

# IELTS WRITING MODULE

STEBIBAMA  
MBS/MHU



Band	Task achievement	Coherence and cohesion	Lexical resource	Grammatical range and accuracy
9	<ul style="list-style-type: none"> <li>fully satisfies all the requirements of the task</li> <li>clearly presents a fully developed response</li> </ul>	<ul style="list-style-type: none"> <li>uses cohesion in such a way that it attracts no attention</li> <li>skillfully manages paragraphing</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips'</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'</li> </ul>
8	<ul style="list-style-type: none"> <li>covers all requirements of the task sufficiently</li> <li>presents, highlights and illustrates key features/ bullet points clearly and appropriately</li> </ul>	<ul style="list-style-type: none"> <li>sequences information and ideas logically</li> <li>manages all aspects of cohesion well</li> <li>uses paragraphing sufficiently and appropriately</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of vocabulary fluently and flexibly to convey precise meanings</li> <li>skillfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation</li> <li>produces rare errors in spelling and/or word formation</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of structures</li> <li>the majority of sentences are error-free</li> <li>makes only very occasional errors or inappropriacies</li> </ul>
7	<ul style="list-style-type: none"> <li>covers the requirements of the task</li> <li>(A) presents a clear overview of main trends, differences or stages</li> <li>(GT) presents a clear purpose, with the tone consistent and appropriate</li> <li>clearly presents and highlights key features/bullet points but could be more fully extended</li> </ul>	<ul style="list-style-type: none"> <li>logically organises information and ideas; there is clear progression throughout</li> <li>uses a range of cohesive devices appropriately although there may be some under-/over-use</li> </ul>	<ul style="list-style-type: none"> <li>uses a sufficient range of vocabulary to allow some flexibility and precision</li> <li>uses less common lexical items with some awareness of style and collocation</li> <li>may produce occasional errors in word choice, spelling and/or word formation</li> </ul>	<ul style="list-style-type: none"> <li>uses a variety of complex structures</li> <li>produces frequent error-free sentences</li> <li>has good control of grammar and punctuation but may make a few errors</li> </ul>
6	<ul style="list-style-type: none"> <li>addresses the requirements of the task</li> <li>(A) presents an overview with information appropriately selected</li> <li>(GT) presents a purpose that is generally clear, there may be inconsistencies in tone</li> <li>presents and adequately highlights key features/ bullet points but details may be irrelevant, inappropriate or inaccurate</li> </ul>	<ul style="list-style-type: none"> <li>arranges information and ideas coherently and there is a clear overall progression</li> <li>uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical</li> <li>may not always use referencing clearly or appropriately</li> </ul>	<ul style="list-style-type: none"> <li>uses an adequate range of vocabulary for the task</li> <li>attempts to use less common vocabulary but with some inaccuracy</li> <li>makes some errors in spelling and/or word formation, but they do not impede communication</li> </ul>	<ul style="list-style-type: none"> <li>uses a mix of simple and complex sentence forms</li> <li>makes some errors in grammar and punctuation but they rarely reduce communication</li> </ul>
