

IELTS

# *Preparation and Practice*

*Reading and Writing*  
ACADEMIC MODULE

WRITING

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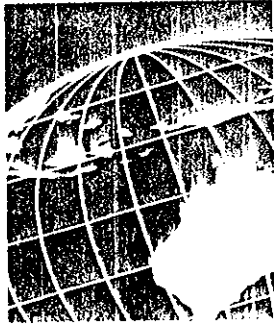
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# The Writing Test

Throughout Section 2 you will get most benefit by writing your own answers to the questions before you read the sample answers given.

## About the Writing Test

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The Academic Writing test takes 60 minutes. It consists of two tasks. The suggested time for each task is 20 minutes for Task 1 and 40 minutes for Task 2.

The first task requires you to describe a table, graph, chart or process or procedure. The second task requires a written argument. It carries more marks than Task 1.

To get a good score on the writing you must answer both tasks. It does not matter which section you do first.

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## Getting the Instructions Right

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### **TASK 1**

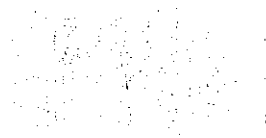
You should spend about 20 minutes on this task.

### **EXAMPLE**

*The table/graph/bar charts below show ...*

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

*You should write at least 150 words.*



There are four key points to these instructions:

- the time – 20 minutes
- the number of words – at least 150
- the text – a report, but not in business report format
- the reader – a university lecturer.

### **TASK 2**

You should spend about 40 minutes on this task.

### **EXAMPLE**

Present a written argument or case to an educated reader with no specialist knowledge of the following topic.

*[Essay topic]*

You should write at least 250 words.

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

There are four key points to these instructions:

- the time – 40 minutes
- the number of words – at least 250
- the text – a written argument with examples and evidence from your own knowledge
- the reader – an educated person with only general knowledge of the topic.

## **Task 1**

The IELTS Writing Task 1 is an information transfer task which requires you to write a fairly precise account of some information presented in graphic form, such as a graph, table or some form of a pictorial representation of data.

In order to complete Task 1 successfully, follow these suggestions.

- Do not spend more than 20 minutes completing the task.
- Spend at least 3–5 minutes planning your answer.
- Read the instructions carefully.
- Analyse the illustration.
- Organise the information.
- Draw a conclusion.
- Check over what you have written.

## Describing Graphs

### Practice

You should spend about 20 minutes on this task.

The graph below shows the area of land from which grain was harvested. Write a report for a university lecturer describing the information in the graph.

You should write at least 150 words.

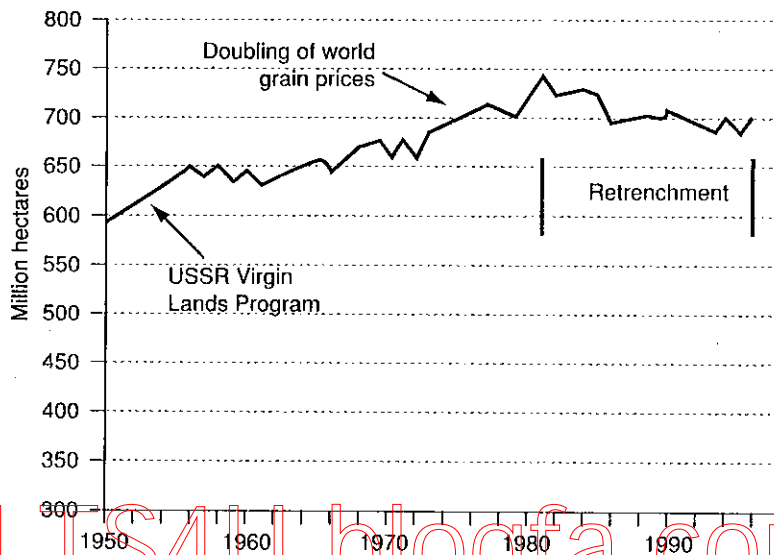


Figure 1 World grain harvested area, 1950-96

Here are some notes written during the planning stage of the essay.

Time/tense	Past time – past tense
Topic	Wld Ind area hvstd 1950–96
General trend	1950–80 ↗, then ↘ USSR virg lnds prgm ⇔ grt ↗ Wld prcs 2x ⇔ rpd ↗ Rtrchmnt ⇔ grad ↘
Conclusion	Grn Ind affctd gov pol & mkt frcs

### Explanation

- ⇔ = cause
- ↗ = increase
- ↘ = decrease
- 2x = doubled/2 times

Notice how words have been abbreviated by leaving out the vowels. This is a useful way of making notes in English. If you do this regularly, you will find that it becomes quite easy to remember what words the abbreviations represent.

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### EXERCISE 1

Time target – none

This exercise is to give you practice with abbreviations. Here are the abbreviations used in the notes above. Write the full word beside each one.

1 wld		9 rtrchmnt	
2 Ind		10 grad	
3 hvstd		11 grn	
4 virg		12 affctd	
5 prgm		13 gov	
6 grt		14 pol	
7 prcs		15 mkt	
8 rpd		16 frcs	

There are other ways to abbreviate these words. You should develop your own way of abbreviating in English.

When planning your essay it is important to:

- know exactly what is required to complete the task
- brainstorm similar words from the topic so the subjects of your sentences can be written in your own words
- determine the time period so that the correct tense is used
- develop a general statement that gives an overall impression of the graph
- decide which significant details will be discussed to reflect the task requirement
- draw a relevant conclusion or summarise what you have written.

In the exam you can write notes on the illustration and in a clearly defined space on the front of your answer paper. Your notes should be in abbreviated form in order to save time. They should also be organised in the same way as you are going to write the essay.



## EXERCISE 2

Time target – 5 minutes

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

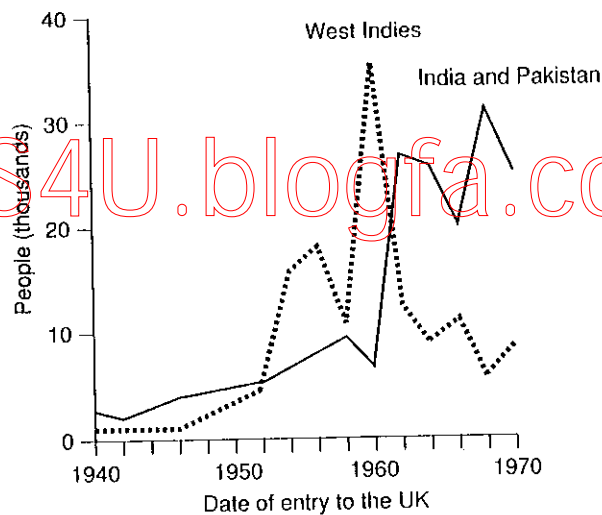


Figure 2

Analyse the graph and fill in the blanks to complete the notes.

These notes will be used later in this chapter to write a full-length Task 1 response.

Time/tense	(1) _____	
Topic	(2) _____ immgrnts frm India & Pak and W Indies to Engl.	
General trend	Immgn India & Pak and W Indies (3) _____ 1940-60. Afr 1960 immgn frm W Indies (4) _____. Immgn frm India & Pak (5) _____.	
Details	India & Pak	W Indies
	1940-60 (6) _____	1940-60 (9) _____
	1960-65 (7) _____	1960-63 (10) _____
	1965-70 (8) _____	1963-70 (11) _____
Conclusion	# Indian & Pak immgrnts up to present?	

Once you have planned your answer you are ready to write it.

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#### Task 1 Essay Plan

- One sentence to introduce the illustration.
- One or two sentences that demonstrate the relationships between the data or show a trend.
- More in-depth description of the data that expands your general statement.
- One sentence to conclude your writing.

Here is an answer to the Practice on page 102.

#### Introduction

*The graph in Figure 1 shows the total world grain harvest area in millions of hectares between 1950 and 1996.*

#### General statement

*In general, the total harvest area increased until 1980, at which point there was a reduction in the area harvested due to retrenchment.*

### Description

In 1950 almost 600 million hectares of grain were harvested worldwide. During the 1950s the USSR initiated a Virgin Lands Program which greatly increased the area harvested to around 650 million hectares. From this point until the mid-1970s the area harvested increased slowly, with some fluctuations, to just over 700 million hectares. Then around 1975 the price of grain doubled and this caused a rapid increase in the amount of land devoted to grain production until 1980. From 1980 to 1995 there was a gradual decrease in the amount of land used for grain cultivation. After this the area harvested again began to rise.

### Conclusion/Summary

In summary, we can see that the area devoted to grain production was affected by both government policy and market forces.

[166 words]

*Note:* You should not write section headings in your answer to Task 1 in the real IELTS. We have included them here to help you analyse the structure of the essays.

### Language Study

Now we will look at some important language used to describe graphs. Look at the graph in Figure 3.

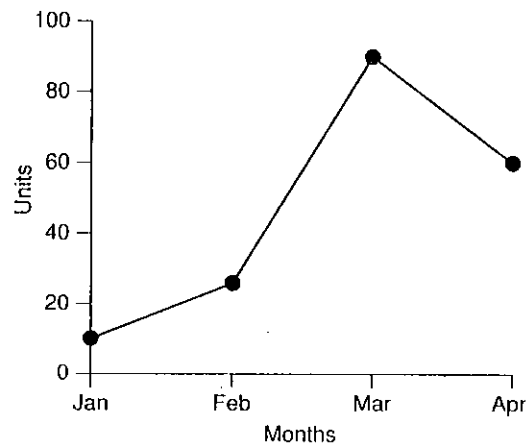


Figure 3 Sales of computers, 1995



Here are some notes to describe the graph.

- 1995 – past tense
- Jan – Feb increased slightly
- Feb – Mar increased dramatically
- Mar – Apr decreased moderately

We can write these notes in complete sentences.

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

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Study the following table.

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



### EXERCISE 3

Time target – 10 minutes

Look at the graphs and write short sentences to describe the information given in each graph. There are sample answers in the Answer Key.

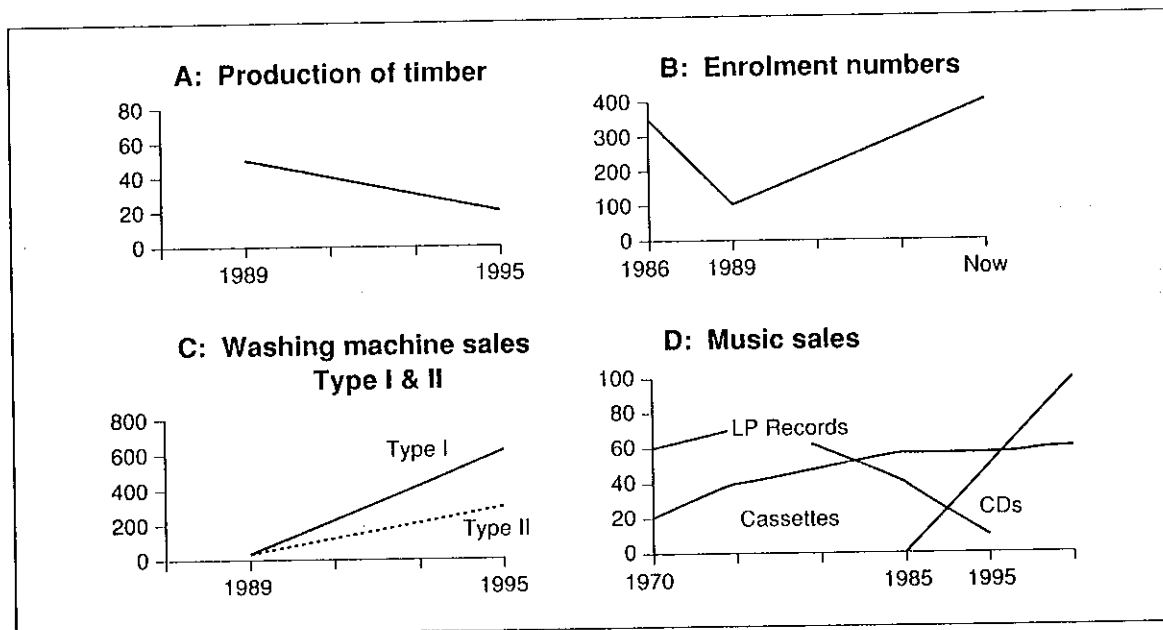


Figure 4

Look at Figure 3 again. In describing the graph, we constructed our sentences the following way.

