an area carefully managed. Unchecked tourism in a local area may double or triple the pressure on local resources. Tourists often arrive in third-world destinations expecting first-world treatment. The consequent demand for water and increase in waste is often more than a local area can sustain, resulting in water shortages and rising pollution. Another critical point is that land prices may also soar if development isn't strictly regulated. This may rapidly increase the cost of living, which affects local goods, utilities, and rents suddenly jump in price. Finally, crowds of tourists may adversely disturb a local way of life. Being unfamiliar with native customs, foreign visitors may easily change the character of an area through intrusive photos or lewd behavior.

In conclusion, I believe that tourism's long-term effects are overwhelmingly positive. If managed responsibly by the government, I think the positives far outweigh the negatives.

11. Some experts believe that children should begin learning a foreign language rather than secondary school at primary schools. Do the advantages of this outweigh the disadvantages?

There is a school of thought that to become proficient at a foreign language, children should begin studying in elementary school instead of high school. In my opinion, the benefits gained from learning a language once grown-up outweighs any difficulties experienced during the learning process.

Despite the drawbacks given below, learning a language in elementary school gives students a competitive edge as adults. Firstly, studies show that the extra years of practice give children time to hone their language skills, with many achieving near fluency as adolescents. Secondly, children learn much faster when young. Children under the age of seven often pick up a language without even trying. This is a massive boost to their confidence in later years as they refine multilingual skills in secondary school. Finally, it makes children smarter. A study by Oxford University proved that children with competency in two or more languages performed better on core subject tests than their counterparts.

On the downside, learning a language while in primary school may cause some children to struggle. In addition to all their other subjects, including a language as a compulsory addition could increase the workload of young children unaccustomed to much homework. This could cause some to dislike languages and affect their future enthusiasm for learning. In addition, most schools are not prepared to teach a second language since such subjects are not traditionally taught in grade school. As a result, some schools may be forced to hire specialist tutors, which would be an additional expense for those already on a tight budget.

In conclusion, children stand much to gain from becoming bilingual adults, which means that the upsides outweigh the downsides.

12. Computers are becoming an essential part of education. Discuss the advantages and disadvantages and give your own opinion.

It is increasingly common to see computers as an integral component of every classroom. In my opinion, I believe that computers bring about more benefits to a child's education than any drawbacks they might have.

A primary advantage of computers is that they enable educators to teach 21st-century skills in the classroom. Through computers, children can develop critical thinking of the world around them. By having an Internet connection, many can do their self-directed research to challenge what they learn and find novel solutions to problems. Furthermore, computers enable students to collaborate everywhere. This may be through international projects in which kids worldwide interact on shared-interest topics like the environment or culture. Finally, computers allow educators to broaden the educational experience of their classes through multimedia like video and sound bites. In this way, grade-schoolers engage with the curriculum by increasing their interest which helps them become better learners.

On the other hand, computers may cause some students to misuse them for non-educational matters like entertainment if unsupervised. The sheer number of entertainment channels online can be very distracting to students, preventing them from learning during their short time at school. Additionally, computers may also encourage cheating. On assignments or exams, computers are a resource that may be used to look up answers or plagiarize work for essays or

projects. However, while these problems may cause schools some difficulty, they are unlikely to occur with careful supervision.

In conclusion, while there will always be some students who misappropriate computer time, it is my opinion that the majority of students will use it well, and stand to gain more as a result than lose.

13. Many people believe that having fixed punishments for all crimes is a more efficient way of dealing with criminals in the justice system. What are the advantages and disadvantages of having a fixed punishment?

With overcrowded prisons and a bloated judicial service, many in society state that a fixed punishment system is an eloquent solution to handling people who break the law. Fixed punishments certainly help streamline the criminal system, but there are several drawbacks to consider.

There are several good arguments for a fixed set of punishments for all crimes. For one thing, it speeds up the judicial process. A little punishment for minor and significant crimes would result in quicker sentencing. There would be no need for juries as judges can pronounce a quick verdict. Additionally, strict penalties would act as an effective deterrent to criminals. Since there would be no debate in court, everyone would be aware of the punishment, so whether a minor crime or significant crime, criminals may think twice before committing a crime. For example, in some U.S. states, crime fell where the courts metered out strict punishment for low to medium level offenses.

However, a generalized set of punishments has some drawbacks. Firstly, they fail to account for the circumstances and motivation behind a crime. Major crimes such as those of passion or accidental deaths would be punished in the same vein as first-degree murder leading to unfair verdicts and an inhumane system. In addition, people coerced into committing a crime, such as in a hostage situation or those acting in self-defense, may be wrongfully convicted during the actual criminals' getaway. Many unfair sentences would result unless exceptions were made to account for these situations.

In conclusion, despite the benefits of a predetermined set of punishments, it seems the disadvantages present an unjust solution in any modern society.

14. In some countries, governments encourage industries and businesses to move to regional areas outside the big cities. Do the advantages of this trend outweigh the disadvantages?

Some countries have a movement to promote regional areas away from cities as attractive to business and industry. In my opinion relocation of business will bring more drawbacks than benefits over the long term.

There are several attractive benefits to businesses moving to regional areas. For businesses, rural locations mean lower land prices. Cheaper land allows large or small companies equal prospects to become established cheaply with additional room to expand. Additionally, countries benefit principally from the direct investment in underperforming parts of the country. Companies operating in less urbanized areas create jobs, attract talent, and increase immigration, bringing more incredible wealth.

On the other hand, relocation is not without its drawbacks. For one thing, locations away from population centers may mean a greater distance to market for goods. As a result, cost savings from cheaper land may be mitigated by the increased transportation costs of shipping products to customers. For another thing, there are often fewer skilled workers in regional areas. It may not be easy to attract employees to work in out-of-the-way places, which would mean longer commutes for staff from nearby cities at the expense of the company coffers. Lastly, increased business in country areas disturbs the life of residents. Country roads are not built for heavy trucks or traffic, which may cause increased noise, congestion, and inconvenience to those living nearby.

To sum up, while regional settings may be well suited to certain internet-based businesses, the distance from the city presents many challenges to overcome for more traditional companies.

1. Some people think that a sense of competition in children should be encouraged. Others believe that children who are taught to cooperate rather than compete become more useful adults. Discuss both these views and give your own opinion.

There are conflicting views over whether children should be taught to compete or cooperate in the drive to produce valuable members of society. Although encouraging competitiveness in youth can be effective in life, learning to cooperate is more critical.

From one point of view, competition can greatly encourage children through school and prepare them for real-world challenges in adult life. In school, teachers motivate children through incentives like rewards, prizes, and games, which give them a sense of accomplishment to surpass their classmates. This helps build confidence and improve independent concentration while faster progress during teamwork or individual work. Later in life, such confidence and persistence will stand children in good stead for competitive situations like job interviews or getting ahead in work environments.

On the other hand, while competition in the workplace may be necessary on occasion, cooperation between colleagues is a social skill that children will need every day on the job. When required, employees often have to team up on projects, follow instructions or junior support staff. Collaboration skills are more valued in the workplace than a competitive drive to get ahead in such situations. Furthermore, when at school, studies show that children tend to learn better when teaching each other thus, by carefully emphasizing collaborative skills in school, teachers engender more significant learning among the whole class. These points demonstrate that society stands more to gain from learning to work together than apart.

In conclusion, while competitiveness in children has certain advantages, my view is that fostering cooperation in our youngest generation more clearly reflects the daily skills they will need in adulthood.

2. In some countries, a few people earn extremely high salaries. Some people think that this is good for a country, while others believe that the government should control wages and limit earnings. Discuss both views and give your opinion.

High-salary earners are either loved or loathed by people. While some claim there are benefits to having such individuals in a country, others argue that politicians should regulate salaries through imposed limits. In my opinion, it is better to have unregulated wages in a country.

The argument for regulating salaries stems from national income disparities worldwide. Around the world, the wealthiest one percent own half of total global assets, and the problem is even more pronounced in countries like the USA and China. By standardizing salaries, everyone would earn a similar wage. This would bring about a greater sense of equality and a better understanding of fairness among national populations. Furthermore, it would prevent the rich from accruing too much power. By some measures, the more people are paid, the more disposable income they would spend on consumer items, thus enhancing economies.

On the other hand, I believe a better argument is to be made for leaving salaries unregulated. For a start, allowing market-based wages ensures the public has a greater variety of wages to choose from. In this way, people can select work better suited for them, such as dangerous jobs

that pay more or less-risky occupations. Secondly, the argument for regulating is based on a handful of top earners in any given society. In a capitalistic market, everyone has the right to be compensated based on their skill, talent, and decision-making. In other words, all have the right to aim for the level of success they wish to achieve, and governments should not take this away.

In conclusion, although regulating salaries may produce a perception of fairness among a population on paper, I think in reality, it would remove the fundamental right everyone deserves to earn a living based on merit rather than a mandate.