5	<ul style="list-style-type: none"> <li>generally addresses the task; the format may be inappropriate in places</li> <li>(A) recounts detail mechanically with no clear overview; there may be no data to support the description</li> <li>(GT) may present a purpose for the letter that is unclear at times; the tone may be variable and sometimes inappropriate</li> <li>presents, but inadequately covers, key features/ bullet points; there may be a tendency to focus on details</li> </ul>	<ul style="list-style-type: none"> <li>presents information with some organisation but there may be a lack of overall progression</li> <li>makes inadequate, inaccurate or over-use of cohesive devices</li> <li>may be repetitive because of lack of referencing and substitution</li> </ul>	<ul style="list-style-type: none"> <li>uses a limited range of vocabulary, but this is minimally adequate for the task</li> <li>may make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader</li> </ul>	<ul style="list-style-type: none"> <li>uses only a limited range of structures</li> <li>attempts complex sentences but these tend to be less accurate than simple sentences</li> <li>may make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader</li> </ul>
4	<ul style="list-style-type: none"> <li>attempts to address the task but does not cover all key features/bullet points; the format may be inappropriate</li> <li>(GT) fails to clearly explain the purpose of the letter; the tone may be inappropriate</li> <li>may confuse key features/bullet points with detail; parts may be unclear, irrelevant, repetitive or inaccurate</li> </ul>	<ul style="list-style-type: none"> <li>presents information and ideas but these are not arranged coherently and there is no clear progression in the response</li> <li>uses some basic cohesive devices but these may be inaccurate or repetitive</li> </ul>	<ul style="list-style-type: none"> <li>uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task</li> <li>has limited control of word formation and/or spelling; errors may cause strain for the reader</li> </ul>	<ul style="list-style-type: none"> <li>uses only a very limited range of structures with only rare use of subordinate clauses</li> <li>some structures are accurate but errors predominate, and punctuation is often faulty</li> </ul>
3	<ul style="list-style-type: none"> <li>fails to address the task, which may have been completely misunderstood</li> <li>presents limited ideas which may be largely irrelevant/repetitive</li> </ul>	<ul style="list-style-type: none"> <li>does not organise ideas logically</li> <li>may use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas</li> </ul>	<ul style="list-style-type: none"> <li>uses only a very limited range of words and expressions with very limited control of word formation and/or spelling</li> <li>errors may severely distort the message</li> </ul>	<ul style="list-style-type: none"> <li>attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning</li> </ul>
2	<ul style="list-style-type: none"> <li>answer is barely related to the task</li> </ul>	<ul style="list-style-type: none"> <li>has very little control of organisational features</li> </ul>	<ul style="list-style-type: none"> <li>uses an extremely limited range of vocabulary, essentially no control of word formation and/or spelling</li> </ul>	<ul style="list-style-type: none"> <li>cannot use sentence forms except in memorised phrases</li> </ul>
1	<ul style="list-style-type: none"> <li>answer is completely unrelated to the task</li> </ul>	<ul style="list-style-type: none"> <li>fails to communicate any message</li> </ul>	<ul style="list-style-type: none"> <li>can only use a few isolated words</li> </ul>	<ul style="list-style-type: none"> <li>cannot use sentence forms at all</li> </ul>
0	<ul style="list-style-type: none"> <li>does not attend</li> <li>does not attempt the task in any way</li> <li>writes a totally memorised response</li> </ul>			