Subject + verb to describe change + adverb to describe the amount of change

Sales                      increased                      slightly

We could also express the same thing this way.

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

These sentences mean the same but the grammar has changed. The actions that were expressed with a verb are now expressed with a noun. Therefore adjectives are used instead of adverbs to express the amount of change. Being able to use both forms gives you variety in your sentence structure.

'There' +	article	adjective	noun to describe change	in 'what'
There is		slight	increase	in sales.
was		slow	rise	
has been	a	moderate	growth	
will be		gradual	fall	
		dramatic	drop	
			decrease	
			decline	



#### EXERCISE 4

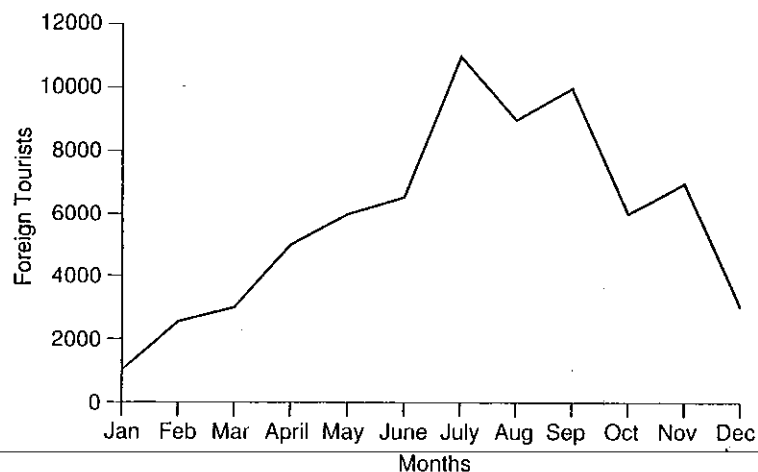
Look at the graphs in Exercise 3. Describe each graph again using the noun form.

There are sample sentences in the Answer Key.

Time target – 5 minutes

### ***Describing Trends***

Look at the following graph.



**Figure 5** Number of tourists visiting a particular country

We could start at January and describe each month from January to December. However, that would just repeat exactly what the graph shows. It would not demonstrate your understanding and interpretation of what the graph shows.

In this situation we need to describe the trends. Look at the following notes.

- Jan – mid-July # trsts ↗ trnd / peak July
- Jly – Sept # trsts fluctuated
- Sept – Dec # trsts ↘ trnd / slight ↗ Oct

So we could write a description like this.

*From January there was an upward trend in the number of tourists and it reached a peak in July. Then, from July to September the number of tourists fluctuated. From September to December there was a downward trend in the number of tourists with a slight rise in October.*

Study the graphs and the language in Figures 6 and 7.

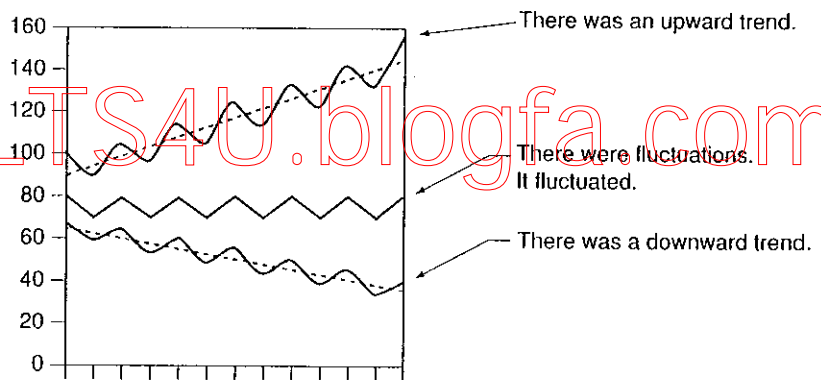


Figure 6

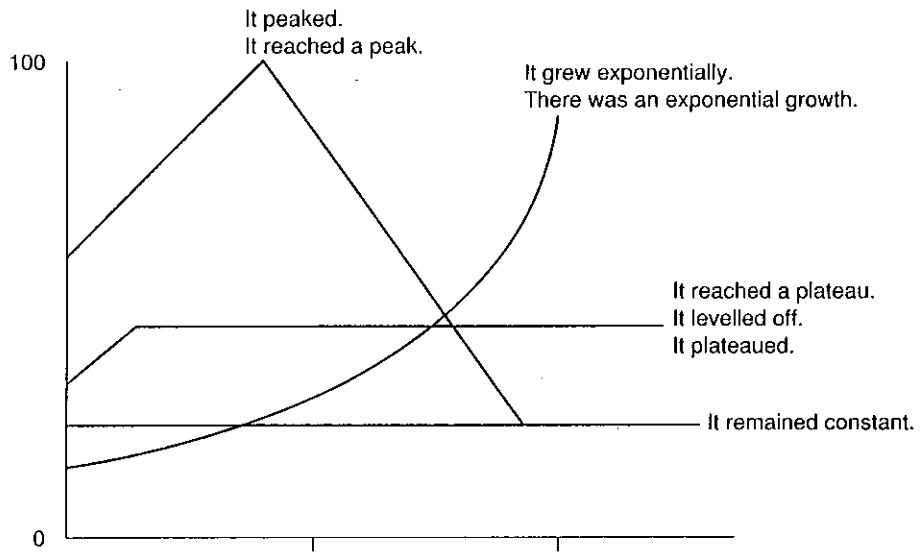


Figure 7

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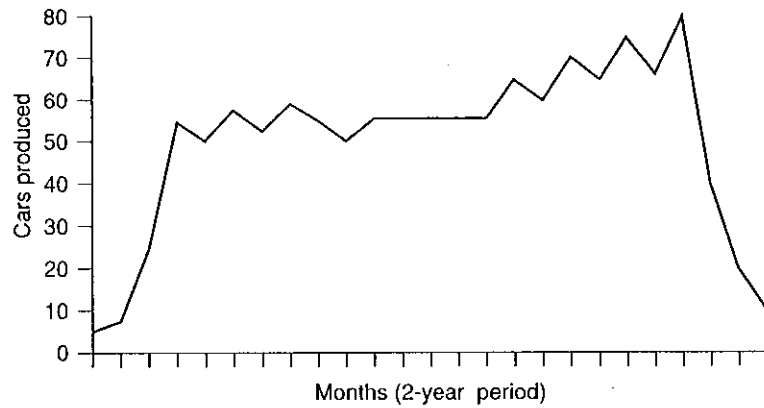


Figure 8 Number of new model cars produced



## EXERCISE 5

Look at the graph on car production (Figure 8) and fill in the blanks with a word or a phrase to complete the description.

There was a(n) (1) \_\_\_\_\_ in car production for the first three months. For the next six months the number of cars produced (2) \_\_\_\_\_. Then for five months production (3) \_\_\_\_\_. There was a slight (4) \_\_\_\_\_ over the next seven months before it (5) \_\_\_\_\_ for the final three months.

Time target – 3 minutes

### Incorporating more data

Now that you know how to describe change you still need to incorporate more data so that the reader can easily follow the description. Study this description of Figure 8. Note how more data has been included in the description.

*For the first three months car production increased from about five cars per month to just under 60 per month. This was an increase of about 55 cars produced for the period. Over the next six months the number of cars produced fluctuated at around 50 cars per month. For a period of five months production remained at approximately just over 50 cars per month. There was a slight upward trend for the next seven months to a peak of nearly 80 cars produced per month before production decreased rapidly by about 70 cars per month to around 10 cars per month.*

Study the prepositions in Figure 9 below.

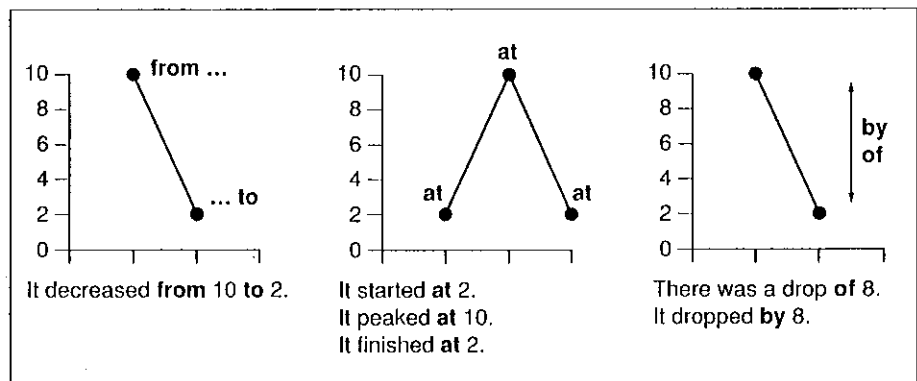


Figure 9

When the graph does not show precise data, use words to express approximation.

Just } Well }     under	roughly nearly approximately around about
Just } Well }     over	



### EXERCISE 6

Fill in the blanks using the correct preposition. Check your answers in the Answer Key.

Time target – 5 minutes

- 1 There was an increase \_\_\_\_\_ just over 50 thousand people.
- 2 In the first decade the population remained steady \_\_\_\_\_ approximately 5 million.
- 3 Unemployment fell \_\_\_\_\_ just over 500 000 people.
- 4 Violence in the city peaked \_\_\_\_\_ about 1500 deaths per 10 000 people.
- 5 After an initial increase, the city's pollution levels remained constant \_\_\_\_\_ 5 ppm.
- 6 The crime rate increased rapidly \_\_\_\_\_ well over 500 incidents per night.
- 7 The population is expected to grow exponentially over the next few years and then peak \_\_\_\_\_ 20 billion people.
- 8 For the next few months computer prices are expected to drop \_\_\_\_\_ 50% in spite of a predicted price increase in basic electrical goods \_\_\_\_\_ 25%.
- 9 The production of goods is predicted to finish the year \_\_\_\_\_ 500 units per day.
- 10 Production began \_\_\_\_\_ 50 units per day and rose \_\_\_\_\_ about 20 units per day to end the month \_\_\_\_\_ well over 600 units.

### Sentence subjects

When describing change, it is important to be clear about what is changing. For example, the topic is 'cars'. We cannot say 'cars increased' but 'the number of cars increased', or to avoid repetition, we can say 'car numbers increased'.

Study the language below.

Topic	'The' + measurable quantity + 'of' + topic	Alternatives
Computers	(The) sales of computers	Computer sales
Migrants	The number of migrants	Migrant numbers
Land	The area of land	Land area
Timber	(The) production of timber	Timber production
Crime	(The) level(s) of crime	Crime levels



### EXERCISE 7

Time target – 3 minutes

Complete this table.

Topic	'The' + measurable quantity + 'of' + topic	Alternatives
(1) _____	The area of land	(2) _____
(3) _____	(4) _____	Insurance costs
Unemployment	(5) _____	(6) _____
(7) _____	The salaries of females	Female salaries

### Time periods

Look at this sentence.

From January to February, there was a slight increase in sales.

We could also say the same thing this way.

Time period	Sentence
For one month,	there was a slight increase in sales
For a period of one month,	
Over the next month,	
During the next month,	



The description of Figure 8 in the section for incorporating data and the description in the Practice on page 112 give more examples of time expressions.

### Review

In this section you have learnt how to:

- ✓ write abbreviated notes to plan your essay
- ✓ describe change using different sentence constructions.

This includes the language for:

- describing trends
- describing increase and decrease
- incorporating data
- using approximations
- writing appropriate and varied sentence subjects
- writing about varied time periods.

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### EXERCISE 8

From your notes in Exercise 2 (page 104), complete the following Task 1 exercise. The introduction and conclusion have been written for you.

There is a sample answer in the Answer Key.

Time target – 10 minutes

The graph shows the number of West Indians and Indians and Pakistanis immigrating to the UK from before 1940 to 1970.

As can be seen, immigration of both West Indians and Indians and Pakistanis increased rapidly over a twenty-year period. After 1960 the number of West Indian immigrants decreased rapidly whereas the number of Indian and Pakistani immigrants continued to increase.