3. Some people think that when recruiting, companies should aim to take on innovative people and work independently. In contrast, others consider recruiting people who can work in a team and follow instructions. Discuss both views and give your opinion.

Some recruiters may seek employees who can innovate and work unsupervised to employ the optimal worker. In contrast, others may look for collaborating and following orders well. In my opinion, for most highly skilled jobs, having people with all characteristics is essential, though specific attributes may be more critical to some jobs than others.

In any company, the ability of an employee to work unaided, along with solid innovation skills, improves the lives of all employees. Working alone without support means a worker can be trusted to meet deadlines at an acceptable standard. This skill is highly valued because people get work done when under pressure to perform. For example, if a salesman had to meet sales targets. Staff who innovate are further prized to increase efficiency and problem solve. Workers who blindly follow the rules are less likely to improve a company, such as increasing productivity or organization.

On the other hand, there will always be times when people need to collaborate and work to an agreed set of rules in the modern workplace. This is important in many jobs to ensure common standards are met, get feedback on work done, problem-solving, and experience other people's points of view. For example, in executive positions, architecture, science, video game design, etc. However, every company has its requirements, and it's impossible to generalize one skill set as better than another. While there may not be much call for innovative janitors or collaborative factory workers, in my opinion, most higher-tier jobs require workers with all these skills to work effectively.

In conclusion, companies should hire to suit the situational requirements of each position. However, in highly-skilled jobs, it is more likely that recruiters would seek candidates with aptitudes in all areas.

4. Completing university education is thought by some to be the best way to get a good job. On the other hand, other people think that getting experience and developing soft skills is more important. Discuss both sides and give your opinion.

Model-1

In the push to secure a great job, some people believe that having a university degree is best. In contrast, others argue that possessing experience and interpersonal skills is preferable. In my opinion, whether preference for a degree or job-related attributes depends on the position being applied for.

It is indispensable to have a degree for some jobs from one perspective. In specific jobs that require the knowledge of many facts before starting, a degree is a must. Careers in chemical engineering, economics, or law necessitate that potential candidates have a theoretical understanding of a job-related field before starting work. Such knowledge can only be taught in a school setting, meaning that only those who have obtained a degree should apply.

On the other hand, many jobs don't require specific knowledge, and in such cases, work experience and soft skills are likely to be more valued by companies. Where job applicants have relevant experience, it can save companies money by reducing the need for training and putting prospective employees immediately to work. Additionally, many people nowadays possess degrees unrelated to the job being applied for. In such cases, relevant experience or good personal skills can help candidates stand out from the crowd.

In my opinion, most employers wish candidates to have both a degree and experience when they start work, but for most applicants, this is not an option. Therefore individuals should decide carefully on the job they are aiming for before beginning any course of study or work.

To sum up, jobs vary widely, with most employers needing theoretical or practical skills. To find the best job, people should ensure they meet a job's requirements before applying.

Model-2

Some consider that being a university graduate is the key to securing a good job, while others think it is better to have experience and soft skills. In my opinion, I believe that having a university education is essential for academic jobs, while soft skills and experience are more useful in business.

On the one hand, many think it is easier for most people to find a good job if they are university graduates with a reasonable degree. In other words, having tertiary education puts people one step ahead of others who do not, and this can be the deciding factor in getting a good job. The competition to get into universities and the increasing number of graduates show just how significant this level of education is for people's future work opportunities.

On the other hand, working experience and soft skills, such as leadership skills and interpersonal skills, can also balance the applicant's favor, according to some. For many positions, there are an overwhelming number of applicants. Therefore, having relevant experience in that line of work or having acquired soft functional skills valuable to a company can put one ahead of the game when applying for a position.

Finally, in my opinion, whether needing high level education or skills and experience depends on the position being applied for. Take, for example, law, medicine, or teaching, and it is impossible to be considered for an appointment without the required educational background.

In contrast, in business, it would be more critical for a candidate to have soft skills and experience in that line of business to step into a position without further training and be of immediate benefit to the company.

In conclusion, getting a good job requires a relevant background, either inexperience or education, depending on the work and field. People should make sure they attain the necessary skills or degrees before applying for a job to succeed.

5. Some people think that parents should teach children how to be good members of society. Others, however, believe that school is the place to learn this. Discuss both these views and give your own opinion.

Regarding who should raise children to be stand-up citizens, some say that parents are responsible, while others argue that teachers should be accountable. From my point of view, parents and teachers are both vital in raising children to be valuable members of society.

Parents play a huge role in children's early lives and thus are most influential at a young age. Children learn by copying others, so right from the beginning, parents should model how children behave in the community they live in. A good community member respects others, has fair and just values and obeys the rules of a community. Educating children in these values is every parent's responsibility, and as such, a child's education always begins at home.

However, parents usually work during the day, and once at school, teachers play a significant effect in a child's development. Whereas children look to their parents as models, they look to their teachers for knowledge and skills. Children learn how to judge others, cooperate, and appreciate societal values like recycling or racial equality at school. Moreover, they study many of the marketable skills they will need when applying for later life. Therefore, school is critical for shaping children into upstanding adults when they grow up.

In conclusion, making a model community member can neither happen overnight nor be simply boiled down to a set of teachable skills. A lifetime of learning and personal improvement makes a good individual. As such, it is the responsibility of every member of society to help its youngest members be the best they can be.

6. Some people think that a sense of competition in children should be encouraged. Others, however, say that cooperation and team working skills are more important. Discuss both these views and give your own opinion.

A school of thought in learning believes children should be taught to compete in school, while others consider the emphasis should be more on collaboration. From my point of view, both skills ought to be inculcated throughout the school as both are valuable in adulthood.

On the one hand, according to some, competition engenders more productive learning. Children work harder and get better grades when given a chance to win incentives and rewards. As evidence, consider all the successful reward schemes and prizes used by teachers in elementary school for good behavior and hard work. Furthermore, children in a competitive classroom have shown increased knowledge retention where they concentrate harder to outshine their classmates.

On the other hand, it is often believed that teaching children to cooperate is a better practice. Learning to work together and socialize are valuable social skills that children will need once

they grow up and enter the workforce. Furthermore, studies show that children tend to learn better when teaching each other thus, by carefully emphasizing collaborative skills in school, teachers engender more excellent learning among the whole class.

In my view, both skills should be incorporated into the classroom to ensure every student has the best chance at learning. Every class of students varies widely, and no single approach works best for all. While competitive teaching encourages a more individual learning style, it can also cause slower students to get left behind. Collaborative teaching practices may discourage some students if their efforts go unrecognized. Teachers should therefore allow for both in the classroom.

In conclusion, while each approach has its merits, I believe it would be better for children to develop both competitive and collaborative skills during their time at school.

7. Computers are being used more and more in education. Some people say that this is a positive trend, while others argue that it is leading to negative consequences. Discuss both sides of this argument and then give your own opinion.

Computers are becoming ubiquitous in the classroom these days, and while many view this as an encouraging development, others see it as causing adverse outcomes. In my opinion, computers have their drawbacks, but used responsibly, have the chance to make an overwhelmingly positive impression on a child's learning.

The biggest attraction of computer use in academia is the massive amount of learning material available. For a start, computers allow children access to the Internet and an unprecedented number of learning resources and content. If taught correctly, through research, children may discover for themselves many of the facts traditionally prepared by a teacher and, via lively debate, deepen their learning afterward. Moreover, children are fascinated by computers, and they're an easy way to develop an interest in the material they learn. In recent years, an explosion of great online curriculums supported by video, sound bites, and excellent animations have brought learning to life, which studies show encourages children to continue working on their studies even after returning home.

On the other hand, computer use isn't without its concerns. Computers are a source of entertainment for most students these days, and such viewpoints may translate to the classroom. Schools in London reported that half the time spent online was spent procrastinating rather than working. Another issue is that students may stumble across inappropriate content when online. It is all too easy for children to encounter violence or even pornography while connected to the Internet unless carefully monitored. This could distort a child's view of the world and lead to developmental issues later.

In conclusion, when used correctly, I believe that computers add immense value to the classroom. Under a teacher's guidance, children are more likely to be interested than distracted, and this increases the teacher's potential to shape future lives long after a child leaves school.

8. Some people think that environmental problems should be solved on a global scale, while others believe it is better to deal with them nationally. Discuss both sides and give your opinion.

Concerning the environment, some feel issues should be tackled through international cooperation, while others believe dealing with them at a national level is preferable. It is vital to solve environmental problems globally since most are interconnected over the long term.

At a national level, the arguments for prioritizing efforts to solve environmental problems are straightforward. Most people live day to day and consider the issues that affect them in the present. Hot button issues like air and water pollution, soil loss, and drought immediately impact the lives of national voters and politics. This affects the reelection of local politicians, who are likely to make these issues a national imperative.