Band	Task response	Coherence and cohesion	Lexical resource	Grammatical range and accuracy
9	<ul style="list-style-type: none"> <li>fully addresses all parts of the task</li> <li>presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas</li> </ul>	<ul style="list-style-type: none"> <li>uses cohesion in such a way that it attracts no attention</li> <li>skillfully manages paragraphing</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips'</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'</li> </ul>
8	<ul style="list-style-type: none"> <li>sufficiently addresses all parts of the task</li> <li>presents a well-developed response to the question with relevant, extended and supported ideas</li> </ul>	<ul style="list-style-type: none"> <li>sequences information and ideas logically</li> <li>manages all aspects of cohesion well</li> <li>uses paragraphing sufficiently and appropriately</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of vocabulary fluently and flexibly to convey precise meanings</li> <li>skillfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation</li> <li>produces rare errors in spelling and/or word formation</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of structures</li> <li>the majority of sentences are error-free</li> <li>makes only very occasional errors or inappropriacies</li> </ul>
7	<ul style="list-style-type: none"> <li>addresses all parts of the task</li> <li>presents a clear position throughout the response</li> <li>presents, extends and supports main ideas, but there may be a tendency to over-generalise and/or supporting ideas may lack focus</li> </ul>	<ul style="list-style-type: none"> <li>logically organises information and ideas; there is clear progression throughout</li> <li>uses a range of cohesive devices appropriately although there may be some under-/over-use</li> <li>presents a clear central topic within each paragraph</li> </ul>	<ul style="list-style-type: none"> <li>uses a sufficient range of vocabulary to allow some flexibility and precision</li> <li>uses less common lexical items with some awareness of style and collocation</li> <li>may produce occasional errors in word choice, spelling and/or word formation</li> </ul>	<ul style="list-style-type: none"> <li>uses a variety of complex structures</li> <li>produces frequent error-free sentences</li> <li>has good control of grammar and punctuation but may make a few errors</li> </ul>
6	<ul style="list-style-type: none"> <li>addresses all parts of the task although some parts may be more fully covered than others</li> <li>presents a relevant position although the conclusions may become unclear or repetitive</li> <li>presents relevant main ideas but some may be inadequately developed/unclear</li> </ul>	<ul style="list-style-type: none"> <li>arranges information and ideas coherently and there is a clear overall progression</li> <li>uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical</li> <li>may not always use referencing clearly or appropriately</li> <li>uses paragraphing, but not always logically</li> </ul>	<ul style="list-style-type: none"> <li>uses an adequate range of vocabulary for the task</li> <li>attempts to use less common vocabulary but with some inaccuracy</li> <li>makes some errors in spelling and/or word formation, but they do not impede communication</li> </ul>	<ul style="list-style-type: none"> <li>uses a mix of simple and complex sentence forms</li> <li>makes some errors in grammar and punctuation but they rarely reduce communication</li> </ul>
5	<ul style="list-style-type: none"> <li>addresses the task only partially; the format may be inappropriate in places</li> <li>expresses a position but the development is not always clear and there may be no conclusions drawn</li> <li>presents some main ideas but these are limited and not sufficiently developed; there may be irrelevant detail</li> </ul>	<ul style="list-style-type: none"> <li>presents information with some organisation but there may be a lack of overall progression</li> <li>makes inadequate, inaccurate or over-use of cohesive devices</li> <li>may be repetitive because of lack of referencing and substitution</li> <li>may not write in paragraphs, or paragraphing may be inadequate</li> </ul>	<ul style="list-style-type: none"> <li>uses a limited range of vocabulary, but this is minimally adequate for the task</li> <li>may make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader</li> </ul>	<ul style="list-style-type: none"> <li>uses only a limited range of structures</li> <li>attempts complex sentences but these tend to be less accurate than simple sentences</li> <li>may make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader</li> </ul>
4	<ul style="list-style-type: none"> <li>responds to the task only in a minimal way or the answer is tangential; the format may be inappropriate</li> <li>presents a position but this is unclear</li> <li>presents some main ideas but these are difficult to identify and may be repetitive, irrelevant or not well supported</li> </ul>	<ul style="list-style-type: none"> <li>presents information and ideas but these are not arranged coherently and there is no clear progression in the response</li> <li>uses some basic cohesive devices but these may be inaccurate or repetitive</li> <li>may not write in paragraphs or their use may be confusing</li> </ul>	<ul style="list-style-type: none"> <li>uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task</li> <li>has limited control of word formation and/or spelling; errors may cause strain for the reader</li> </ul>	<ul style="list-style-type: none"> <li>uses only a very limited range of structures with only rare use of subordinate clauses</li> <li>some structures are accurate but errors predominate, and punctuation is often faulty</li> </ul>
3	<ul style="list-style-type: none"> <li>does not adequately address any part of the task</li> <li>does not express a clear position</li> <li>presents few ideas, which are largely undeveloped or irrelevant</li> </ul>	<ul style="list-style-type: none"> <li>does not organise ideas logically</li> <li>may use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas</li> </ul>	<ul style="list-style-type: none"> <li>uses only a very limited range of words and expressions with very limited control of word formation and/or spelling</li> <li>errors may severely distort the message</li> </ul>	<ul style="list-style-type: none"> <li>attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning</li> </ul>
2	<ul style="list-style-type: none"> <li>barely responds to the task</li> <li>does not express a position</li> <li>may attempt to present one or two ideas but there is no development</li> </ul>	<ul style="list-style-type: none"> <li>has very little control of organisational features</li> </ul>	<ul style="list-style-type: none"> <li>uses an extremely limited range of vocabulary; essentially no control of word formation and/or spelling</li> </ul>	<ul style="list-style-type: none"> <li>cannot use sentence forms except in memorised phrases</li> </ul>
1	<ul style="list-style-type: none"> <li>answer is completely unrelated to the task</li> </ul>	<ul style="list-style-type: none"> <li>fails to communicate any message</li> </ul>	<ul style="list-style-type: none"> <li>can only use a few isolated words</li> </ul>	<ul style="list-style-type: none"> <li>cannot use sentence forms at all</li> </ul>
0	<ul style="list-style-type: none"> <li>does not attend</li> <li>does not attempt the task in any way</li> <li>writes a totally memorised response</li> </ul>			