*Write a detailed description of approximately 90 words. Write on a separate piece of paper.*

In conclusion, it is possible to speculate that immigration from India and Pakistan may have continued to increase up to the present day, whereas West Indian immigration may have continued to decrease.

## Describing Charts

The approach to writing a description of a chart is similar to writing a description of a graph. Only the language used is different.

### Practice

You should spend about 20 minutes on this task.

*It is often claimed that women have achieved greater freedom and have access to the same opportunities as men. The pie charts below show some employment patterns in Great Britain.*

*Write a report for a university lecturer describing the information in the charts below.*

*You should write at least 150 words.*

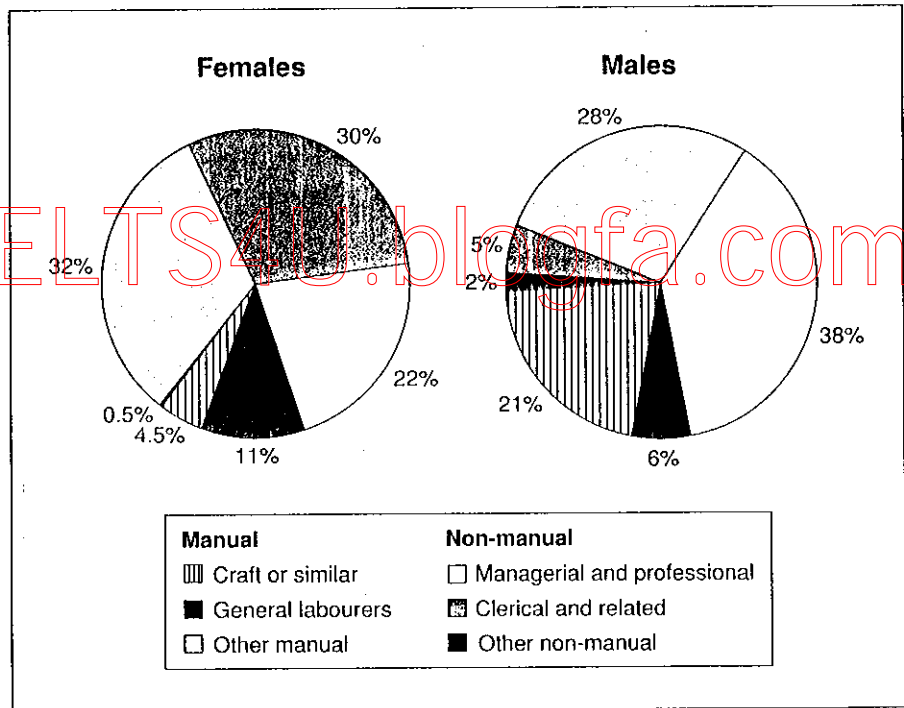


Figure 10

Here are some notes made during the planning stage of the essay.

Time/tense	None given – present simple tense
Topic	Emplymnt % ♀ & ♂
General trend	Mngri & prof, craft ♀ < ♂, clrci ♀ > ♂, otbr mnl ♀ = ♂
Details	Non-mnl – clrci ♀, mngri & prof ♂, other ♀ Mnl – most crft ♂, gen lab ♂, other ♂ = ♀

### Explanation

< = less/fewer than

> = more/greater than

♀ = females/women

♂ = males/men

Here is a sample answer to this Practice for Task 1.

*The two pie charts show the proportion of males and females in employment in 6 broad categories, divided into manual and non-manual occupations. In general, a greater percentage of women work in non-manual occupations than work in manual occupations, and the reverse is true for men.*

*In the non-manual occupations, while a greater percentage of working women than men are found in clerical-type positions, there is a smaller percentage of women than men employed in managerial and professional positions. The percentage of women employed in other non-manual occupations is slightly larger than the percentage of men in these occupations.*

*In manual employment, the biggest difference between the two sexes is in the employment of craft workers, where males make up 21% of the workforce and females just 4.5%. Furthermore, the*

percentage of women working as general labourers is very small, only 0.5%. There is not a great deal of difference between the percentage of men doing other forms of manual work (28%) and women in other manual work (32%).

In conclusion, the two charts clearly show that women do not have the same access as men to certain types of employment.

[192 words]



### EXERCISE 9

Write notes for Figure 11.

There are sample notes in the Answer Key.

Time target – 5 minutes

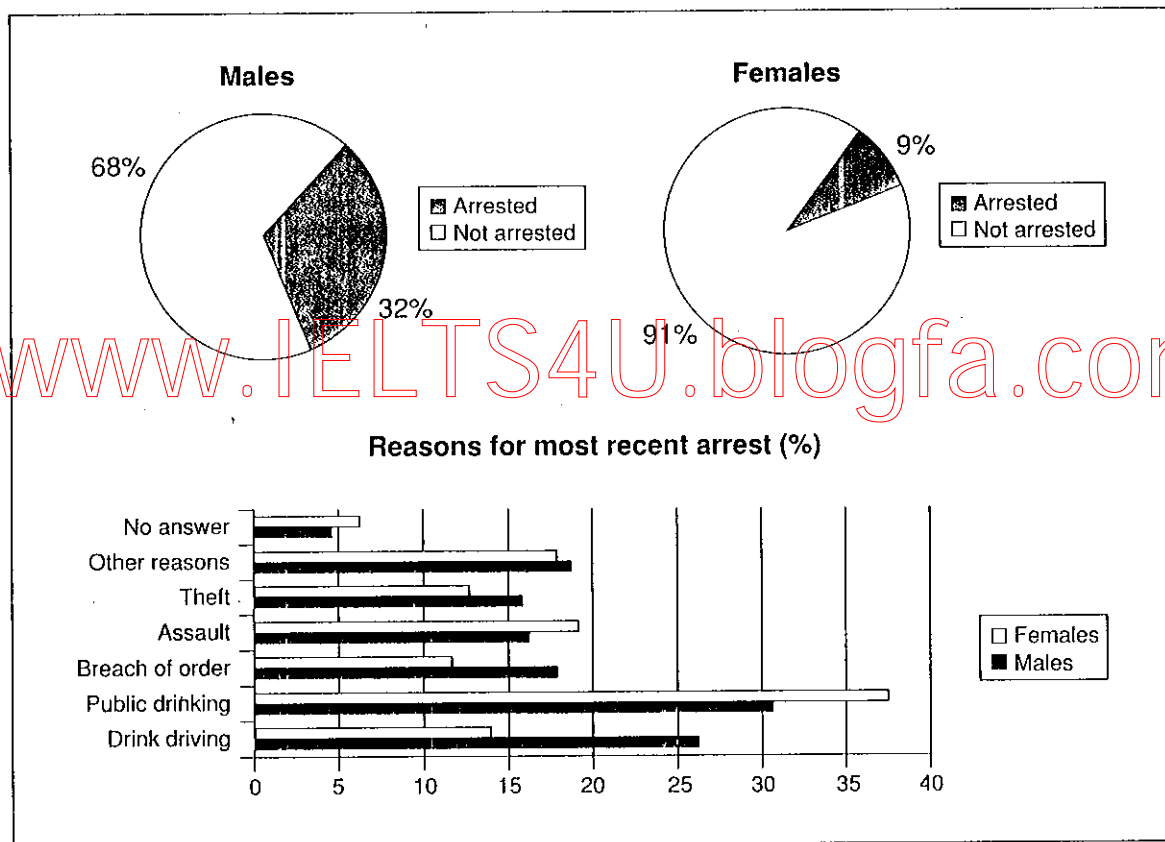
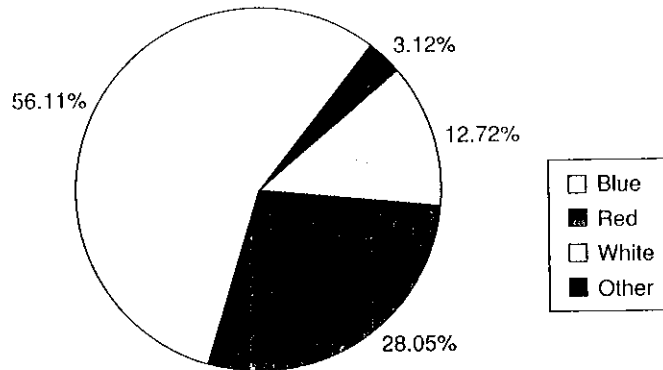


Figure 11 Persons arrested in past five years – reasons for most recent arrest, 1994

## Language of Comparison

Look at this pie chart.



**Figure 12 Car colours**

When describing charts, the language of comparison is used.

- Describing just one part of the chart

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

- Comparing two parts of the pie chart

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

- Or

White	is	about twice three times	as	common popular	as	red.
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**Note:** We cannot say, 'The least popular colour is other'. 'Other' is not a colour but means all the other colours not mentioned here.

We can also interpret the chart and say, 'People **buy** more white cars than red cars'.

But be careful. It is better not to say, 'People **prefer** buying white cars to blue cars'.

We cannot tell from the chart whether buyers have a restricted range of colours to choose from. Buyers may choose a colour based on availability rather than preference.



### EXERCISE 10

Time target – 5 minutes for each chart

Look at the following charts in Figures 13 and 14 and write a simple description of each.

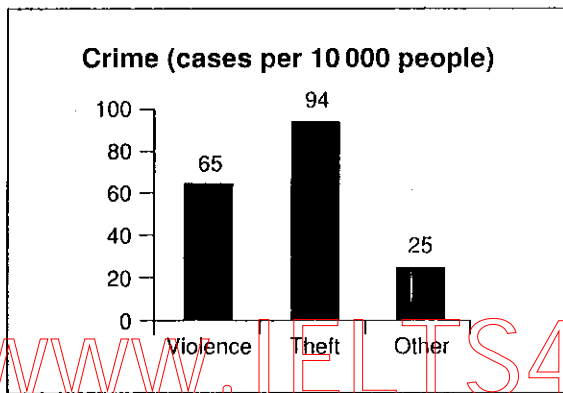


Figure 13

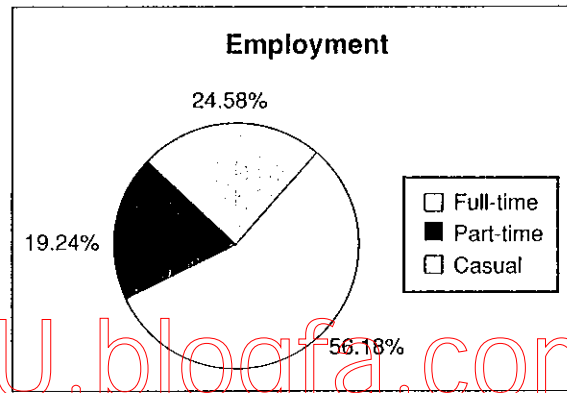


Figure 14

Look at Figure 12 and study these examples.

White, which is 56.11%, is considerably more common than blue, which makes up 12.72%.

Red, which constitutes 28.05%, is about twice as popular as blue, which is 12.72%.

The other colours, which constitute 3.12%, are considerably less popular than blue (12.72%).

There are two ways of incorporating data: by using

- brackets ( )
- a relative clause (**which** + appropriate verb: is, makes up, constitutes, accounts for).



## EXERCISE 11

Look at the charts in Figures 13 and 14 and rewrite your sentences to include data.

Time target – 3 minutes per chart

### Writing introductory sentences

Look at these examples.

The graph in Figure 1 shows the total grain harvest area in millions of hectares between 1950 and 1996.

The two pie charts show the proportion of males and females in employment in 6 broad categories.

To write an introductory sentence, use your own words. If you copy the title of an illustration or the question word for word, the examiner will regard this as plagiarism and ignore the sentence. This could affect your Task 1 band score.

	Type of chart	Appropriate verb	Description
The	illustration	shows	the number of ...
	graph	illustrates	the proportion of ...
	pie chart	presents	information on ...
	bar chart		data on ...
	table		

To avoid plagiarism, change the words.

Example

The two pie charts show the proportion of males and females in employment in 6 broad categories



The two pie charts give the proportion of men and women employed in 6 broad areas

Or, change the structure.

Example

The two pie charts show the proportion of males and females in employment in 6 broad categories.



The two pie charts show, in 6 broad categories, the proportion of males and females in employment.