However, global warming affects everyone over the long term, irrespective of where they are. All weather is interconnected, so as global conditions worsen, so will national problems. There is already insurmountable evidence that droughts in Africa are deteriorating, and superstorms are becoming more robust. Unless all countries make a concerted effort, every nation will suffer regardless of their actions. Additionally, developing countries have much to gain by working with developed countries that may share advanced technology and knowledge during national disasters. While short-term issues like drought or soil salinization should be dealt with on a national scale in the short term, I believe that it is only by coming together to discuss our global environment that mankind will find the ideas and solutions to efficiently address the problems that affect us all.

In conclusion, national problems should be dealt with inside a country's borders, but not at the expense of contributions to a global effort to reduce the effects of global issues, which affect everyone on a planet-wide scale.

9. All parents want the best opportunities for their children. There are some people who think that schools should teach children skills, whereas others think having a range of subjects is better for a child's future. Discuss both sides.

Concerning children's future success, some believe schools would be better off educating students in skills. At the same time, other people argue that knowing a broad selection of subjects is more beneficial.

At the turn of the 21st century, skills are vital for success. In addition to the essential competencies of literacy and numeracy, it is arguable that life skills such as critical thinking and communication skills are more important than knowing a wide range of academic subjects. Rather than simply teaching children facts and figures, skills make children into self-learners and content creators by allowing them to do their research and take charge of their learning process. Additionally, while skills are always helpful, many subjects are traditionally learned in school or not. Most students have already forgotten much of the math, chemistry, and history they learned in school by the time they have grown up.

On the other hand, knowledge is still hyper-important in the information age. Just as companies need critical thinkers, problem solvers, and creators, they also require employees to have a comprehensive understanding of many fields to function efficiently. Basic math, science, English, and computer skills are necessary even for ground-level jobs these days. The knowledge that new employees know is much higher for highly-skilled employment as jobs become increasingly complex. In knowledge-intensive professions like accounting, law, or

engineering, job-seekers must demonstrate a working knowledge of a wide range of subjects to influence their skills.

To sum up, skills and subjects are not mutually exclusive; varied academic subjects are still required to give children a grounding for later life; meanwhile, they further need skills to make sense of what they learn and apply it effectively in the 21st century.

10. Some people think that the government should decide which subjects that students should study at university, while others think that students should be allowed to apply for the subject they prefer. Discuss the two views and give your opinion.

Some people believe in a world where university subjects are mandated by governments, while others believe that students have the right to study what they want freely. In my opinion, students should make their minds up what they learn.

From one point of view, several reasons exist for governments to decide on a student's course of study. Firstly, they could choose subjects in line with what the economy needs. Having more people specializing in issues that stimulate the economy may help a country increase its competitiveness internationally. For example, more people studying biomedical sciences or electrical engineering may help boost the success of these fields. Furthermore, limiting choices may be better for students too. Students rarely know what they want to do and often take a degree they don't like. Thus, being given options that result in a high income may be attractive to many.

From my standpoint, I believe that students should decide what they study and follow their passions. In an open market environment, high-paying jobs market themselves, and people know the path they wish to pursue. This results in a diverse society where people can be the best iteration of who they want to be, whether businessman, artist or accountant. Additionally, a prosperous society is not defined by wealth alone but by the happiness of its people. When people choose their subject, the result is more of a diverse, affluent society in which anyone may prosper.

In conclusion, the government doesn't need to determine people's paths. I believe that people already know this, and deciding on their future results in a more diverse society that better reflects its people's interests.

11. Almost everyone agrees that we should be training children to recycle waste to save the Earth's natural resources. Some believe that it is the parents who should teach their children to recycle waste. Others argue that school is the best place to do this. Discuss both views and give your opinion.

It is a given that teaching children about waste recycling is good for the planet. While there is a difference of opinion regarding whether this is done at school or home, I firmly believe that the knowledge behind recycling is best taught in schools and that home is the best place to practice it.

From one perspective, schools are the best environment to teach children how to recycle. Students naturally pay attention to teachers when it comes to learning. In contrast, teachers have the training and resources to convey that knowledge to students in a way that accommodates all learning styles. Good examples are PowerPoints, videos, and well-designed hands-on experiments for multiple learning competencies. Moreover, recycling could be

integrated as a practical element into the curriculum. For example, in geography or science class, it can be explained in practice.

Concerning learning at home, while children may learn theory at school, they are best placed on practicing it at home. Young children learn by imitating their parents, reinforcing the importance of recycling by doing it themselves every day. Parents can encourage correct recycling habits when children recycle, for instance, by guiding them in the right bin to place each kind of trash and correct their mistakes every day.

In my opinion, children should learn the theory at school from seasoned educators but practice making that theory a habit at home. This would deepen the child's understanding of recycling while reinforcing its importance through daily practice and help save the Earth's resources in the long run.

12. There seems to be an increasing amount of serious crimes committed each year. While some think the best way is to use the death penalty as a deterrent, many people believe that other measures will be needed. Discuss both sides.

With the rise of serious crime increasingly a threat to society, there is a difference of opinion between those who feel that capital punishment is expanded to halt such crime and others who prefer alternative measures to be enacted.

Some state that the death penalty lowers crime when people know that if someone takes a life, then theirs will be taken in return. A life for a life is retribution for the victim and acts as the ultimate deterrent against other heinous crimes like first-degree murder, genocide, or assassination. Because of the seriousness of the punishment, it makes people think twice before committing first-degree crimes. Furthermore, capital punishment prevents re-offending since there's no possibility of such an individual committing similar horrific acts in the future.

On the other hand, regardless of severe measures, others are more effective at deterring brutal crime. Life imprisonment without the possibility of parole is suggested by many as a better alternative to capital punishment. This means that those who commit crimes such as murder are incarcerated for 25 years or more, with no chance of being freed before that time. In America, most states have legislation that makes it impossible for criminals sentenced to life imprisonment to be considered for release for a minimum 30 year period. Additionally, there is little research to show that the death penalty lowers crime rates. Research shows that states in America without the death penalty have lower murder rates than those states who do have it.

To sum up, although the death penalty has several benefits, there is little viable evidence to show that it is effective at reducing severe crimes, and other crime reduction techniques have had more success.

13. Advertisements are becoming more and more common in everyday life. Is this a positive or a negative development? Discuss both sides.

Nowadays, it is increasingly common to see a proliferation of advertisements in day-to-day life. In my opinion, while there are possible adverse effects to some people, for the majority, a more significant number of adverts bring multiple benefits to their lives.

On the one hand, an explosion of commercials may negatively affect some segments of society. For example, seeing ads for smoking or drinking could have a harmful influence on minors, especially adolescents who are more susceptible to such exposure. Moreover, the use of celebrities in ads may cause many consumers to buy for the wrong reasons. Just because a famous person praises a product doesn't make it great and may lead to customers wasting money on products they don't want. Finally, the propagation of ads on everything from streets to subways encourages people to spend more money. More ads mean more impulse buys, which only adds to the vast sea of debt many have accumulated on credit cards.

On the other hand, there are many positives to seeing more ads every day. For one, it gives consumers more choice. More choice means customers can make better decisions regarding items they need, which allows them to find the right product, whether cheap or high quality. A great example of this is targeted ads on Amazon. Amazon uses your buying history to recommend good deals on what else you may like whenever a product is bought. A further significant benefit is that adverts are simply a necessary evil in a consumer culture. More choice creates greater demand which benefits the consumer through lower costs.

In conclusion, while I consider that some advertisements may negatively influence some, for most people, increased choice and lower prices make the widespread use of advertisements a burden worth bearing.

14. Many employers are now offering their employees the option to work from home. As a result, employees will have much more flexible working hours in the future. Is this a positive or negative development? Discuss both sides.

Nowadays, many staff can take advantage of flexible work time due to employers offering them the opportunity to stay home and work. Although a few drawbacks to this arrangement exist, by and large, I believe this to be a job perk with many benefits.

There are several drawbacks to so-called flextime. When employees come and go from the office at different times, it can affect the workplace's sense of continuity and togetherness. While not at work, many staff may miss out on promotional opportunities and the support of their coworkers with challenging tasks. Additionally, working at home has been known to affect productivity negatively. Homes are for living in, not working, and most people working there are often distracted or spend excessive time procrastinating. In a recent survey in the United Kingdom, one in four people on flexible work time arrangements claimed they could not meet targets while away from the office.

On the other hand, flexible work time has many positive effects on an employee's daily schedule. To begin with, it enables staff to manage their work-life balance more quickly. Most people have all sorts of issues in their personal lives that conflict with the typical 9-5 days. These include picking up the kids from school or running errands such as going to the bank. Having personal time to do these things makes life much more convenient in the day. Moreover, work time flexibility allows workers to avoid rush hour traffic by leaving early or

arriving late if on a long commute. In short, flexible work time makes for happier workers, which leads to more incredible productivity overall and better job satisfaction.