# IELTS ACADEMIC WRITING

Task	Number of Minutes	Number of Words	General Tasks
1	20	150	Describe a chart, graph, or table Explain a diagram or a machine, a device, or a process
2	40	250	Write about given topic

- An **Academic** style is used when writing to a large audience about a topic. Academic writing may describe, explain, or inform.
- A **Semi-formal/neutral** style is used when writing to a colleague or associate. It is also used when writing to someone who is older or in different social group
- A **Formal** style is used when writing to someone in a position of authority.
- An **Informal** style is used when writing to a friend or someone you know well.

Let's start with a review of these basic English structures:

## What is a word?

*A word is a group of letters.*

## What is a sentence?

*A sentence is a group of words.*

## What is a paragraph?

*A paragraph is a group of sentences.*

## What is an essay?

*An essay is a group of paragraphs.*

## IELTS ACADEMIC WRITING MODULE (TASK 1)-(TASK REPORT/TASK ACHIEVEMENT)

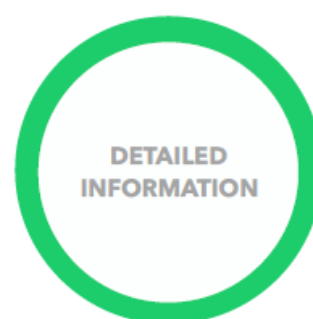
# TASK ONE



Paraphrase the information above the chart



Focus on the main point of the presentation and should not be too large with lots of information



Describe the data by pointing out the important changes or comparisons

In your IELTS Academic Writing Task 1, you will be given:

- with one or more graph(s) (i.e. bar, column, line or pie), table, flowchart, map or process diagram
- and you need to **summarise the main information, compare data, show contrasts and trends, identify significant trends and describe a process**
- You should write between **150 to 200** words and the minimum word requirement is **150**.
- You should spend about **20 minutes on this task**.
- Always present factual data based on the diagram presented, and **NEVER** assume something, even if this is a common knowledge.
- Write in a way so that the reader (*examiner in this case*) can very easily follow the trends of the graph and understand the factual information regarding the diagram.

### Instructions:

To improve your ability to analyze Task 1 data, use the questions below when you see a new graph, chart, map, or process diagram. After you're comfortable with the checklists, gradually try to use them less and less until you can analyze the data more easily.

### Graph or Chart:

1. What are the axes (x and y)?
2. What are the units of measurement? (e.g. amount, %, age, etc.)
3. Is there more than one group being compared? (e.g. 3 different countries)
4. Does it show change over time? (this is common for graphs)
5. What are the time periods shown? (past, present, future)
6. What is the general trend? (increase, decrease, etc.)
7. Are there any large differences between groups or charts?
8. Are there any groups or charts that share similarities?
9. How can I break it into two parts?

### Maps:

1. Is there more than one map being compared?
2. What are the time periods shown? (past, present, future) Are they in different maps or the same map?
3. What are the most noticeable differences between the multiple maps or time periods?
4. What parts of the map are the same in both maps/time periods?
5. Can the map(s) be easily broken into two parts? How?

### Process Diagrams:

1. Where is the start of the process? The end?
2. How many total stages are there?
3. What kind of process is it? Is it a cycle or a linear (start to finish) process?
4. What does each stage do? And what is its connection with the previous stage?
5. What is the end result? Is something produced?
6. Can the process be easily broken into two parts? How?

### IELTS Tips

Be careful of the following common errors when describing changes in numbers.

CORRECT	FALSE
There was an <b>increase of</b> 20% between 1955 and 2015	an <b>increase in</b> 20%
There was an <b>increase in</b> obesity between 1955 and 2015	<b>increase of</b> obesity

## USEFUL PHRASES TO START THE GENERAL OVERVIEW

The phrases below are useful to start the general overview part:

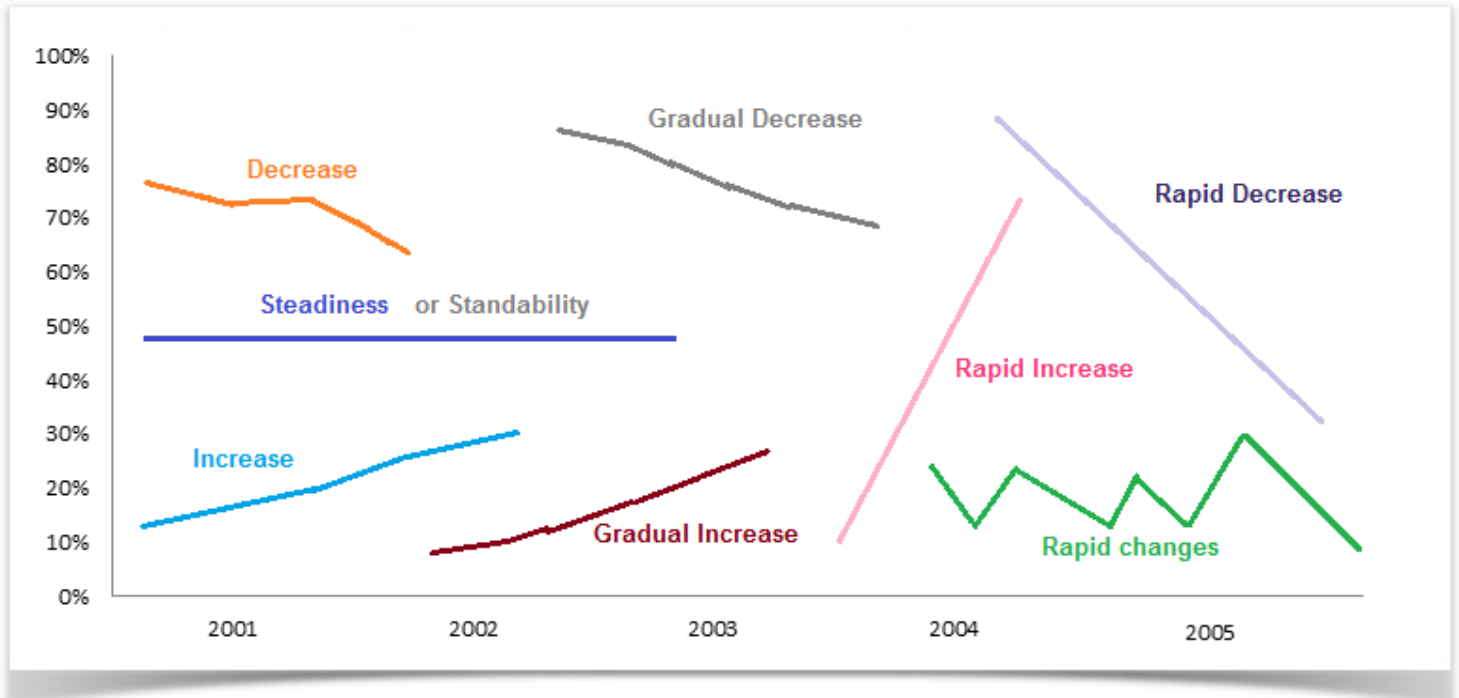
- As an overall trend,
- In general,
- In common,
- Overall,
- It is obvious,
- As is observed,
- As a general trend,
- As can be seen,
- As is presented,
- It can be clearly seen that,
- At the first glance,
- It is clear,
- At the onset,
- It is clear that...
- A glance at the graph reveals that....

## USEFUL VOCABULARIES FOR LINE GRAPH

Trends	Verb form	Noun Form
<b>Increase</b>	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
<b>Decrease</b>	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 trend/ a downward tendency/ a decline/ a drop/ a slide / a collapse/ a downfall
<b>Steadiness</b>	Unchanged/ level out/ remain constant/ remain steady /plateau/remain the same/ remain stable/remain static	A steadiness/ a plateau/ A stability/ a static
<b>Gradual Increase</b>	-----	An upward trend/an upward tendency/ a ceiling trend
<b>Gradual Decrease</b>	-----	A downward trend /a downward tendency/ Descending trend
<b>Standability/ Flat</b>	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/ stabilize/ remain(ed) the same	No change/a flat/ a plateau