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You could change the way you express the time period.

### Example

The graph in Figure 1 shows the total grain harvest area in millions of hectares between 1950 and 1996.



The graph in Figure 1 shows the total grain harvest area in millions of hectares over a 36-year period.



### EXERCISE 12

Look at Figure 11 and write a simple introductory sentence. Then, using your notes, write a full answer to the task. Write on a separate piece of paper.

Time target – 20 minutes

#### Review

In this section you have learnt how to:

- ✓ describe charts by using the language of comparison
- ✓ incorporate statistical data
- ✓ write sentences to introduce the illustration.

## Describing Tables

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Describing tables is similar to describing charts. The same structures of comparison and contrast are used. The most challenging aspect is dealing with considerable amounts of data.

When describing tables:

- do not describe all the data presented
- look for significant data; e.g. the highest, the lowest, etc.
- try and group the data. This may require you to use some general knowledge of the world, such as recognising developed and developing countries.

## Practice

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You should spend about 20 minutes on this task.

*The following table gives statistics showing the aspects of quality of life in five countries.*

*Write a report for a university lecturer describing the information in the table below.*

*You should write at least 150 words.*



Country	GNP per head (1982: US dollars)	Daily calorie supply per head	Life expectancy at birth (years)	Infant mortality rates (per 1000 live births)
Bangladesh	140	1877	40	132
Bolivia	570	2086	50	124
Egypt	690	2950	56	97
Indonesia	580	2296	49	87
USA	13 160	3652	74	12

**Figure 15** Selected statistics showing aspects of the quality of life in 5 countries

Here are some notes made during the planning stage.

Time/tense	1982 – past t
Topic	stnd livg 5 cntrys
General comment	USA (Indstrl) > Other Count (Devg)
Details	Qual of L: Egy = Indo = Bol Egy highest, Bang lowest But Indo IMR < Egy Bang: USA GNP: 1/100 Cal & Life exp: $\frac{1}{2}$ IMR 10 ✖
Conclusion	Oth count must devel lot more = USA

#### Explanation

> = greater than

< = less than

IMR = infant mortality rate

Here is a sample answer.

*The table uses four broad economic indicators to show the standard of living in five selected countries in 1982.*

*As can be seen, the USA — an industrialised country — had the highest GNP and daily calorie intake, the longest life expectancy and the lowest infant mortality rate. The other developing countries had a considerably lower quality of life.*

*Egypt, Indonesia and Bolivia were similar in their range of indicators, with Egypt having the highest quality of life amongst the three. However, Egypt's infant mortality rate was slightly higher than Indonesia's, at 97 deaths per 1000 compared to 87 in Indonesia.*

*Bangladesh had by far the lowest quality of life in all the four indicators. Its GNP was one hundred times smaller than the USA's. Its calorie intake and life expectancy were about half those in the USA and its infant mortality rate was 10 times greater.*

*In conclusion, it can be seen from the economic indicators that the four developing countries have to develop a lot more before reaching the same level of quality of life as the USA.*

[178 words]

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### EXERCISE 13

Time target – 5 minutes

The following table shows the average incomes of scientists employed by the National Institute of Health (NIH).

Write notes for this table. Alternatively, you can circle, underline or highlight points you would group together when writing your response.

Remember, you can write on the question paper. There is no Answer Key for this exercise.

Position	Male (number)	Female (number)	Difference
Total MD	\$89 219 (483)	\$ 85 274 (71)	-\$ 3 945
Total PhD	\$74 024 (473)	\$ 64 903 (118)	-\$ 9 121
Lab chief MD	\$95 185 (138)	\$105 696 (7)	+\$10 509
Lab Chief PhD	\$89 827 (78)	\$ 89 484 (2)	-\$ 197
Section Chief MD	\$89 653 (157)	\$ 86 022 (21)	-\$ 3 631
Section Chief PhD	\$76 819 (140)	\$ 73 570 (31)	-\$ 3 247
Investigator MD	\$83 249 (177)	\$ 81 585 (43)	-\$ 1 664
Investigator PhD	\$67 131 (251)	\$ 61 164 (85)	-\$ 5 972
Staff fellow PhD	\$34 642 (14)	\$ 31 888 (9)	-\$ 2 794

Figure 16 Pay of NIH scientists by gender

## Grouping Data



### EXERCISE 14

Time target – 5 minutes

Look at the following table and determine:

- how you would group the data
- what significant data points you would describe.

Sport	Number of Students	Hours spent per month
Rugby	150	20
Swimming	56	35
Football	180	15
Cricket	109	20
Athletics	45	40
Golf	25	35
Baseball	110	23
Tennis	56	30

Figure 17

## Writing Conclusions

To signal your conclusion you can use the terms in the box.

Expression	What to write
In summary, ... To sum up, ...	Express the main point of the illustration again in your own words.
In conclusion, ... To conclude, ...	Say something new that does not extend too far beyond what the illustration shows. You can mention future implications, or draw a conclusion as in the sample answer to Exercise 12.

Look at these examples.

Example 1 refers to Figure 1 in the Practice section on page 102.

*In summary, we can see that the area devoted to grain production was affected by both government policy and market forces.*

As the graph has no distinct overall trend, we cannot predict what 'may happen in the future'.

Here we need some knowledge of the real world to realise that the USSR Virgin Lands Program was a government policy and retrenchment and doubling of World Grain prices were related to market forces.

Example 2 refers to Figure 10 in Practice 7.

*In conclusion, the two charts clearly show that women do not have the same access as men to certain positions of employment.*

This conclusion is a response to the opening statement that 'women ... have access to the same opportunities as men'.

Example 3 refers to Figure 15 in Practice 8.

*In conclusion, it can be seen that from the economic indicators, the four developing countries have to develop a lot more before reaching the same level of quality of life as the USA.*

Here you have to have some knowledge of the fact that there is one developed country and three developing countries represented in the table. This conclusion summarises the information by stating the obvious disparity between the developed and developing countries.

## Review

In this section you have learnt how to:

- ✓ determine significant data points in a table
- ✓ write conclusions.



### EXERCISE 15

Time target – 15 minutes

Here are the complete instructions for Figure 16 in Exercise 13. Write a full response to the task. Write on a separate piece of paper.

You should spend about 20 minutes on this task.

*The table below shows the average incomes of scientists employed by the National Institute of Health (NIH).*

*Write a report for a university lecturer describing the information in the table below.*

*You should write at least 150 words.*

## Process Description

---

These questions rarely appear on the IELTS Test. They are different to other types of questions because:

- the language is different
- they test your ability to describe, expand and link each important stage in the illustration.

## Practice

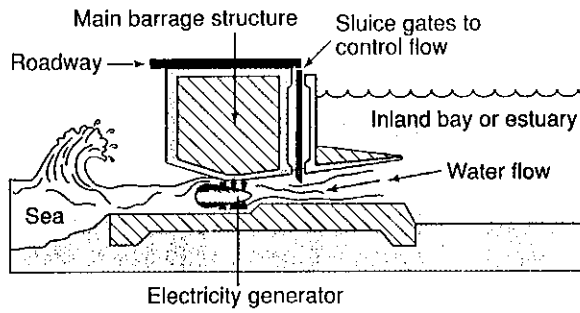
---

You should spend about 20 minutes on this task.

*Scientists and engineers are continuing to look for new ways to generate electricity. The following is a diagram of how electricity may be generated from tidal flow.*

*Write a report for a university lecturer that describes the diagram.*

*You should write at least 150 words*



**Figure 18**

This is how the essay might be planned

Topic	Elcty gentd fr H <sub>2</sub> O pow
Stages	Main const + rd Sluice gate open H <sub>2</sub> O fr incmg tide pass genr Elcty gentd
Conclusion	clean + prptl enrgy, - effc ∴ time tid chgs

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Here is a sample answer to the question.

*The diagram shows how electricity can be generated from rising and falling tides.*

*A structure which houses turbines is built across a bay or somewhere where a large body of water can be contained. The structure can also have a roadway built on top of it, thus providing dual services. When the water level on one side of the structure is significantly higher than the other side, i.e. at high tide or at low tide,*

*the sluice gates are opened to allow the water to flow. The water passes through tunnels where the generators are housed and causes them to spin. This creates electricity, which is then harnessed for use.*

*In conclusion, although this method is a clean and perpetual source of energy, it appears to be rather inefficient as it is dependent on the tidal changes, which have a rather slow cycle.*

[143 words]

## **Language Study**

Describing how something works often requires us to use the passive voice in the present tense.

<b>The present simple passive</b>			
<b>Subject</b>	<b>is/are</b>	<b>past participle</b>	<b>(by agent)</b>
<i>The handle</i>	<i>is</i>	<i>turned</i>	<i>by the operator.</i>

### **Analysis**

Read the following short paragraph on how rice is grown and determine why some sentences are in the passive and some are in the active. Analyse how the stages are linked together.

First, The paddy-field is prepared and flooded. Then, the rice seeds are planted in a small area of the field. The seedlings grow for about 6 weeks and then are transplanted to the main field. The plants mature and after about 5 months the rice is finally harvested.



### **EXERCISE 16**

Time target – 20 minutes

*A lot of administrative work is done after the IELTS Test. Below is a chart of what happens to the candidate's IELTS Test after the test has been completed.*

*Describe the chart.*

*You should write at least 150 words.*

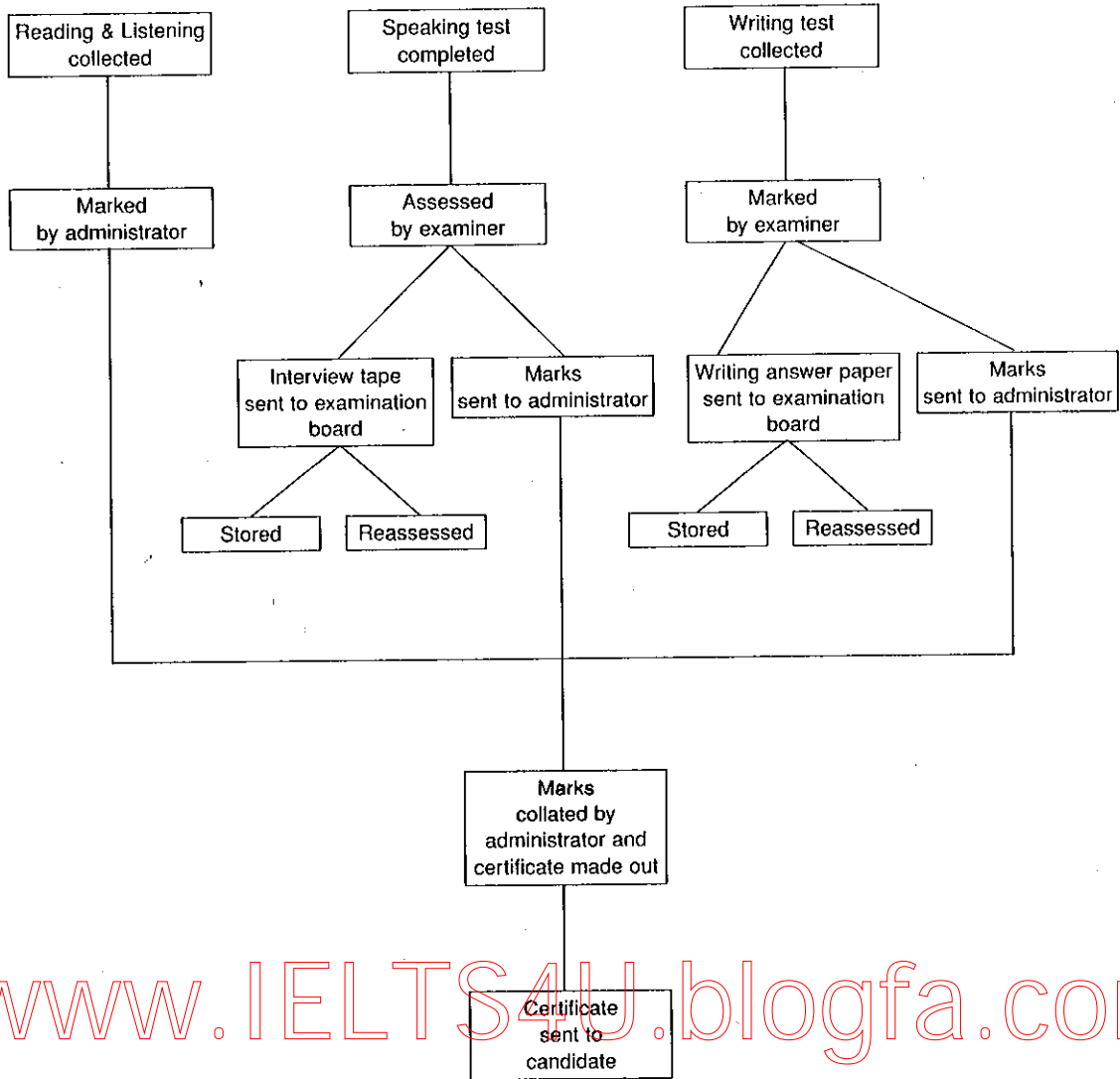


Figure 19



# How Task 1 is Assessed

The examiner reads your answer and awards a band score of between 1 (did not answer the question) and 9 (native speaker-like) under three categories.