To sum up, flexibility with work time may put some workers at a disadvantage, but for the majority, it allows them much more convenience, which leads to a more satisfied workforce overall.

15. Some universities now offer their courses on the Internet so that people can study online. Is this a positive or negative development? Discuss both sides

In recent years, a small but growing number of universities have put their courses online for people to study. In my opinion, while some people feel there could be a few drawbacks, I believe the positives far outweigh the negatives.

On the face of it, the main disadvantage to utilizing online content to study is that it results in less meaningful support. This means that students mostly communicate with their professors through writing rather than face-to-face. Therefore an issue or problem that may be discussed in one session may take weeks to consult online, not to mention the potential for misunderstandings. Additionally, online education fails to account for the support from peers. For instance, in a classroom environment, peers may learn from each other's questions, support each other, or more easily engage in teamwork and collaborate. Online learners, on the other hand, may seldom encounter their classmates.

Notwithstanding these negatives, online university courses are a positive development in several ways. For a start, learners have much greater flexibility while studying. This means that while many may have jobs, families, or other commitments, they can participate anytime, anywhere, and at their speed by researching online. Secondly, the cost is much cheaper due to few overheads such as reduced support. That's why universities can afford to offer first-class content at a price accessible to everyone. Most importantly, online courses are available to everyone. When online, everyone can enroll, irrespective of age, background, or even location, meaning that literally, anyone can do an online course in the way that works best for them.

In conclusion, while I consider that some downsides to distance learning do exist, I believe it to be a considerably positive development in general.

16. Nowadays, more people choose to socialize online rather than face to face. Is this a positive or negative development? Discuss both sides.

It is a fact of modern society that people are increasingly shunning face-to-face contact in favor of socializing online. In my opinion, this is a negative result that may result in strained relationships, mental health problems, and possibly harmful situations.

One serious issue that can arise from increased online socializing is its damage to close relationships. For example, on average, a user of Facebook has around 500 online 'friends,' yet under a dozen true friends. While most people spend more time maintaining cordial relationships with many, they spend less time overall with those who matter the most, which causes many people to drift apart over time.

Another issue is that social media reduces people's sense of well-being and life satisfaction. Socializing online gives the impression of making friends, but it lacks the warmth and closeness of human interaction. Studies in America show that spending more than three hours on social

websites makes people more depressed and disconnected than those who do not. If society is happier, it needs to spend more time looking at faces and less at screens.

Finally, increased time online may lead to potentially dangerous scenarios. It's risky to meet people in the real world. However, it is astonishingly easy for people to hide their identities and true intent in the online world. As a result of increased time spent chatting online, criminals such as sexual predators and fraudsters have more opportunities to cause harm to the vulnerable like the young or elderly.

In conclusion, despite its popularity, socializing through the Internet has too many drawbacks to be considered a positive development.

17. Some think that it is better to live in the city, while others believe that life is better in the countryside. Discuss both sides and give your opinion.

While some people feel that living in rural areas is more rewarding, others believe that an urban living environment is more satisfying. It is better to live in the city while young, and in the countryside when older.

Life is cheaper and more convenient in the city due to more shops and transportation options. As young people start in life, they don't have much money to buy a car or a house, so the city is good. Public transport options make it easy to travel quickly by bicycle, subway, or bus, and a preponderance of shops means lower prices through increased competition. In addition, there are more entertainment options in the city, which is better for socializing. For example, nightclubs and bars tend to grow more in the towns than rural areas making city life more suitable for younger people than older.

On the other hand, healthier living in the countryside makes it more suitable for older people. As populations get older, more and more retirement homes are being built outside of the city. In the countryside, the air and water are cleaner, and it is generally quiet, which increases people's sense of well-being. Furthermore, there is less traffic and crowding in the countryside, which removes many obstacles for older people who may have trouble getting around. Finally, rural areas foster a greater sense of community since people tend to support each other. This gives purpose to people's lives when they know others care about them.

In conclusion, I believe that the living environment chosen by an individual depends much on their circumstances and age. A younger person is more likely to appreciate the entertainment and convenience of city life. In contrast, strong local communities and closeness to nature may better suit an older person.

18. Some people think that exercise is the key to health, while others feel that having a balanced diet is more important. Discuss both sides and give your opinion.

According to some, good health goes hand in hand with regular exercise, yet others feel it is more important to maintain a balanced diet. In my opinion, I believe that training is more essential for the majority of people.

There are several benefits to a balanced diet for good mental and physical health. For one thing, eating well lifts moods. Simple foods varied in color and type can lift mood and lower the risk of depression. Eating more fruits, colorful vegetables, proteins, and whole grains help the body run efficiently. This makes dieters feel good and, as a result, more willing to be active, which thus makes them healthier. For another thing, eating well makes people less prone to getting sick by building a body less susceptible to disease. Vitamins and minerals in diet boost immunity, protecting the body against certain diseases like obesity, diabetes, and high blood pressure.

On the other hand, I believe that exercise is more effective at improving health since it encourages long-term health habits from the beginning. Exercising not only burns calories but makes people feel good. While starting a diet is never a pleasant experience, cardiovascular exercises like cycling, walking, or swimming trigger endorphins in the brain that immediately decrease stress levels and enhance our sense of well-being. Once people start feeling good from exercise, they are more likely to continue. Moreover, exercise doesn't have to be for long periods to achieve instant benefits. Doctors usually advise exercising for 20 minutes three times per week, a sufficiently short enough time to make a habit and fit into busy schedules.

In conclusion, while a good diet is necessary, exercise offers greater convenience flexibility and makes people feel good; it encourages good health habits in the long run.

19. Genetic engineering is a key issue in modern society. Some people think that it will improve people's lives in many ways. Others feel that it may be a threat to life on Earth. Discuss both views and give your opinion.

Whether one agrees or disagrees, genetic engineering regularly engenders serious disagreement between those who feel it will potentially enhance lives and those who claim all life on Earth may be imperiled by it. Although there are some causes for concern, genetic engineering is suitable for modern society.

The main drawbacks to genetic modification are related to what we still don't know. The genetic code of life is infinitely complex, and scientists still don't know the long-term effects of cross-splicing genes between separate species. This is the principal argument given in agriculture. Despite a complete lack of evidence to the contrary, many fear that modifying certain crops on a mass scale may have an irreparable effect on local ecosystems and, by extension, nature at large. In medical science, many fear that given the power to play god, humanity would be free to experiment without ethics or guidelines or fear of unknown consequences. The results may be human clones, artificial life, or bio-engineered babies.

However, genetic engineering has already had a significant impact on the planet, particularly in agriculture, so I believe it is suitable for society. Scientists estimate that around a billion people have been saved from starvation since the first genetic modifications of the 'Green Revolution' in the 1960s. Today, genetically modified crops have more excellent resistance to

disease, drought, and pesticides. In addition, crops can now be grown more prominent, more quickly, and with massively greater yields than in the past. This has increased farmers' income and has been a critical reason that many in the developing world escape poverty altogether. Aside from benefiting the world's food supply, genetic engineering has resulted in significant medical leaps in producing new vaccines drugs and detecting and treating certain cancers.

In conclusion, although there are legitimate concerns about the effect of genetically modifying our planet, based on its overwhelmingly positive impact on people's lives in the past, I believe genetic engineering will continue to benefit the world far into the future.

20. Some people argue that the public should be allowed to have guns. Others do not agree. Discuss both points of view and give your opinion.

Gun ownership is a controversial topic, with some people arguing that the public should choose to own them, while others disagree wholeheartedly with the idea. In my opinion, I believe that the public should only be entitled to own guns after having proper training.

The benefits of gun ownership are touted in some countries more than in others. In countries where owning one is a civic right, like the United States, using one in self-defense is legal. With muggings, murder, and burglary rising in many countries, there may be some truth to the claim that owning a gun gives the owner increased security. Furthermore, guns may be a necessity rather than an option in remote or dangerous areas. Without police nearby, properly stored guns may be a great asset in deterring criminals from breaking a remote property.

However, rather than deter violence, guns tend to escalate it in areas where they are widely available. Research shows that violent crime increases dramatically when guns are prevalent in society. When the public is armed, criminals and the police become so too, creating a situation where guns beget more guns and eventually death. Additionally, greater ease of access is dangerous for children. Having a gun easily accessible may tempt children to abuse them, as evidenced by the almost weekly school shootings in the US. There is further a proven link between increased suicide rates when guns are present.

I believe that the general public should be barred from owning guns of any kind. Also, guns should be restricted to specialists with a proven need for a firearm, such as soldiers or hunters. While there are certain circumstances where owning a gun is an advantage, there is no place for a weapon in modern society in the vast majority of situations.