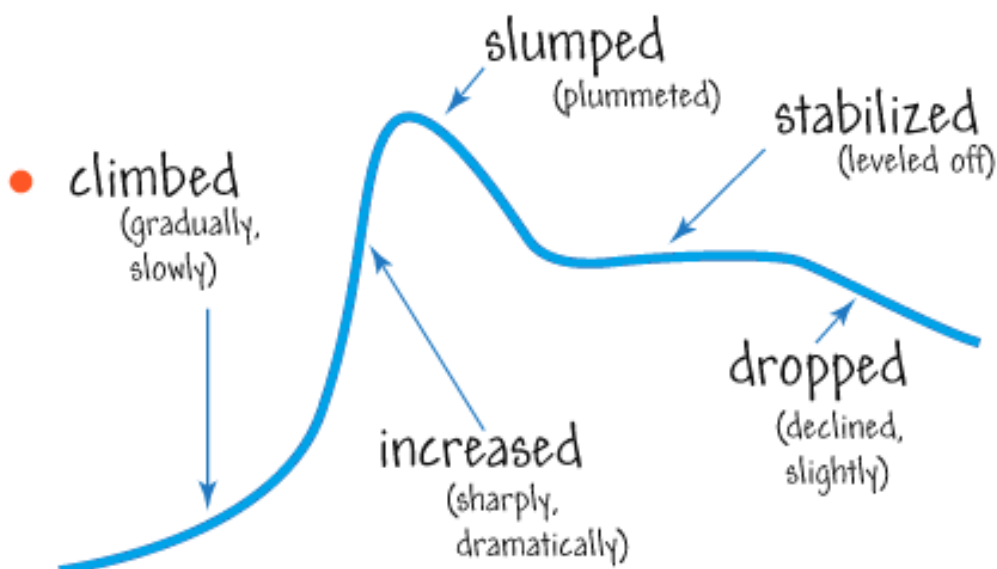
Type of Change	Adverb form	Adjective form
<b>Rapid change</b>	Dramatically/rapidly/sharply/quickly/hurriedly/ speedily/swiftly/significantly/considerably/substantially/noticeably	Dramatic/rapid/sharp/quick/ hurried/speedy/swift/significant/considerable/ substantial/noticeable

<b>Moderate Change</b>	Moderately/gradually/progressively/sequentially	Moderate/gradual/progressive / sequential
<b>Steady change</b>	Steadily/ceaselessly	Steady/ ceaseless
<b>Slight change</b>	Slightly/slowly/mildly/tediously	Slight/slow/mild/tedious



## Use Synonyms

- **Increase = rise / go up / uplift / rocketed / climb / upsurge / soar.**



- **Cars = automobile, motor vehicle, vehicle.**

## USEFUL VOCABULARIES TO PRESENT PERCENTAGE, PORTION AND NUMBERS

### Percentages:

- 10% increase
- 25 percent decrease
- Increased by 15%
- Dropped by 10 percent
- Fall at 50%, reached to 75%
- Tripled
- Doubled
- One fourth
- Three-quarters
- Half
- Double fold
- Treble
- 5 times higher
- 3 times lower
- Declined to about 49%
- Stood exactly at 43%

### Fraction:

- 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

### Useful words/phrases of approximation:

- Approximately
- Nearly
- Roughly
- Almost
- About
- Around

### Vocabulary to represent comparison in graphs:

Type	Word(s) should be used
similar	About/almost/nearly/roughly/approximately/ around/just about/very nearly

<b>Just over</b>	Just above/just over/just bigger/just beyond/just across
<b>Just short</b>	Just below/just beneath/just sort/just under/just a little
<b>Much more</b>	Well above/Well beyond/well across/well over
<b>Much less</b>	Well below/well under/well short/well beneath

The following table presents some examples of how the candidates can change percentages to fractions or ratios:

Percentage	Fraction
80%	Four-fifths
45%	Three-quarters
70%	Seven in ten
65%	Two-thirds
60%	Three-fifths
55%	More than half
50%	Half
45%	More than two fifths
40%	Two-fifths
35%	More than a third
30%	Less than a third
25%	A quarter
20%	A fifth
15%	Less than a fifth
10%	On in ten
5%	One in twenty

The candidates, however, can use qualifiers to make sure the description remains accurate, for example:

Percentage	Qualifier
77%	Just over three quarters
77%	Approximately three quarters
49%	Just under a half
49%	Nearly a half
32%	Almost a third

This table presents some examples of how the candidates can change percentages to other phrases:

Percentage	Proportion/number/amount/majority/minority
75%-85%	A very large majority
65%-75%	A significant proportion
10%-15%	A minority
5%	A very small number

Note: there are some grammatical rules for the quantifier e.g. **number** is **countable nouns**, and **amount** is for **uncountable nouns**



# Writing Vocabulary

## Top 30 Words and Phrases

### Presenting a view

**It is widely accepted that**

**It is generally claimed that ...**

**It is generally thought that ...**

*It is generally accepted that regular exercise is positively related to wellness.*

**A common opinion is that ...**

**A popular belief is that ...**

*A common opinion is that regular exercise is positively related to wellness.*

**\_\_\_ is generally considered to be...**

**\_\_\_ is generally thought to be...**

*Regular exercise is generally considered to be related to wellness.*

### Presenting arguments

**First(ly), secondly, thirdly, finally**

*First(ly), cars are expensive; secondly, they contribute to air pollution; finally, travelling by car takes more time than taking a train.*

**On the one hand,**

**On the other hand,**

*On the one hand, tourism facilitates economic growth...*

*On the other hand, mass tourism negatively affects the environment...*

## Explaining your idea

**To put it another way,**

**In other words,**

*Tourism facilitates economic growth. To put it another way, tourists spend a lot of money in the countries they visit.*

## Giving examples

**For example,**

**For instance,**

*Tourism facilitates economic growth. For instance, such countries as Maldives and Seychelles largely rely on income received from tourists.*

**A good illustration of this is ...**

*Tourism facilitates economic growth. A good illustration of this is Maldives that largely relies on income received from tourists.*

**This is shown by**

**This is illustrated by**

*Tourism facilitates economic growth. This is illustrated by countries like Maldives that largely relies on income received from tourists.*

## Adding information

**Moreover,**

**Furthermore,**

*Regular exercise is positively related to physical wellness. Moreover, it is often claimed that it contributes to psychological well-being too.*

**Likewise**

**Similarly**

*The girls particularly enjoy using social networking websites. Similarly, nearly all the boys said they spent at least two to three hours a week on these sites.*

## Showing importance

### **Significantly**

*This decision will significantly affect your future.*

### **Notably**

*This project has many drawbacks, most notably its price.*

### **Importantly**

*Finally, and perhaps most importantly, you must learn to listen as well as to speak.*

## Expressing your opinion

### **I am convinced**

### **I strongly agree**

### **I would argue that**

*I would argue that benefits of tourism outweigh the drawbacks.*

## Presenting facts

### **The fact is that ...**

### **It is obvious that ...**

### **It is clear that ...**

### **There is no doubt that ...**

*There is no doubt that social media affects health in young people.*

## 1.4 Common exam question keywords and instruction words

### Common keywords

It is vitally important that you understand exactly what the keywords and instruction words of your essay question mean and how the various ideas introduced in your essay question relate to each other. Look at this chart. Can you think of any other keywords to add that show these various relationships and instructions?