- Task fulfilment (TF)  
The examiner determines whether you answered the question or not.
- Coherence and cohesion (CC)  
The examiner determines whether you have written an essay that is easily understood and is well organised.
- Vocabulary and sentence structure (VSS)  
The examiner determines whether your vocabulary is appropriate and your sentence structure has variety and accuracy.

The band scores are then added together, divided by 3 and rounded to determine your band score for this task.

For example:	TF	=	5
	CC	=	6
	VSS	=	6
	Overall band	=	6

## Discussion of Sample Essays

### Sample 1

The graphs below show information on the production of consumer goods and the consumption of television sets in Russia.

Write a report for a university lecturer describing the information in the graphs below.

You should write at least 150 words.

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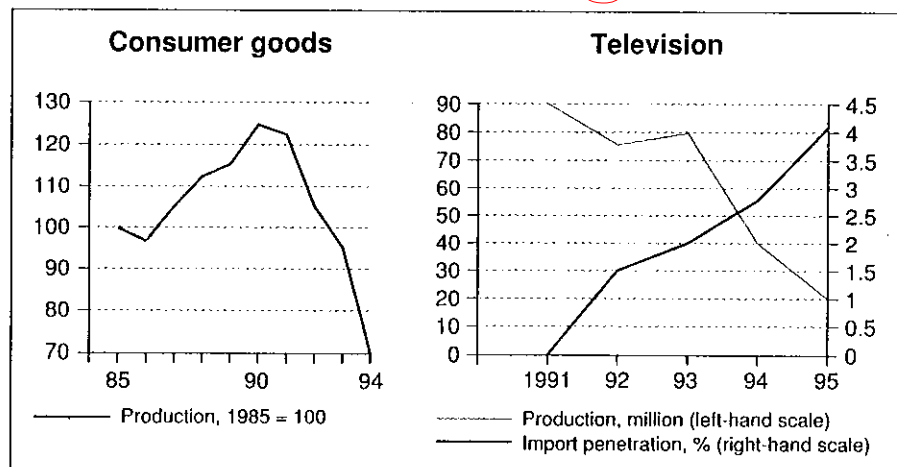


Figure 20

This how a student might have answered this task.

*The graphs present information on the number of TV sets imported and bought and the overall production of consumer goods in Russia in the last decade.*

*The production of consumer goods in 1985 stood at 100 million. Then there was a slight decrease and then a steady rise to reach approximately 125 million goods in 1990. After this peak the production fell sharply to 70 million goods in 1994.*

*The production of TV sets in 1991 was approximately 90 million. Then television production fell steadily, except for a slight rise in 1993, to around 20 million TV sets in 1995. The percentage of TV sets increased from 0% to just over 4% in 1995. This was a steady rise.*

*In conclusion, the drop in consumer goods was due to the economic difficulties in Russia.*

[134 words]

### **COMMENT**

This essay is reasonably successful because:

- the details are nearly complete (the comments made on each graph line are brief and reasonably accurate)
- it is well organised
- the sentences are also easy to understand
- the sentences are varied and accurate.

However, it didn't quite answer the task. Although the details are complete, there is no general statement to mention how the graphs related to each other, i.e. 'Consumer production decreased which affected TV production. In contrast, there was an increase in the number of imported TV sets.'

Also, the conclusion is inaccurate. The language used is too definite. There may have been other causes of the changes in the graph, i.e. 'The drop in consumer production was possibly due to...'

## Sample 2

You should spend about 20 minutes on this task.

Many women want or need to continue working even after they have children. The charts below show the working patterns of mothers with young children to care for.

Write a report for a university lecturer describing the information in the charts below.

You should write at least 150 words.

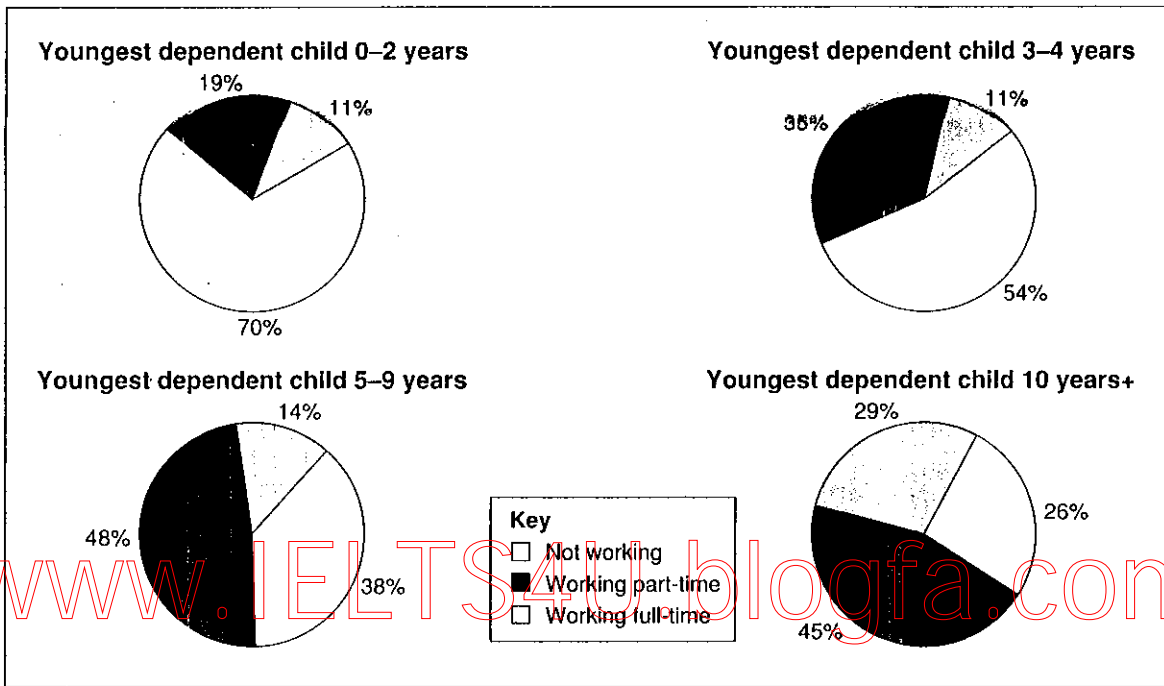


Figure 21 Working patterns of mothers with young children, Great Britain

Here is how a student might have answered this task.

*In Great Britain, there are many women who want or need to continue working even after they have children. The four charts show the working patterns of mothers with young children to care for.*

*At first, mothers with their youngest dependent child aged 0–2 years, there is 11% women working full-time and 19% women working part time. The women who are not working is 70%.*

*The mothers with youngest dependent child aged between 3 to 4 years, almost half of them not work. There is 46% women working part time and the women who are working full time is 11%. It increase.*

*Then, the mothers with youngest dependent child aged between 5–9 years 35% of them are not working. There is 48% women working part time and the women who are working full time is 14%. The number of women working full time was increase in this chart and the number of working part time increase 13% from chart 2 and increase 29% from chart 1.*

*Finally, the chart 4 showed that the mother with dependent child aged 10 years has the biggest percentage number. There is 45% women working full time and 25% part time.*

[162 words. Note: The first 2 sentences were ignored.]

### COMMENT

This essay has a few problems because:

- the sentences are not varied and there are some grammatical errors (Each paragraph is basically expressed the same way.)
- it is not very well organised (The overall structure of the essay is good. However, the details within each paragraph are not consistent: e.g. 'from largest percentage to smallest percentage' or 'from women not working to women working full time'.)
- some of it is not very easy to understand (The writer tried to mention the changes from chart to chart. It would have been easier to do this as a general statement.)

However, the writer has tried to answer the question and most details were reported.

### Sample 3

You should spend about 20 minutes on this task.

*Housing is a basic human need and is important to the economy of a country. Below is a table of a survey on types of housing in Australia.*

*Describe the information in the table.*

*You should write at least 150 words.*

	Separate house	Semi-detached/ row or terrace house/ town house	Flat/unit/ apartment	Other	Total
New South Wales	1705.3 (76%)	183.4 (8%)	343.9 (16%)	4.6	2237.2
Victoria	1344.8 (81%)	98.8 (6%)	212.7 (13%)	1.3	1657.6
Queensland	985.0 (82%)	54.9 (5%)	150.7 (13%)	3.4	1194.1
South Australia	457.0 (78%)	93.0 (16%)	35.4 (6%)	2.5	587.9
Western Australia	521.3 (82%)	71.1 (11%)	45.1 (7%)	3.1	640.7
Tasmania	155.3 (85%)	9.7 (5%)	17.7 (10%)	0.5	183.3
Northern Territory	42.0 (63%)	6.4 (10%)	16.6 (25%)	1.4	66.5
Australian Capital Territory	89.9 (82%)	10.4 (9%)	10.3 (9%)	–	110.6
<b>Australia</b>	<b>5300.7 (79%)</b>	<b>527.9 (8%)</b>	<b>832.5 (12%)</b>	<b>16.8</b>	<b>6677.9</b>

Figure 22 Number of dwellings by State/Territory, 1994 ('000)

Here is how a student might have answered the task.

*Housing satisfies the essential human needs for shelter, security and privacy. Internationally, shelter is recognised as a basic human right. The adequacy or otherwise of housing is therefore an important component of individual wellbeing. Housing also has an enormous significance in the national economy, with its influence on investment levels, interest rates, building activity and employment.*

*The table shows that the separate house was the most popular type of dwelling in Australia in 1994, which made up 79% of all dwellings. Tasmania had the highest proportion of separate houses (85%) and the northern territory the lowest (63%). All other States and the Australian Capital Territory were in the range of 76 to 82%.*

*Flats or apartments were in the next most common type of dwellings. Twelve per cent of dwellings in Australia were of this design. South Australia (6%) and Western Australia (7%) had relatively low percentages of flats or apartments. The Northern Territory with 25% had the highest proportion of flats or apartments.*

[160 words]

#### **COMMENT**

This essay has some problems because:

- some of it did not answer the question (The introduction is too long and irrelevant.)
- some important details are missing (One column of the table was not mentioned.)

However, it is well organised and easy to understand, and the sentences are accurate and varied.

## Task 2

---

Writing Task 2 is different from Task 1 because:

- you are writing for an educated non-specialist audience and not a university lecturer. Therefore your language need not be as formal
- you are expected to give your opinion
- you have to write 250 words in 40 minutes instead of 150 in 20 minutes.

Before writing your answer you should spend five minutes planning. These are steps that you should go through.

- Read the questions and the instructions carefully.
- Analyse the topic and the focus.
- Decide what you think about the question.
- Brainstorm ideas to be used in your answer.
- Fit these ideas into an essay plan divided into paragraphs.
- Begin writing your introduction.

### Topic/Focus

---

Present a written argument or case to an educated non-specialist audience on the following statement.

*The internet will bring about a new freedom of information and so narrow the technology gap between developed and developing countries.*

In the question above the topic is the internet. We know this because the internet is the subject of the sentence. However this does not mean that the examiner wants you to write down everything you know about the internet.

The rest of the sentence focuses the topic to the internet's effect on the freedom of information and on the possibility of it narrowing the technology gap. The question asks you to 'write an argument or case' which means that you must argue for or against the statement.