21. Is this a positive or negative development that governments spend a huge amount of money building public transport? Discuss both sides.

Public transportation systems are expensive, and governments typically spend vast sums building them. While this may be a wasted endeavor in the eyes of some, in my opinion, public transport benefits both city residents and governments in several ways.

To begin with, public transport is historically underfunded and not extensive enough for most people who must drive as a result. A comprehensive, regular bus or mass transit service means people make considerable savings on gas and parking. This may further save city residents time and reduce stress on daily commutes.

Secondly, an efficient system of public transportation is good for the environment. Air pollution is a huge problem in cities like Beijing or London. The more people who use public transport, the fewer vehicles on the road, reducing toxic emissions. As a result, air

quality improves, but people's health does too, which lowers the long-term health costs of city governments. According to a study of several UK cities, there was a direct correlation between lower traffic on the road and the number of inpatients at hospitals.

Finally, everyone experiences an improved standard of living where public transport is widely used. Enhancing mass transportation systems increases a city's livability through a clean environment and ease of getting around. This pays dividends later by attracting talent and business to a town. As local populations grow, so does government income through taxes, allowing further enhancements to the transport network.

In conclusion, having an efficient, well-funded transportation network for the public to use improves convenience, the environment, as well as living standards. Although they may be expensive to build, investing in transportation systems result in greater returns in the long term.

22. Countries are becoming more and more similar because people are able to buy the same products anywhere in the world. Do you think this is a positive or negative development? Discuss both sides.

When traveling around the world, it is possible to observe that countries become more alike since the same products are available everywhere. I believe that this is a positive development for several reasons.

To begin with, the presence of global products in local markets often lowers prices for domestic consumers. Overseas brands increase the diversity of goods in a local market by offering higher quality items at a competitive price. This increased competition results in more incredible innovation, better quality, and lower costs for the consumer. For instance, products from a Swedish manufacturer in Asia are causing many national furniture manufacturers to lower prices and differentiate themselves from one another.

A further benefit is that the standardization of global products helps eradicate discrimination worldwide. In many countries globally, everybody has an equal opportunity to purchase products regardless of their status in society. Through supermarkets and department stores, a high-end product such as an iPhone is as equally accessible to a housewife in a developed country as one in a developing country. This allows everyone to stay abreast of world fashion trends which may drive demand further and lower prices.

Finally, the wide availability of foreign brands globally is convenient for travelers and overseas students who may find familiar products or brands from home in an overseas market. If something runs out or needs to be replaced, trusted international brands can be found in most countries. For example, fast food chains and coffee outlets such as McDonald's and Starbucks can be found in most world cities, which can attract tourists who can't accept local food.

In conclusion, reduced prices, increased equality, and greater convenience means most people will experience positive value from global brands.

1. First impressions are important. Some people think that doing well in interviews is the key to securing a good job. To what extent do you agree?

It is true that when it comes to getting a good job, interviews are a critical component in the process. Whereas some may think they are the most significant part, in my opinion, other factors are more important.

For one thing, finding the best jobs and preparing for them is more important than just the interview process. In today's competitive job climate, being the most appropriate candidate for the position is much more important than just making a good first impression at the interview stage. Job seekers must learn to network well, scour trade journals, and visit online networking websites like Linked In to find good work. If a candidate is suitable and prepared for a position, their hard work will come across in the Interview and put them in a better place to get their dream job title.

For another thing, the interview process for highly -skilled jobs rarely consists of a single one-on-one meeting. These days, high-paying jobs often have second, third, even fourth-round interviews, not to mention role-play scenarios to see how candidates perform under job-like conditions. Companies need to find the most suitable candidate for an opening, as first impressions are inaccurate. As a result, companies quickly learn to separate the qualified applicants from the wrong, and simply doing well in an opening interview may not be enough.

In conclusion, being the best person for the job is more critical than focusing strictly on success in the Interview. Only through perseverance and ambitiousness will candidates secure the best jobs nowadays.

2. Doctors, nurses, and teachers contribute significantly to society and should be paid more than entertainment and sports celebrities. Do you agree or disagree?

Health care professionals and educators form the pillars of every society, and as such, some say they should be compensated at a similar level as the rich and famous. While this notion seems noble on paper, in my opinion, it would be unrealistic to enact in real life.

For a start, the concept is financially unviable. Although there are many musicians, singers, and sports stars, they pale compared to the number of teachers, doctors, nurses at all levels of society. If a government were even to pay such workers the stratospheric wages of well-known superstars, it would quickly bankrupt the country.

In addition, the careers of celebrities and public service professionals are incomparable. Doctors and educators often work incredibly long hours over many years, while famous people may often only remain so for a few years in line with their achievements. For example, sports stars often only remain well-known until their mid-thirties, whereafter they have to find other means to make a living.

Finally, the high wages of a superstar may be partially justified based on a life very different from a healthcare professional or educator. Many famous people give up much to maintain their notoriety, primarily their privacy. In return for around-the-clock exposure to keep themselves relevant, celebrities allow their lives to be scrutinized by the media, who

discuss everything from their body weight to their clothes choice to the status of their relationships.

In conclusion, neither is it economically feasible to pay doctors, nurses, and teachers at the same rate as famous people nor can the two groups be compared due to the many differences.

3. Having a good university degree guarantees people a good job. To what extent do you agree or disagree?

According to some, having a first-class university degree is all that is needed when it comes to finding a high-paying job. In my opinion, there are many factors that affect whether a person finds a high-end job.

For a start, looking for good work isn't easy. In today's competitive job climate, finding a job doesn't rely on a degree alone; the perseverance and ambitiousness of the candidates themselves count the most. While Ivy League universities' varsities and alumni organizations have great networks to help find a good position, there's no guarantee. Nowadays, job seekers must learn to network well, scour trade journals, and visit online networking websites like Linked In to secure the first interview.

Secondly, many companies don't only consider people with degrees for available positions. High-end universities are expensive, and except for scholarships, students who get a degree from there are likely brilliant and well off. As such, it stands to reason that there are plenty of equally intelligent, capable students who don't attend an Ivy league university due to a lack of funds. Most jobs recognize this and are more likely to treat candidates equally in the knowledge that the right person for the job could come from anywhere.

Finally, the interview process for highly-skilled jobs is challenging. These days, while a prestigious university degree may get you an interview, there is no guarantee it will ensure a position. High-paying jobs often have second, third, even fourth-round interviews, not to mention role-play scenarios to see how candidates perform under job-like conditions. As a result, companies quickly learn to separate the suitable applicants from the wrong, and an expensive degree may count for naught.

In conclusion, in my view, today's cutthroat job market means that candidates require more than just degrees to get the best positions.

4. Paying all workers the same salary promotes harmony and respect amongst colleagues. To what extent do you agree or disagree?

Some say that harmony and respect are engendered among coworkers by compensating all staff the same amount. While the idea sounds admirable in the short term, in my opinion, this would be impossible to implement in reality.

To begin with, reimbursing all company employees equally would not be accepted in a society where it's the cultural norm to receive an incentive for work done. From grade school to the office, people receive rewards for work done. Students are rewarded for following the rules and at home with treats and promises in school. At work, employees work in a graded salary system in which the critical motivator is a salary taken home at the end of the month. In a typical capitalist system, it is hard to imagine workers taking to such an ideal without the result being discord and conflict rather than harmony and respectfulness.

Secondly, recompensing workers equally is an unfair system of payment. By their very nature, some people work harder than others, and if rewarded equally for their work, there would immediately be calls of unfairness. Moreover, people work in different ways and should be paid accordingly. Whereas some are happy doing repetitive tasks like assembly or labor work, others look to improve how they do chores. For example, someone who increases the efficacy of a company division through organizational changes, thus earning the company higher profits, should be paid more than someone who does assembly work on the factory floor without change.

In conclusion, it is my view that equal remuneration for all employees is not only unfair but would result in conflict and disaster.

5. Bringing in foreign workers to fill positions that domestic workers are unwilling to do can cause problems in the local community and should therefore be stopped. To what extent do you agree with this?

Overseas workers who have been brought in to fill the unwanted positions of domestic workers are said to cause problems in local communities and should be prohibited from working there. While some may believe this to be the case, in my view, the benefits immigrants bring to a local area far outweigh any potential difficulties.

For a start, immigration brings economic growth and stability to local areas. Immigrants fill gaps in the workforce, pay taxes and spend money on housing, transport, and consumer items. This means local governments receive more income through taxes which can be spent on public services and infrastructure to improve the quality of life for all residents.

Furthermore, an influx of foreign workers may help preserve a local area's character. With the arrival of inexpensive labor, many local companies can remain open and avoid closing or relocating to cheaper areas out of town. This helps maintain a community of many historic or well-known businesses that add cultural value to a place and allow it to retain its sense of identity.

Finally, immigration allows residents to retire and enjoy their golden years. These days, many public sectors face a staffing crisis that has resulted in many baby boomers putting off retirement as public sector bosses struggle to find replacement workers. Most migrants are often highly-skilled and can be suitable replacements for older workers. As a result, the community would benefit as more locals have free time to organize events and socialize.

In conclusion, immigration brings many benefits that preserve the local community and enhance its culture and economy. Where a change may be expected in the short-term, careful policy forming can ensure that everyone in the community benefits from migrants in the long run.

6. Some people are concerned that children spend too much time on computers – playing games, chatting and watching videos. But all this time is actually good preparation for children, who will have to spend many hours working on computers throughout their education and their working lives. To what extent do you agree or disagree with this statement?

With all the time that children spend engaged in various activities on computers, some people believe this is good preparation for a future in which many will work on computers full time through school and at work. I entirely oppose this belief for several reasons.

To begin with, time on computers learning computer skills cannot be equated with that spent playing games or chatting online. While there may be some truth that videos games increase problem-solving and analytical skills, there is no evidence to suggest that they improve other workplace skills. The skills children need in a future workplace are coding, designing, and software skills, to name a few. The only way to ensure they learn these is for adults to be on hand to teach and supervise such learning.

Furthermore, spending too much time online may further negatively affect a child's mental health. Unsupervised time on computers can result in children encountering inappropriate content online. Children have a brief attention span, so they are easily distracted by what they see or experience online. There's also the genuine risk that children become addicted to the video games they play. Video game addiction is a proven disorder and affects many children in the US today. The quick-reward-based system of such games is attractive and negatively affects how children learn and are motivated.

In conclusion, unless a child wishes to be a video game designer, increased computer time not only has little value to them beyond entertainment, it may even negatively affect a child's development in the long term. When using computers, children should be supervised by adults to ensure they learn what they're supposed to.

7. Many people believe that social networking sites (such as Facebook) have a huge negative impact on both individuals and society. To what extent do you agree or disagree?

There is a modern-day movement against the dependency on social media sites like Facebook that many people feel had a negative influence on society. While some may disagree with this point of view, social networking sites do society and individuals more harm than good.

Regarding society, social networks are causing a decline in meaningful relationships. These days people are spending longer and longer engaged in unresponsive one-dimensional communication online. While in-person interactions involve body language, actions, and facial expressions, online communication means more extended periods of typing alone. This causes people to become more distant and promotes disconnect within society.

A further issue is that social media reduces people's sense of well-being. Studies show that people who spend more than three hours per day using social media feel more depressed and disconnected about their own lives than people who do not. Therefore, social media cannot be considered good for society's mental health.

In the case of individuals, social media interactions could lead to potentially harmful situations. It's risky to meet people we don't know in the real world, yet it is too easy online. Hidden behind a computer screen far away, people may easily conceal their real identities and true intent. This

is especially dangerous for younger people who are more influential and may end up in hazardous situations such as fraud, identity theft, or other more serious offenses.

In conclusion, I believe that social media is harming the cohesiveness of society and people's well-being and safety. It is necessary to urge caution when using online social media.

Problems and Solutions

1. In many countries schools have severe problems with student behavior. What do you think are the causes of this? What solutions can you suggest?

The conduct of school pupils has indeed been declining in certain parts of the world in recent years. While there are many possible reasons for this, several measures exist to solve the issue. In my opinion, lousy classroom behavior can be attributed to three main factors.

Firstly, parents nowadays are often too busy to attend to their child's needs fully. Craving attention, many children isolate their frustration by disrupting the class, resulting in conflict with either the teacher or classmates. Secondly, teacher behavior is crucial to maintaining a well-functioning style. Educators with bad attitudes or poor classroom management may distance themselves from their students, causing them to rebel and disrespect the teacher. Finally, in schools with overcrowded classrooms, lousy lighting, and uncomfortable chairs, students are expected to sit for long periods and listen to the teacher. An uneasy learning environment results in a skeptical class and may cause school children to fight.

However, there are several solutions to improve how students behave. Good communication between schools and parents is imperative. Schools must persuade parents to establish clear codes of conduct with clear punishments if their offspring step out of line. In addition, professional training and regular assessments at school can improve teaching standards, motivate students, and reduce disruptions. Questionnaires given to students could further be used to assess class satisfaction during class time. Meanwhile, schools should invest in producing bright, airy classrooms with small class sizes in which students wish to spend the better part of their day studying.

In conclusion, practical rule setting, good role models, and a motivating classroom environment are essential for students if disciplinary problems are to be avoided in the future.

2. Overpopulation in many major urban centers around the world is a major problem. What are the causes of this? How can this problem be solved?

Increasingly, overpopulation is becoming a severe issue of key metropolises worldwide. Whereas multiple causes exist for such overcrowding, several solutions are on hand to lessen the problem.

The bright lights of the city have been attracting people for centuries. One reason is the attraction of better-paid jobs. Stagnating rural economies offer few jobs outside of farming, and cities tend to have higher salaries than poorer rural areas. For young people hoping to start a possible career, cities offer much greater rewards than villages back home. Another reason is better living conditions. Cities often have more healthcare options, superior infrastructure for getting around, and much better entertainment options. For anyone desiring to raise a family or have a social life, the attraction of social mobility combined with an accessible social safety net is hard to resist.

To resolve these issues a number of measures should be considered. Firstly, governments could promote business opportunities in regional areas away from cities. Incentives such as tax breaks and cheap land deals may encourage companies to relocate to market towns and even attract city talent, thus reducing overcrowding there. Secondly, investing in a first-class public transit system would encourage more people to leave their cars at home on their daily commutes. This would not only reduce traffic congestion but also decrease air pollution in the city. Lastly, a range of high-density, affordable housing should be built to accommodate the influx of migrants and lessen overcrowding in homes.

To sum up, job relocation, excellent public transport, and affordable housing can help mitigate overcrowding in cities and improve the quality of life for all inhabitants there.

3. In many parts of the world, water sources are becoming more polluted. What are the consequences of this problem? What can be done to combat it?

In recent years, the pollution of water sources worldwide has become a disturbing trend. While multiple causes exist for such contamination, several solutions are on hand to lessen the problem.

Water pollution caused by dumping garbage and chemical effluent into water sources can have far-reaching and damaging effects on both humans and the environment. Firstly, it harms the aquatic environment by killing organisms like plants and fish as well as larger animals that depend on these, such as mammals and sea birds. A further consequence is disruption of the food chain. When pollutants like heavy metals get into small fish and animals, these inevitably end up in other animals that consume them, including humans, who may contract serious diseases. Finally, there's an economic cost to contaminated water. It is exceptionally costly to purify water once polluted, and this has other effects such as driving away tourists in certain areas on which many local communities depend.

To solve such problems, government policies and laws can strongly affect them. Companies that show flagrant disregard by strictly enforcing water pollution laws should pay heavy fines and even be shut down if they repeatedly offend. Furthermore, every business should be checked regularly to ensure all comply to ensure best practices in waste disposal. Governments should aim to make citizens more responsible for the liquid waste they dispose of regarding individuals. Studies show that it is possible to reduce the amount of such waste by half. It would also limit the amount of hazardous waste that often ends up leaving people's homes.

In conclusion, governments can begin to clean up their water supplies by strictly enforcing government policy concerning industry and increasing public awareness about the waste that enters a water network.

4.Many people say that human society has developed into a "throw-away" society filled with plastic bags and rubbish. What are the causes and solutions?

Since the end of the Second World War, most societies on earth have evolved into "disposable" ones, overrun by an epidemic of plastic bags and trash. While there are several reasons for this, specific solutions exist to tackle the issue.

There are several causes for the increase in trash produced. First is the convenience of using disposable plastic items. People are creatures of habit, and the cheapness and availability of plastic dissuade people from reusing things. Businesses in particular benefit since they save time and money from using single-use objects. For instance, by offering plastic dishes, cutlery, and cups, a small restaurant saves time and money washing, fixing, or replacing such tableware. Another huge problem is the out-of-sight, out-of-mind mentality prevalent in most societies. In other words, once thrown away, trash is somebody else's problem. With no repercussions, people are free to throw away what they want, leading to unrestrained disposal that only adds to the mountains of waste already produced.

Governments should ban all single-use plastics from countries and impose severe penalties on those using them. Once less available, consumers would be forced to reuse things like bags, straws, and cups, dramatically reducing the amount of trash our society produces. Moreover, governments could force manufacturers to use recyclable plastic and mark such products with instructions on recycling them. Finally, public education campaigns could raise awareness about the ill effects of each person's waste and make the public aware of what they purchase. Once consumer habits have changed, manufacturers would be forced to rethink how products are made and packaged.

In conclusion, society would have to reconsider what it buys and throws away through a ban on single-instance plastics and public awareness campaigns. The mountains of trash may begin to dissipate.