Therefore the question is:

*Will the internet bring about a new freedom of information and will this freedom of information narrow the technology gap?*

Another way of analysing a question is to underline key words, as in the question below.

*Due to the increase in unemployment in many countries, companies are beginning to retire their employees early. This leads to a loss of valuable expertise. At what age do you think people should retire?*

The topic of this essay is the actual question: At what age should people retire? The focus is: Companies lose valuable expertise by retiring employees early.



### EXERCISE 17

Time target – 5 minutes

Look at the sample Task 2 questions below and write down the actual question you are being asked.

- 1 *As public safety is of the highest importance, it is often necessary to test new products on animals. It is better for a few animals to suffer than for human life to be placed at risk by untested products.*

Write a report for an educated non-specialist audience for or against the above.

- 2 *If countries are serious about solving traffic problems, they should tax private cars very heavily and use the money to provide free or very cheap rail travel.*

To what extent do you agree with the above?

- 3 *The quality of health care a person receives should not depend on the size of their bank balance. The government is responsible for providing a high level of health care for all its citizens.*

To what extent do you agree or disagree with the above statement?



### EXERCISE 18

Look at the three Task 2 questions below. The topic is the same. How is the focus different?

- 1 *Women should give up their jobs and go back to their traditional role of home-maker in order to reduce world unemployment.*

Write a report for an educated non-specialist audience for or against the above.

- 2 *One solution to the decline in moral values in today's world would be for men and women to return to their traditional roles.*

Write a report for an educated non-specialist audience for or against the above.

- 3 *Women will play an increasingly important role in the workplace of the future.*

To what extent do you agree with the above?



## Brainstorming

Present a written argument or case to an educated non-specialist audience on the following statement.

*The internet will bring about a new freedom of information and so narrow the technology gap between developed and developing countries.*

Brainstorming is when you think of as many ideas on a subject as possible. For example, for the question above, you might come up with ideas like these.

- World-wide communication possible.
- Greater access to information.
- Only the rich can afford access to the internet.
- Computing skills are necessary to operate the internet so new technology gap developing.
- Makes the copyright laws hard to enforce so difficult to keep technology secret.
- Difficult to censor.

After you have thought of as many ideas as possible you should organise them. One way of organising your ideas is to divide them into ideas for and against the statement.



### EXERCISE 19

Time target – 3 minutes

Put the ideas above into the table divided into 'for' and 'against'.

For	Against



## EXERCISE 20

Look at the sample questions in Exercise 17 and brainstorm and organise ideas for at least one of them.

Now link your ideas together to form paragraphs.

Time target – 5 minutes per question

The Answer Key has suggestions for the brainstorming only. You should get someone (your teacher or someone who has good English) to comment on and evaluate your paragraphs.

## Writing the Essay — The Introduction

In many ways, your conclusion and introduction are very similar in that they both state *your opinion*. The introduction is probably the shortest section of a Task 2 essay. *It might contain:*

- a restatement of the question
- your opinion
- what and how you are going to discuss the question.

When you write your introduction do not:

- copy the question word for word
- give a lot of background information.

### **PRACTICE**

Look at the following three introductions to the question below and decide which you like better and why.

*If countries are serious about solving traffic problems, they should tax private cars very heavily and use the money to provide free or very cheap rail travel.*

To what extent do you agree with the above?

#### **Introduction 1**

Many nations are facing massive traffic congestion in their cities. This both makes travel difficult and causes environmental damage. In order to solve this problem it is necessary to establish alternative transportation systems such as railways. In my opinion the best way to finance the development of public transport is to tax car drivers.

#### **Introduction 2**

Motor cars were invented at the end of the last century and have developed greatly over the last 100 years. In many countries families have two cars and sometimes even three. As there are so many cars on the road there are often traffic jams on major roads. It can take many hours to complete a short journey at peak times in some major cities. Many attempts have been made to solve the problems of bad traffic. These include limiting the times cars are

allowed to drive in certain areas and making cars carry a certain number of passengers. These schemes have met with varying degrees of success.

### Introduction 3

Many people say that if countries are serious about solving traffic problems, they should tax private cars very heavily and use the money to provide free rail travel.

### An explanation

Introduction 1 is good as it restates the question in different words and states the candidate's position on the subject.

Introduction 2 gives irrelevant background information (e.g. when cars were invented, how many cars people have).

Introduction 3 is too close to the original statement in the question.



## EXERCISE 21

Write an introduction for this Task 2 question.

*A country's first duty to its citizens is to protect them. Therefore it is logical that defence should take up a significant proportion of the national budget.*

Write a report for an educated non-specialist audience for or against the above.

Remember to analyse the topic and the focus of the question before you start. You might also find it useful to brainstorm the ideas you want to include before beginning to write.

Time target – 3 minutes

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## The Argument

Although you may have strong opinions about a topic or a question, you should also state the opposing arguments to your case, to show that you understand both sides of the problem.

### PRACTICE

Look at a section of the writer's plan and final paragraphs for the question below to see how this was done.

*Too much education is dangerous. If people receive more education than they need to function in their job, it only breeds dissatisfaction.*

Write a report for an educated non-specialist audience for or against the above.

## Plan

For	Against
Gives people unreal expectations Expensive Not enough challenging jobs to meet people's expectations Students a major cause of disruption, reject authority	How do you decide the level of education a person needs? High level human resources necessary for development Uneducated people unable to show initiative People have the right to attain self-fulfilment

### Extract from essay

Some people may say that education gives people unrealistic ambitions; the law of the market place decrees that not every one can be a managing director. In fact for every boss there must be many more employees, so some countries believe there is very little point in training people for a level of job that they can never hope to achieve. What is more, education is expensive. Therefore over-education is a waste of time and money. Another argument against education would be that students tend to be a disruptive influence on society. Once you encourage people to think for themselves it is difficult to control what they are thinking. It is hardly surprising that students are often found at the forefront of radical organisations.

In spite of the problems of over-education, most countries need a high standard of human resources in order to compete in the world market. Constantly changing technology means that the workforce has to be flexible and receptive to new ideas in order to be of value to employers. When a person is only trained to perform one job, it is not realistic to expect him or her to adapt to a change in circumstances or an unexpected problem. All this is not to mention the moral questions involved in limiting education. Who has the right to say how much education a person is entitled to? What criteria could be used to decide a level of schooling?

It may be true that a greater level of education tends to make people more radical. However, if society is not going to become

*static, it must be prepared to accept new ideas. Therefore the degree of radicalism caused by a high level of education can only serve to make the country more adaptable and better able to withstand social change in the long run.*

Think about the following questions. (The answers are immediately below them.)

- 1 Which paragraph agrees with the statement?
- 2 Which paragraph disagrees with the statement?
- 3 How does the writer state her/his opinion?

#### Answers

- 1 Paragraph 2
- 2 Paragraph 1
- 3 The last sentence expresses the writer's opinion.



#### EXERCISE 22

Look at the following topics and write two short paragraphs (about 50 words): one supporting the statement and the other against it.

- 1 Nobody should marry before the age of 30.
- 2 Everybody has the right to carry a gun.
- 3 Patriotism is the biggest cause of war.

Time target – 10 minutes for each topic

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### ***The Conclusion***

---

A good conclusion summarises the ideas presented in the text and restates the writer's opinion.



#### EXERCISE 23

Time target – 3 minutes

Look at the notes that a student wrote for this Task 2 question and write a conclusion.

*If countries are serious about solving traffic problems, they should tax private cars very heavily and use the money to provide free or very cheap rail travel.*

## Introduction

*Many nations are facing massive traffic congestion in their cities. This both makes travel difficult and causes environmental damage. In order to solve this problem it is necessary to establish alternative transportation systems such as railways.*

For	Against
Encourage people to use public transport	Not door-to-door service like cars
Reduce the number of cars on the road	People like owning cars
Cut down on traffic jams/pollution	Increased taxes are always unpopular
Save fossil fuels	Cheap railways would lose money and need state subsidies
More money to develop infrastructure	

## Organising the Paragraph

In essays, paragraphs usually have a standard format.

- The first sentence is a topic sentence which explains the main point.
- The next few sentences develop the theme of the topic sentence.
- The last sentence should lead into the next paragraph.

Therefore, a standard paragraph should look like this.

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**Topic sentence**

*It is often said that people need to work to feel useful. This is not true.*

### Supporting arguments

*It is doubtful whether most of the jobs people do are of any value to society. It is hard to imagine people getting much satisfaction from the usual paper shuffling that takes place in most offices. Therefore if a lot of jobs are of little value to the world and some jobs are actually harmful to mankind, there is no reason for people to feel guilty about staying at home and doing something more interesting instead. In fact it could be said that in these times of high unemployment it is more useful not to work as you are giving other people opportunities to feel fulfilled.*

### Summary

*As most jobs are neither interesting nor productive, the idea of working to contribute to society is not realistic.*



### EXERCISE 24

Time target – 5 minutes

Read the following paragraphs and decide on suitable topic sentences.

1

Firstly, every time I go to Capunk it always rains so you can't see anything and if you want to go anywhere you are going to get very wet. Secondly, it is usually very crowded. If you go for a quiet walk, you find yourself bumping into day-trippers eating uninteresting packed lunches from cardboard boxes, while listening to Michael Jackson on their car stereo. Finally, after about 6.00 a.m. traffic is at a total standstill and the cool damp air mixes noxiously with the exhausts of a thousand vehicles. Overall, I think there are better places to go for the weekend.

2

In order to do this it is important for the leaders to earn the trust of their subordinates. Employees need to feel that in a crisis the management will look after their interests and that they will never be asked to do anything that the manager wouldn't be prepared to do him- or herself. This type of relationship can only be established if good channels of communication exist. Therefore motivation is based upon a mixture of mutual trust and good communications.

3

Unfortunately, many developed countries consider it uneconomical to send their food surplus to regions where hunger exists. Also some of the richest nations consider control of the food supply a means of putting pressure on developing countries to make them politically subservient. Another problem is that often the food that is sent to countries suffering from famine does not reach the people who need it. Bureaucracy and corruption cause the food to be stored or sold on the open market.



## EXERCISE 25

Write the paragraphs for the following topic sentences. Write on a separate piece of paper.

Time target – 15 minutes

- 1 Watching too much television reduces people's capacity to think for themselves.

These words and ideas might help you.

Accept opinions/without thinking Simplistic view of life	Most TV non-educational Second-hand experience
---	---

- 2 If people are allowed to carry guns the number of murders will increase.

## Cohesion

In a good essay, each sentence should be linked logically to the sentence before and the sentence after. Two common ways of doing this are:

- cause and effect
- contrast.

### CAUSE AND EFFECT

Example

I went to a party last night | <sup>so</sup> | I'm tired this morning.  
 . Therefore |

The first sentence is the reason for the second sentence. If we use 'so' we join the two sentences together. If we use 'therefore' we start a new sentence.

It is also possible to change the two sentences round so the first sentence is the result and the second sentence is the reason.

I'm tired this morning | <sup>because</sup> | I went to a party last night.  
 as





## EXERCISE 26

Time target – 5 minutes

Write the next sentence using reasons or results as necessary. (Some of these sentences can be used as either a reason or a result.) Write them on a separate piece of paper.

- 1 She found lipstick on his shirt ...
- 2 He woke up ...
- 3 I came to the lesson late ...
- 4 Rainforests are important for the environment ...
- 5 Unleaded petrol reduces exhaust emissions ...
- 6 Most people in prison come from poor social backgrounds ...

### CONTRAST

Example

The food tasted wonderful | <sup>but</sup> However, | I was sick for three days afterwards.

or

**Although** the food tasted wonderful, I was sick for three days afterwards.

Often one sentence is used to modify another (add extra and contrasting information to the first sentence). To do this we can use:

- **although** which usually goes in front of the first sentence. A comma divides the first sentence from the second sentence
- **but** which usually goes in the middle of the two sentences and requires no extra punctuation
- **however** which usually begins a new sentence and is followed by a comma.

**Remember:** You cannot use 'although' and 'but' in the same sentence.  
You cannot use 'however' and 'but' in the same sentence.  
You cannot use 'although' and 'however' in the same sentence.