5.Nowadays we are producing more and more rubbish. Why do you think this is happening? What can governments do to help reduce the amount of rubbish produced?

It is an uncomfortable truth that society currently generates an unsustainable amount of waste. While there are many possible reasons for this, several steps can be taken to resolve the issue.

There are several causes to blame for the rise in the amount of waste society produces. First, has been the development of a 'throw-away' culture. Companies makes huge profits from customers willing to buy products cheaply, then throw away and forget them due to the convenience they bring. Single-use items such as bottles of water, ink cartridges, diapers, and shampoo bottles are often mass-produced from non-recyclable materials like plastic that end up harming our environment. Secondly is the rising use of disposable packaging, especially in everyday consumable items like food and drink. While the packaging may preserve the food inside, most of it cannot be recycled, which means the majority gets disposed of. Finally, there are no consequences to throwing away the things people use, leading many people to think little about their trash once it leaves their home.

Governments should ban all non-recyclable materials like plastics and polystyrene and impose severe penalties on those using them. Once less available, consumers would be forced to reuse things like bags, straws, and cups, dramatically reducing the amount of trash society produces. In addition, manufacturers could be forced to use more recyclable plastic in packaging and mark such products with instructions on recycling them. Most importantly, public education

campaigns could raise awareness about the ill effects of the waste each person creates and make everyone think twice about what they purchase.

In conclusion, by banning many single-use products, using recyclable packaging, and making the public more responsible for their waste, countries can significantly decrease the amount of waste they generate.

6.Many small local shops are closing as they are unable to compete with large supermarkets in the area. How does this affect local communities? How could this situation be improved?

In recent years, the opening of more supermarkets has forced the closure of many small businesses in and around local communities. While this has several devastating effects on local communities, steps can be taken to tackle this problem.

There are several effects of the closure of small businesses. For one, supermarkets are usually located outside of community centers, forcing people to travel further. This makes walking to the shops for groceries more inconvenient, so people stay home more and socialize less. Another critical effect is communities become less attractive as fewer shops mean less diversity and fewer options for customers who have to travel further to find what they need. Most significantly, local shops typically comprise the soul of a community, and their closure means locals lose an essential place where they can chat, meet, and create social bonds.

This situation can almost certainly be improved. Local governments could encourage local shops to open through incentives like tax breaks or caps on land rates. In addition, local leaders could help promote diversity in the community through small business training schemes. Evidence suggests that opening specialist shops such as massage therapists, organic food shops, or pet grooming salons can generate new business opportunities in many areas. This would breathe more life into community areas and create better cohesiveness among local populations.

In conclusion, communities will continue to suffer shop closures unless local governments and leaders set schemes to help make community centers competitive with supermarkets.

7.More and more wild animals are on the verge of extinction and others are on the endangered list. What are the reasons for this? What can be done to solve this problem?

The number of critically endangered animals is growing significantly, while a disturbing number of other species have become threatened. This worrying trend stems from several causes, but this situation can be dealt with by taking up specific initiatives.

One of the significant factors leading to wildlife endangerment is deforestation. With the increase in population, there is a high demand for land and wood. To meet these needs, the forest lands are cleared to make it suitable for various activities like agriculture, timber extraction, construction, etc. This would lead to the destruction of many creatures' natural habitats, endangerment, and ultimately extinction of many species. Apart from this, poaching is another activity that puts the lives of many wild animals at risk. Several animals are killed illegally for various purposes like skin, fur, horns, medicinal usage, and so on, which are of high value in the market. This illegal wildlife trade also threatens the existence of many species putting them at the risk of extinction.

Where a political will is available, several solutions may help. To begin with, developed countries could help fund budgets to protect endangered species in poorer countries. While this doesn't solve the issue of corruption, it would increase deterrence and hopefully reduce the number of animals needlessly killed. More meaningfully, in countries where animal parts are bought and sold, laws should be more strictly enforced, and punishments massively increased to discourage both sellers and buyers alike. A concerted education campaign should also be effected to stamp out the perception that animal parts have any curative properties to reduce the market for such 'goods' once and for all.

This alarming issue needs to be addressed immediately by adopting specific measures. To control deforestation, the government should create awareness regarding wildlife protection and build wildlife reserves to prohibit human activities in such regions. This would aid in safeguarding the natural habitat of many animals and protect them from endangerment. In addition to this, there is also a need to stop poaching activities by taking stringent actions against those hunting animals illegally. A complete ban on wildlife trade can also help discourage hunting, which would help protect the animal species from extinction.

To conclude, the number of species at the risk of extinction is on the rise. If this issue is not addressed immediately, it will affect the survival of many unique species.

8. An increasing number of professionals, such as doctors and teachers, are leaving their own poorer countries to work in developed countries. What problems does this cause? What can be done to deal with this situation?

Professionals such as doctors and teachers are increasingly emigrating from less developed nations to find better jobs in more advanced ones. Although several problems result from this, solutions are on hand to address them.

To begin with, an exodus of migrating professionals creates an immediate brain drain in a country that causes several issues. First, it damages the economy as fewer workers pay tax, particularly income tax. This reduces the amount of revenue a government receives, which affects national development and innovation. Secondly, when a country's top workers go overseas, it can lead to a shortage of vital skilled workers in a nation, worsening living conditions. For example, since the start of the century, the departure of medical professionals and educators has caused waiting lists and class sizes in some Eastern European countries to double in size.

To mitigate this situation, solutions need to be both short and long-term. Governments can begin by attracting highly-skilled foreign workers to replace those that have been lost. By offering incentives such as higher wages and better living conditions, nations would ensure that citizens had reliable access to doctors and educators and enhance local competitiveness. In the long run, governments could encourage businesses to invest in labor productivity, in a view to boosting the skills of employees and helping raise salaries. In turn, higher wages would result in more significant taxable income, developing the country further.

In conclusion, by attracting foreign professionals through incentives and improving the labor market, governments may hope to slow the brain drain affecting many less developed countries.

1.The Internet is a good source of information and opened up opportunities for people all over the world. Is all information reliable online?What could be done to control information online?

Through the advent and spread of the Internet, not only has knowledge become freely available to a global audience, but doors have been opened too. Even though some debate still exists regarding the quality of online information, in my opinion, most facts and figures on the Internet are reliable since society is doing a great job of regulating its content.

For the most part, much information available online is dependable. Search engines such as Google tend to turn up only the most trusted sources, so users access the best sources online. This in itself may engender the impression that online content is trustworthy. For example, 98% of the population of France use the Internet to check facts and figures every week. However, some content isn't dependable, and occasionally the average surfer will stumble across it. Examples include online forum posts, blog entries, and minor websites, though, after 25 years of searching online, most would find it easy to tell the validity of such knowledge.

While some say that we should regulate content shared online, I believe that there is no need for society to do the job by itself. Firstly, since the beginning of the Internet, people have learned to identify untrustworthy news sources, and many websites have increased the quality of the facts they offer. A case in point is Wikipedia, which has developed a reputation as such a trusted news source that Google often ranks it first on its search results through self-policing. Even more importantly, has been the development of a social media rating system for the web wherein websites with lots of comments, likes, or shares from sites like Facebook tend to be trusted by society more than those without.

In conclusion, as the Internet has evolved, so has the reputability of its content and the mechanisms to regulate it, thus removing any need to control its content through other means.

2.Happiness is considered very important in life. Why is it difficult to define? What factors are essential in achieving happiness?

The hunt for happiness is an integral part of everyone's daily life, yet many run into difficulties in the quest to define it. However, becoming happy has several vital components, including basic needs, a supportive environment, and a clear sense of purpose.

It isn't easy to define happiness since something is different from another. For example, some people may derive a sense of well-being from outside sources such as money or fame, while others obtain it through more internal values like sound health, friendships, or dedication to a cause. A further consideration is the range of emotions associated with happiness, from excitement to passion to feelings of tranquility and inner calm. In other words, where one person may feel fulfilled socializing at a party, another may gain contentment from meditation or time alone.

While problematic to define, I believe most people would agree that there are particular prerequisites to sustaining it. Firstly, for a person to be happy, that individual's basic human rights of shelter, clothing, food, and water must be guaranteed. Everyone needs a basic standard of living to enjoy their life. Secondly, humans are born to be social, and sharing important moments and experiences with friends and family inherently contributes to feelings of

goodwill. Finally, being free to choose one's own life direction along with a sense of purpose have been shown by studies to be key to self-fulfilled living.

In conclusion, happiness may be difficult to define as its meaning is unique to every person; however, being provided for physically and emotionally and the ability to control one's destiny is vital for it to be experienced.

3. News editors decide what to broadcast on television and what to print in newspapers. What factors do you think influence these decisions? Do you think that there is too much emphasis on bad news these days?

In the news business, editors have the final say in what makes it air or what causes it to print in newspapers. Various factors affect their decision-making; however, in my opinion, the public is inundated with harmful news content, and more positive news would be beneficial to all.

Regarding news stories worth focusing on, editors must weigh up several aspects. For one thing, timing is a significant factor in choosing stories to inform the public, especially ones that affect many people. Stories that happen right away are classified as newsworthy, and however, if the same level occurs again, it's no longer attractive. For another, proximity to a story is essential. Stories that happen closer to home become more newsworthy than those far away, so domestic news stories become more noteworthy than international ones. Finally, human interest stories always garner attention since they don't date quickly and often offer an emotional connection with the audience.

However, to my mind, most news shared with the public is of a negative slant. Through TV, print, and online media, society is inundated with stories of crime, disasters, and war to the point that the good news becomes exceptional. As a result, people have become accustomed to this trend and become more anxious about the state of the world. For this reason, I believe having a more significant proportion of positive news in the media would benefit everyone. Stories of human interest, scientific discovery, or human achievement help everyone understand the world around them and make better decisions. That way, society can better understand the world rather than view it as dangerous.

In conclusion, although news editors face many challenges in choosing newsworthy stories, I believe a more optimistic approach would add further value to the news profession.

4. Success is often measured in wealth and material belongings. Does wealth measure success? What makes a successful person?

Wealth is often seen as a quantifiable indication of one's success in a material world, a benchmark against which people may compare themselves. However, most would agree that wealth is not an accurate measure of accomplishment, and the definition of success changes with age.

In the short term, wealth provides each person with a sense of achievement, especially when young. It acts as a quantitative measure through which people compare themselves to others and a sense of empowerment in buying desirable items. However, people realize with age that accomplishment from wealth is a hollow feeling in the long term. Too many work hard their entire lives to earn and save money, only to look back at a life spent in the attainment of a series of numbers that will affect no one after they are gone from this world.

Everyone has their passions, priorities, and needs, so the definition of success varies from person to person. However, it is true to say that everyone must have specific universal requirements to achieve it. First is the universal need to be loved, since if a person is valued, they feel that anything is possible, and the willingness to take risks to achieve their dreams is lowered. Furthermore, it is the feeling of progress towards being a better person. This may be in the pursuit of plans or through career advancement, which ultimately results in a greater sense of life fulfillment—finally, having a positive influence on the lives of others through either having a family or giving back to society in some way.

In conclusion, wealth does not determine success in the long term. Though it is difficult to define what a successful person is: being loved, personal betterment and positive influence on others are all critical.

5.Many people prefer to watch foreign films rather than locally produced films. Why could this be?Should governments give more financial support to local film industries?

There is indeed a preference by many for foreign films over domestically produced ones. However, while foreign films' big budgets and star power prove a big draw at the box office, I believe that if domestic films were to receive more financial aid from governments, both national pride and consumer spending would increase.

There are various reasons why films produced overseas are preferred over domestic efforts. For one thing, they usually have big budgets, and that means better special effects, cutting edge action scenes, and incredible film locations, and draws crowds to theaters. For another thing, the appeal of significant actions stars still matters. Where the star power of big movie stars still provides a big draw at the global box office, lesser-known actors don't have the same attraction. Finally, the globalization of the movie industry means that overseas studios have the marketing budgets to advertise globally. This increases the attractiveness of international films over lower-budget local ones.

I believe that governments should give financial aid to local movie industries. Most countries have the human resources and talent to create notable movies. A competitive system awarded only to the best scripts and directors can learn from their mistakes would evolve to produce great films over time. Well-received local movies further increase national pride, resulting in greater social cohesion and more jobs. Moreover, it creates demand in domestic tourism to see where famous scenes were filmed. A case in point is the popular Taiwanese film Cape No.7, which is still proving a key draw for local tourists at critical spots around the island.

In conclusion, big budgets, star power, and marketing reach may jeopardize local film industries. Still, with suitable investment, local filmmaking can produce movies that boost national pride and the economy.

6. Learning to manage money is one of the key aspects of adult life. How in your view can individuals best learn to manage their money?

While one of the critical signs of reaching adulthood is the requirement for individuals to manage their finances responsibly, most people struggle with this due to few life experiences and limited education in such matters at school. To tackle this, several ways exist to help young people organize their expenditures.

For a start, the basics of personal finance should be taught at home. Beginning in high school, teenagers should learn how money is earned, saved, and budgeted. They could be given pocket money and have regular discussions with their parents over decisions taken in household expenses. This would teach children the importance of being financially responsible and bring them closer to their families. Additionally, seeing parents put their advice into action will reinforce good habits when growing up.

Secondly, high Schools could integrate life skills into curriculums, with monetary decision-making critical. Aspects of such a course could include how the economic system works, applying for a mortgage, assessing credit card risks, and the key features of sound saving plans. In this way, students would be better prepared to make cost-effective decisions when they start to earn money, thus avoiding later issues.

Most importantly, learning should be made attractive to students. Although some students may be interested in their future, the majority of teens are not. Therefore using games, simulations, or apps to engage as many students as possible would result in a broader number of children learning valuable skills through real-life problems, credit scores, and budgeting.

In conclusion, the lack of skills experienced by most young adults nowadays can be corrected through planned intervention while growing up.

7. The importance of biodiversity is being more widely recognized as increasing numbers of species come under threat. What can be done to maintain biodiversity?

It is now widely accepted that humanity's expansion on our planet has affected biodiversity, as seen through an alarming decline in the number of species. While some may argue such biodiversity loss is an acceptable consequence of human development, in my opinion, governments should do more to ensure we have a planet for the next generation to grow up in.

To begin with, governments can take species-specific measures for certain animals that have reached critically low numbers. Some species, such as the panda or polar bear, have been affected more than others, so laws must be passed that protect these animals from poaching and development. This would encourage the survival of particular creatures but wouldn't protect other fauna and flora that are threatened.

While protecting species helps, setting up conservation areas in biodiversity-rich areas can help protect whole ecosystems. This benefits human health and the entire planet since it safeguards the complex balance of life. For example, national parks and nature areas currently prevent biodiversity loss in almost every country.

The most effective strategy to increase funding to global networks and international agreements that protect global diversity. Poorer countries, for example, do not have the budgets to preserve most of their land from hunting and illegal development. Countries like Brazil and Indonesia experience massive rainforest loss due to illegal logging every year. More

prosperous countries can help less developed ones have the resources necessary to protect their land and ensure a richer global ecosystem that benefits everyone through increased funding and training.

In conclusion, by protecting nature and cooperating to maintain that protection, much can be done to roll back the damage caused to our planet. The effects may not be apparent now, but future generations will be grateful.

8. Longer life spans and improvements in the health of older people suggest that people over the age of sixty-five can continue to live full and active lives. In what ways can society benefit from the contribution that older people can make?

Nowadays, through medical advancements and lengthened lives, it is possible for those over 65 years of age to continue having the meaningful, active lifestyle of their youth for many years. In light of this, there are several ways for older individuals to contribute to society.

To begin with, senior citizens may achieve gainful employment in knowledge-based professions such as researchers, historians, political think tanks, lecturers. Older employees can bring a more level, seasoned perspective to a work place. For example a startup of young, passionate engineers may benefit substantially from the calm, experienced hand of an older employee with a similar background, which could make better business decisions and avoid costly errors in product design.

Additionally, senior members of society are ideal for mentoring in schools. Older people are usually patient, and often at a point in their lives where they want to give something back to society. Through school-mentoring programs several times a week, retired persons could spend time with kids on projects that nurture their creativity, critical thinking and problem solving capacities

Finally, older people can remain working for longer in many jobs bringing with them a lifetime of specialism to a task. People past 65 are perfectly suited for modern jobs which tend to focus on skills such as communication, teambuilding, thinking skills, and a willingness to learn rather than physical movement. As a result, their continued employment could save companies millions in training costs for new employees, and in many cases add untold value to their workforce.

In conclusion, older individuals can make valuable contributions to society in the form of extended work lives, school mentors, and work experience. In this way, society becomes a more equitable place in which everyone can make a difference no matter their age.

IELTS Writing Task 2: how to use your 40 minutes

You have 40 minutes for task 2, so try organising your time in the following way:

First 10 minutes

Read the question and make sure you understand what it is asking you to do. Write a plan for a 4-paragraph essay (introduction, 2 main paragraphs, conclusion) and spend most of the 10 minutes thinking of ideas for the 2 main paragraphs.

5 minutes

Write your introduction: 2 sentences are enough (examples)

20 minutes

Spend 10 minutes on each of your main body paragraphs. These are the most important part of your essay, and the key to a high score.

Last 5 minutes

Write a quick conclusion (examples) then check your work.

Please note:

These are suggestions, not rules.

Students are often surprised by my 10-minute planning time. In my experience, a good plan helps you to write your essay much faster than you think.