## EXERCISE 27

Time target – 2 minutes for each group of sentences

Link the sentences in each group together into a paragraph using connecting words.

- 1 Most countries have made some efforts to control the traffic in their major cities.

These efforts have often failed.

The number of cars increases so rapidly that the measures taken are immediately out of date.

- 2 Floods are a major problem in the city.

The government seem to be making very little effort to improve the situation.

They often make speeches about the importance of water catchment areas.

They continue to build on every available green space.

- 3 Many people say the space program is a waste of money.

Developing another planet could be the answer to overpopulation.

Life may be possible on another planet.

Life would probably not be very pleasant.

- 4 Rainforests are a valuable source of biodiversity and new drugs

They could also be used to feed the poor and provide them with farmland.

Trees are useful for stopping erosion.

Logging companies provide jobs and wood product exports are a valuable source of foreign exchange.

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# Grammar — Tense Check

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## ***The Present Simple Tense***

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The present simple tense is used to describe:

- habits
- things that are always true.

This tense is often used for IELTS Task 2 essays to describe existing situations.

*Examples*

Many trees take twenty or thirty years to reach their full size.

Many people still don't have enough to eat.

Many governments consider money to be more valuable than people.

The space program is very expensive.

## ***The Present Perfect Tense***

---

The present perfect tense is used in three situations.

- 1 Events starting in the past and continuing into the present.

*Examples*

The world population has grown rapidly over the last 100 years.

There have always been wars.

Nuclear weapons have not been used in the last 50 years.

- 2 Something that happened in the past but has a general present result.

*Examples*

Mary has had her baby.

Recently prices have risen.

The World Bank has just issued a report.

In all these examples the event happened in the recent past and is still news now.

- 3 Experience. The present perfect is used to talk about an event that happened in the past, where the time or the frequency are unknown.

*Examples*

I have seen a ghost. (When?)

Man has been to the moon. (When? How many times?)

In this use of the present perfect, it is not possible to use the continuous form.

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For the purposes of Task 2 essays, you are most likely to use 'will' to write about the future.

### Examples

The rainforests will vanish in the next 20 years.

Most diseases will be curable in 50 years time.

**Remember:** 'will' is always followed by a verb in the infinitive without 'to'.



### EXERCISE 28

The following IELTS Task 2 essay has 10 mistakes in it. Read the essay and correct the mistakes.

Time target – 10 minutes

*As most foreign aid often benefits the donor more than the receiver, developing countries should refuse to repay their debts.*

To what extent do you agree?

*Over the past 30 years, many countries have spent most of their income repaying the interest on foreign debts. Many people are consider the initial loans, responsible for these debts, to be more beneficial to the lender than to the borrower.*

*In the past, most developing countries were short of ready funds to build the infrastructure necessary for development. Therefore, foreign countries were asked to provide loans for projects to help the countries will become self reliant. However, this money often to be used to make quick profits for developers or to line the pockets of corrupt officials. Once the money is used the problem of repayment had began.*

*Since the 1970s many developing countries have found that they can't pay back the loans or even the interest is accumulate on the loans. Consequently the countries have borrowed more money to pay back the interest. This gave western countries the power dictates government policy through the World Bank and the International Monetary Fund. These financial institutions only interest in balance sheets. Therefore nations forced to adept policies which do nothing to develop their resources or improve the lives of the local people.*

*Countries that get caught in this debt spiral, had no chance of paying back the initial money borrowed, while the banks making the loans make two or three times the money lent after the interest payments are taken into account. As most donor countries were already repaid both in terms of money and in terms of economic interest, it is morally right for developing countries to refuse to pay back foreign loans.*

## ***Future Possibilities***

---

Often in Task 2 essays, it is necessary to speculate on the possible results of a future action. This is often done by using a conditional clause.

### *Example*

If the rainforests are cut down, they will become deserts.

The first part of the sentence ('If the rain forests are cut down') presents a possible future situation. The second part of the sentence ('they will become deserts') describes the possible future consequences of the first statement.

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### **EXERCISE 29**

Write possible consequences for the following situations.

Time target – 10 minutes

- 1 If the world population continues to increase, ...
- 2 If the number of cars isn't controlled, ...
- 3 If it rains this afternoon, ...
- 4 If I get a band eight in the IELTS Test, ...
- 5 If there is life on another planet, ...

The second conditional is also used to speculate about the results of future events. However, the second conditional is used when the events are impossible or the writer considers the events to be very unlikely.

### *Example*

If aliens landed on earth, they would think human beings were very primitive.

Notice the first part of the sentence uses the past tense while the second section uses 'would' instead of 'will'. Like all modal verbs, 'would' is followed by a verb in the infinitive without 'to'.

*Example*

If I were you, I would find a different job.

Notice that 'I' is followed by 'were'. This is only possible in conditional sentences.

Complete the following second conditional sentences.

- 6 If governments destroyed all nuclear weapons, ...
- 7 If people didn't use money, ...
- 8 If the polar ice caps melted, ...
- 9 If I were president, ...
- 10 If I saw a ghost, ...

## Modals

---

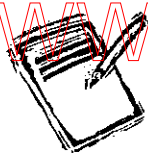
Modal verbs include: must, have to, should, don't have to, mustn't, should, shouldn't, could, couldn't, can, can't, would, wouldn't, will and won't.

In a sentence they always come after the subject and before a verb in the infinitive without 'to'.

*Example*

I *might* go on holiday after the IELTS Test.

New laws *must* be made to control pollution.



### EXERCISE 30

Look at the following essay and put the correct modal verbs into the spaces. Sometimes there may be more than one possible answer.

Time target – 5 minutes

*Women will play an increasingly important role in the work place of the future.*

To what extent do you agree with the above?

In developed countries, recent trends suggest that in years to come women (1) \_\_\_\_\_ make up a large percentage of the workforce. There are a number of possible reasons for this.

Due to the recession in the developed world, companies are reluctant to take on full-time workers, who (2) \_\_\_\_\_ expect health care, a pension scheme and redundancy payments when dismissed. Instead, many employers prefer to hire people at an hourly rate. These employees tend to be women.

A lot of women (3) \_\_\_\_\_ commit themselves to a forty-hour week as they have children to look after. This is particularly true for single parent families, where the woman (4) \_\_\_\_\_ look after the children herself. There (5) \_\_\_\_\_ also be the perception that a woman is only working to supplement her husband's income and so full-time work is not as important.

It (6) \_\_\_\_\_ also be true to say that increasing sexual equality has meant that more women are reaching management positions. This in turn (7) \_\_\_\_\_ mean that the number of women also increases in lower positions, as women (8) \_\_\_\_\_ be keen to employ other women. If this is the case, this trend (9) \_\_\_\_\_ be expected to continue.

It seems likely that the number of working women (10) \_\_\_\_\_ continue to increase over the next few years as companies continue to seek a workforce that (11) \_\_\_\_\_ be easily dismissed and is more flexible in their working hours. Although this (12) \_\_\_\_\_ be a good thing in terms of sexual equality, it is a major setback in terms of worker rights.

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- 29 damaged cells
- 30 offspring
- 31 germ cell
- 32 abnormalities
- 33 G
- 34 C
- 35 D
- 36 E
- 37 time/money/capital
- 38 radiation/nuclear accident
- 39 wind/sun/solar/hydro (must have two to be correct)
- 40 renewables/carbon-free energies
- 41 wind turbines/windmills
- 42 safely (and) cleanly

**PRACTICE TEST 3**

- |   |        |
|---|--------|
| 1 C   | 20 CO  |
| 2 B   | 21 SL  |
| 3 A   | 22 NL  |
| 4 D   | 23 Y   |
| 5 A   | 24 N   |
| 6 (small)gas turbine/<br>generator/(elastic)<br>steel chassis | 25 NG  |
| 7 plastic kits  | 26 NG  |
| 8 lighter   | 27 N   |
| 9 GM  | 28 Y   |
| 10 R  | 29 vii |
| 11 F  | 30 iii |
| 12 R  | 31 vi  |
| 13 SC   | 32 ii  |
| 14 R  | 33 ix  |
| 15 B  | 34 C   |
| 16 A  | 35 G   |
| 17 D  | 36 A   |
| 18 C  | 37 F   |
| 19 PR   | 38 D   |
|   | 39 B/E |

**Section 2: Writing**

**TASK 1**

**EXERCISE 1**

- |             |                |
|-------------|----------------|
| 1 world     | 9 retrenchment |
| 2 land      | 10 gradual     |
| 3 harvested | 11 grain       |
| 4 virgin    | 12 affected    |
| 5 program   | 13 government  |
| 6 great     | 14 policy      |
| 7 prices    | 15 market      |
| 8 rapid     | 16 forces      |

**EXERCISE 2**

- |              |                   |
|--------------|-------------------|
| 1 past       | 7 rpd ↗ then ↘    |
| 2 # (number) | 8 rpd ↗ then ↘    |
| 3 ↗          | 9 grad then rpd ↗ |
| 4 ↘          | 10 drmtc ↘        |
| 5 cont ↗     | 11 flctd          |
| 6 grad ↗     |                   |

**EXERCISE 3 – SAMPLE ANSWERS**

- A From 1989 to 1995 the production of timber declined moderately.
- B From 1986 to 1989 enrolment numbers decreased rapidly. Then, since 1989 to the present, enrolment numbers have increased steadily.
- C From 1989 to 1995 Type I washing machine sales increased steadily, whereas Type II sales rose only slightly.
- D From 1970 to 1975 LP sales increased slightly then decreased steadily to 1995. In contrast, cassette sales rose steadily from 1970 to 1995 and from 1985 CD sales grew rapidly.



#### EXERCISE 4

- A From 1989 to 1995, there was a moderate decline in the production of timber.
- B From 1986 to 1989, there was a rapid decrease in enrolment numbers. Then, from 1989 to now, there has been a steady increase in enrolment numbers.
- C From 1989 to 1995 there was a steady increase in Type I washing machines sales, whereas there was a slight rise in Type II sales.
- D From 1970 to 1975 there was a slight increase in LP sales, then there was a steady decrease to 1995. In contrast there was a steady rise in cassette sales from 1970 to 1995. From 1985, there was a steady growth in CD sales.

#### EXERCISE 5

- 1 exponential growth/dramatic increase
- 2 fluctuated
- 3 remained constant
- 4 upward trend
- 5 dropped dramatically

#### EXERCISE 6

- |         |               |
|---------|---------------|
| 1 of/to | 6 to          |
| 2 at    | 7 at          |
| 3 by    | 8 by, of      |
| 4 at    | 9 at          |
| 5 at    | 10 at, to, at |

#### EXERCISE 7

- 1 land
- 2 land area
- 3 insurance
- 4 the cost of insurance
- 5 the level of unemployment
- 6 unemployment levels
- 7 salaries

#### EXERCISE 8

This is a sample answer only.

*From 1940 to 1960 the number of Indian and Pakistani immigrants increased slightly to just under 10 000 people. Then, after an initial drop, there was a rapid increase to over approximately 25 000 immigrants. Between 1965 and 1970 the number of immigrants fluctuated with an overall upward trend.*

*Similarly, the number of West Indian immigrants increased more moderately between 1940 and 1960 to roughly 15 000 people. Then there was a very sharp increase over a three-year period to a peak of just under 35 000 people. From 1963 to 1970 the number of immigrants dropped dramatically with some fluctuations to just over 5000 people.*

[102 words]

## EXERCISE 9

Time/tense	1994–past
Topic	♂:♀ arrsts + rsns why
General trend	arrst ♀ < ♂
Details	High % = Pblic drnkng ♂ = 32%, but ♀ > ♂; ♀ = 37%. ♀ > ♂ = Drnk drvng = 25%, Brch ordr = 17%, Theft = 16%, othr = 19% ♂ > ♀ = asslt = 18%
Conclusion	♀ arrstd < ♂ police don't arrst ♀?

## EXERCISE 10

Here are some sample sentences for you to compare with your own.

**A** Theft is the most common crime.

Theft is slightly more common than violence.

Theft is just under four times more common than other crimes, excluding violence.

Aside from theft, there are three times more incidences of violence than of other crimes.

**B** Full-time employment is the most common type of employment.

Full-time employment is considerably more common than part-time and casual employment.

About twice as many people are employed in full-time work than in casual work.

## EXERCISE 11

Incorporating data

Here are some sentences for you to compare with your own.

**A** Theft is the most common crime, with 94 cases per 10 000 people.

Theft, of which there are 94 cases per 10 000 people, is slightly more common than violence (65 cases).

Theft, which accounts for 94 cases per 10 000 people, is just under 4 times more common than the other crimes (25 cases).

Not including theft, there are 3 times more cases of violence (94 cases per 10 000 people) than of other crimes (25 cases).

**B** Full-time employment, which makes up 56.18%, is the most common type of employment.

Full-time employment (56.18%) is considerably more common than part-time (19.24%) and casual employment (24.58%).

About twice as many people are employed in full-time work (just over 50%) than in casual work, which accounts for about 25%.

## EXERCISE 12

Here is a sample answer describing the charts.

*The two pie charts show the proportion of males and females arrested and the bar chart shows reasons why they were arrested.*

*In general females were arrested much less frequently than males and were arrested mostly for public drinking and assault, whereas males were more likely to be arrested for a range of other crimes.*

*The pie chart shows that about one third of the male population was arrested in 1994, while only nine per cent of the female population was arrested. The highest percentage of arrests of men, which was approximately 32%, was for public drinking. However, this percentage was less than the percentage of females arrested for the same reason, which was approximately 37%. Males were more commonly arrested for drink driving, which constituted just over 25%, breach of order (about 17%), other crimes (approximately 17%) and theft (16%). Other offences in which females were more commonly arrested than males were for assault, where it constituted just under 18% of the arrests. Five per cent of men and about 6.5% of women refused to say why they were arrested.*

*It appears that women are either more law-abiding than men or that law enforcement officers are more reluctant to arrest women.*

[200 words]

## EXERCISE 13

There are no sample answers for this exercise.

## EXERCISE 14

One way to do this exercise is to group the sports according to team sports and individual sports and then describe the most and least popular in each.

Team sports: rugby, football, cricket, baseball  
Individual sports: swimming, athletics, golf, tennis

## EXERCISE 15: SAMPLE ANSWER

*The table shows the differences in salaries for males and females for several jobs at the National Institute of Health (NIH).*

*As can be seen, men's salaries exceed those of women in all positions except for one job type. There are also many more males employed at the NIH than females.*

*It is clear that females at the NIH earn significantly less money than males with differences in salaries ranging between \$197 and \$9121. For example, a male investigator with a PhD earns \$67 131 whereas a female in the same position earns \$61 164. It is only in the position of Lab Chief MD where salaries for females are higher (by \$10 509). However, it must be noted that there are only seven women in this position.*

*There are 483 males with MD qualifications compared to just 71 females. Similarly there are 473 male employees who have a PhD whereas there are only 118 women. The biggest difference in numbers for any one position is in the position of investigator with a PhD. There are 251 males and only 85 females.*

In summary, it is clear that there is little equity between the sexes at the NIEL in terms of salary and numbers of each sex employed.

[183 words]

**EXERCISE 16: SAMPLE ANSWER**

The chart shows what administrative procedures are carried out from when the examination is completed to when the marks are sent to the candidate.

The reading and listening tests are collected and marked by the administrator. The administrator then retains the marks and waits for the other test scores to come in.

The speaking test is assessed by the examiner. Then the marks are sent to the administrator. The interview tape is then sent to the examination board where the tape is either reassessed or stored. The writing test is marked by another examiner and the marks are sent to the administrator. Similarly, the writing test paper is sent to the examination board for further reassessment or storage.

Once the marks have been collected by the administrator and the overall band score calculated, a certificate is made out and sent to the candidate.

[142 words]

**TASK 2**

Note that most of the answers given here are only samples. There are generally many other possibilities.

**EXERCISE 17**

- 1 Should animals be used to test the safety of new products?
- 2 Should the ownership of private cars be taxed very heavily to subsidise cheap or free rail travel?
- 3 Is the government responsible for providing high-quality free health care for the people?

**EXERCISE 18**

- 1 Should women give up their jobs to reduce unemployment?
- 2 Would women returning to the role of housewife improve moral values?
- 3 Do you agree that women will play an increasingly important role in the workplace?

**EXERCISE 19**

For	Against
World-wide communication possible	Only the rich can afford access to the internet
Greater access to information	Computing skills are necessary to operate the internet, so a new technology gap develops
Makes copyright laws harder to enforce, so harder to keep new technology secret	
Difficult to censor	

### EXERCISE 20

- 1 As public safety is of the highest importance, it is often necessary to test new products on animals. It is better for a few animals to suffer than for human life to be placed at risk by untested products.

For	Against
Realistic tests are necessary Better that animals suffer than humans Tests are necessary to find cures	Not all animal tests are important Animals have rights Often computer simulation is possible

- 2 If countries are serious about solving traffic problems, they should tax private cars very heavily and use the money to provide free or very cheap rail travel.

For	Against
Taxes on cars would discourage people from using cars Good public transport would increase the mobility of the people Save natural resources	No door-to-door service Unpopular with car owners so a vote loser Takes time to develop the infrastructure

- 3 The quality of health care a person receives should not depend on the size of their bank balance. The government is responsible for providing a high level of health care for all its citizens.

For	Against
Health is a fundamental right Good hospitals are governmental responsibility A healthy population is vital to national interests	Health is the responsibility of the individual Ageing population makes health care impractical

### EXERCISE 21

Although it is definitely true that a government is responsible for protecting its people, it is less certain that spending money on defence is the best way to do this. Some countries, for example Costa Rica, spend virtually nothing on defence and yet manage to survive. It would therefore be true to say there are ways of protecting people that do not necessitate a vast military build-up.

### EXERCISE 22

- 1 Nobody should marry before the age of 30.

#### For

People who marry after the age of 30 have had an opportunity to see a bit of the world and are more likely to know the full implications of married life. Many people who marry young end up getting divorced because they are not experienced enough to deal with the unfamiliar set of problems that married life inevitably brings.

### Against

It is an overgeneralisation to say that nobody should marry before they are 30. People are different and so some people may be ready to marry very young, whereas other people might still not be ready to marry at 30. Besides, one of the main reasons for marriage is to have children and too large an age gap between generations can cause relationship difficulties later.

- 2 Everybody has the right to carry a gun.

### For

One of the fundamental rights of humankind is to protect him- or herself. Therefore the government has no right to tell people that they can't carry a gun. A gun is not dangerous in itself, it is the person who uses it who is dangerous, so rather than ban weapons, it is more sensible to educate people to use weapons responsibly.

### Against

If people are allowed to carry guns, they will use them. Therefore the easier it is to buy a gun, the higher the number of people who will get shot. It is noticeable how much higher the murder rate is in America, where guns are allowed, compared to Britain where guns are not. To allow people to own guns only serves to escalate the amount of violence that is tolerated.

- 3 Patriotism is the biggest cause of war.

### For

Patriotism teaches people to believe that your country, and by implication your government, is always right. This makes it easy for unscrupulous politicians to manipulate the pride the patriot feels in his or her country to hatred of other countries seen as rivals or enemies.

### Against

It is very important for people to feel pride in their country. When people are patriotic they are more likely to take an interest in the country's day-to-day running and therefore less likely to allow unscrupulous politicians to drive a country to war.

### EXERCISE 23

Although taxing private cars would be an unpopular short-term measure, it would eventually solve the problem of road congestion. Cheap railways and expensive cars are undoubtedly in the public interest. However, it is unlikely that any government has the political will necessary to bring in measures which would undoubtedly alienate influential groups within society.

### EXERCISE 24

- 1 There are three main reasons why I don't like going to Capunk.
- 2 If managers are to be successful, they need to motivate their staff.
- 3 There is enough food in the world to feed everybody.

### EXERCISE 25

- 1 **Watching too much television reduces people's capacity to think for themselves.** Firstly, watching television makes people lazy as viewers are given second-hand opinions, which can be used as a substitute for individual thought. Secondly, most television programmes are primarily entertainment as they are designed to attract viewers away from rival channels. Therefore they are aimed to appeal to the lowest common denominator and have little educational value. Unlike books or even radio, television leaves little scope for the imagination and so tends to dictate simplified role models of what life should be like.

- 2 If people are allowed to carry guns the number of murders will increase. The link between guns and murders has been consistently proved by world crime figures. There are more people murdered in America than in Europe, largely because guns are readily available. It stands to reason that if people can easily obtain guns, they will use them. Therefore the only way to control gun-related crime is to make it extremely difficult for ordinary people to own a gun.

### EXERCISE 26

- 1 She found lipstick on his shirt so she left him.
- 2 He woke up because someone was throwing stones at the window.
- 3 I came to the lesson late so I missed the test.
- 4 Rainforests are important to the environment as they act as the lungs of the world.
- 5 Unleaded petrol reduces exhaust emissions because it reduces the amount of toxic gases in the atmosphere.
- 6 Most people in prison come from poor social backgrounds. Therefore they have no opportunity to engage a good lawyer.

### EXERCISE 27

- 1 Most countries have made some efforts to control the traffic in their major cities. However, these efforts have often failed, because the number of cars increases so rapidly that the measures taken are immediately out of date.
- 2 Floods are a major problem in the city but the government seems to be making very little effort to improve the situation. Although they often make speeches about the importance of water catchment areas, they continue to build on every available green space.
- 3 Many people say the space program is a waste of money but developing another

planet could be the answer to overpopulation. Although life may be possible on another planet, it would probably not be very pleasant.

- 4 Rainforests are a valuable source of biodiversity and new drugs. However, they could also be used to feed the poor and provide them with farm land. Although trees are useful for stopping erosion, logging companies provide jobs and wood product exports are a valuable source of foreign exchange.

### EXERCISE 28

The correct forms of the verbs are in brackets following the underlined error.

Over the past 30 years, many countries have spent most of their income repaying the interest on foreign debts. Many people are consider (consider) the initial loans responsible for these debts to be more beneficial to the lender than to the borrower.

In the past, most developing countries were short of ready funds to build the infrastructure necessary for development. Therefore, foreign countries were asked to provide loans for projects to help the countries will become (become) self reliant. However, this money often to be used (was often used) to make quick profits for developers or to line the pockets of corrupt officials. Once the money is used the problem of repayment had began (begins).

Since the 1970s many developing countries have found that they can't pay back the loans or even the interest is accumulate (accumulated) on the loans. Consequently the countries have borrowed more money to pay back the interest. This gave western countries the power dictates (to dictate) government policy through the World Bank and the International Monetary Fund. These financial institutions only interest (are only interested) in balance sheets. Therefore nations forced (have been forced) to adopt policies which do nothing to develop their resources or improve the lives of the local people.

Countries that get caught in this debt spiral had (have) no chance of paying back the initial money borrowed, while the banks making the loans make two or three times the money lent after the interest payments are taken into account. As most donor countries were already repaid (have already been repaid), both in terms of money and in terms of economic interest, it is morally right for developing countries to refuse to pay back foreign loans.

**EXERCISE 29**

- 1 If the world population continues to increase, many people will starve.
- 2 If the number of cars isn't controlled, traffic jams will get worse.
- 3 If it rains this afternoon, it will be difficult to get home.
- 4 If I get a band eight in the IELTS Test, I will have a party.
- 5 If there is life on another planet, they may be trying to make contact.
- 6 If governments destroyed all nuclear weapons, people would feel much safer.

- 7 If people didn't use money, they would have to use a barter system.
- 8 If the polar ice caps melted, many countries would be flooded.
- 9 If I were president, I would make Monday a holiday.
- 10 If I saw a ghost, I would try and take a photograph.

**EXERCISE 30**

- |                  |                    |
|------------------|--------------------|
| 1 will           | 7 might/may        |
| 2 would          | 8 can              |
| 3 cannot (can't) | 9 can              |
| 4 has to         | 10 will            |
| 5 might/may      | 11 can             |
| 6 may/might      | 12 may/might/could |

**EXERCISE 31**

- |       |       |
|-------|-------|
| 1 C   | 6 YES |
| 2 C   | 7 NO  |
| 3 NO  | 8 C   |
| 4 YES | 9 E   |
| 5 NO  | 10 H  |

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