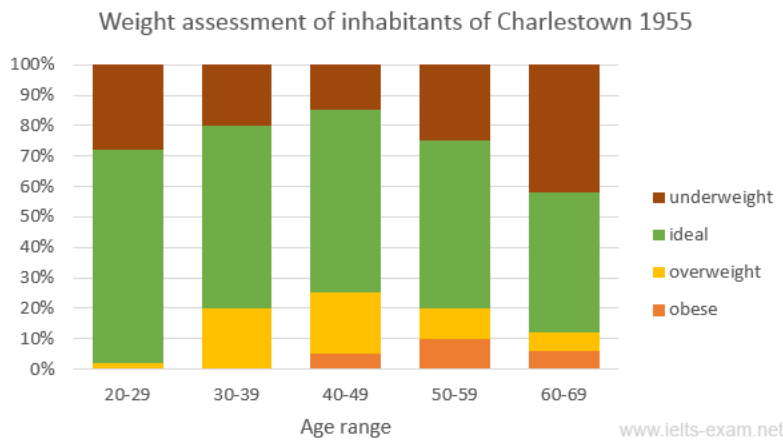
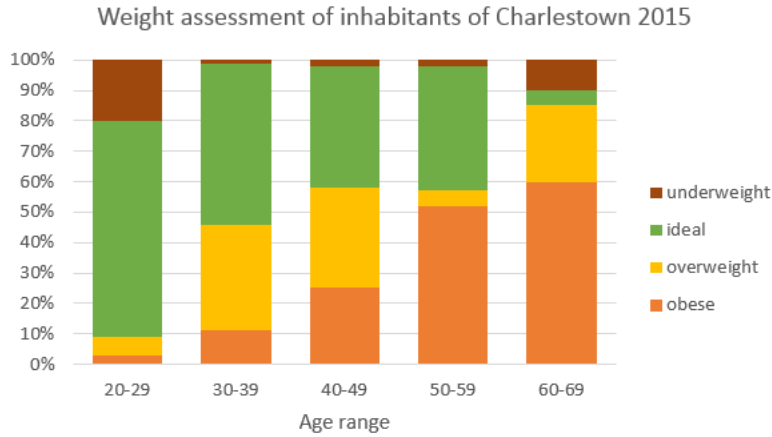
Fast increase	Climbed, increased rapidly, fast growth
Slow increase	Gradual, steady climb
No change	Steady, stable, unchanging,
Slow Decrease	Gradual, modest decline
Fast decrease	Dropped, fell,
Sudden change up/down	Spike, dive, nose-dive
Unstable figures	Volatile, rapid changes, unstable, unpredictable
Figures that are similar or the same	In tandem, similar, mirror each other, in parallel
Maximum	Peak, highest
Minimum	Bottomed-out,
Unexpected results	Bizarre, strange, against expectations
Expected results	Normal, unexciting, as expected
Happening at the same time...	While, during, at the same time, at this time, also
Contrasting	Despite this, while, whereas, however, on the other hand, differs from, in contrast to, conversely, unlike, although
Comparing	In the same vein, likewise, similarly, this mirrors, just as, has in common, moves in tandem, parallels, alike, like, reflects, almost the same

### Common instruction words

Asking you to support	...support this statement..., ...back this statement..., ...prove this statement...
Asking you to refute	...refute this statement..., ...disprove this statement..., ...show this statement to be untrue...
Asking you to support or refute	...do you agree or disagree..., ...where do you stand..., ...take a stand..., ...how do you see this situation..., ...come to a reasoned conclusion
Asking you to compare ( <i>Discussion essays – please see chapter 5</i> )	...contrast these two ideas..., ...compare these issues..., ...discuss these ideas...
Asking you to analyze ( <i>Discussion essays – please see chapter 5</i> )	...present a discussion on this issue..., ...discuss this topic..., ...analyze this topic...

**IELTS ACADEMIC WRITING TASK 1  
(SAMPLE QUESTION AND ANSWER)**

**1. BAR CHART**



The charts summarise the weight measurements of people living in Charlestown in 1955 and 2015.

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

Write at least **150** words.

**Sample Answer :**

The charts provide an analysis of the weight issues among the residents of the town of Charlestown in 1955 and in 2015.

In 1955, the youngest age group had the fewest number of weight issues, with more than 70% of 20-29-year-olds being assessed as having a healthy weight. In the same year, excess weight was only a significant problem among 40-49-year-olds, 20-30% of whom were classified as either overweight or obese. In fact, being underweight was a more significant problem affecting more than twenty percent of each age group, and the elderly in particular, with 40% of the over 60s being classified as underweight.

In stark contrast to this, in 2015, being underweight was only a problem among 20-29-year olds, with 20% obtaining this diagnosis, and the number of underweight elderly people had fallen to 10%. The charts clearly show that, in modern times, obesity poses a considerable problem from the age of 30 upwards. In fact, there was a steady increase in this problem in almost every age group over 29 until the age of 60, when the vast majority are considered to have an unhealthy weight. It is important to note that, by the age of 60, less than 50% of each age group was considered to have a perfect weight by the year 2015. This is a fall of 10% compared to the same age group in 1955.

When comparing the two years, it is clear that there has been a significant increase in the number of obese people in Charlestown, and there was a general drop in the number of underweight people between 1955 and 2015.

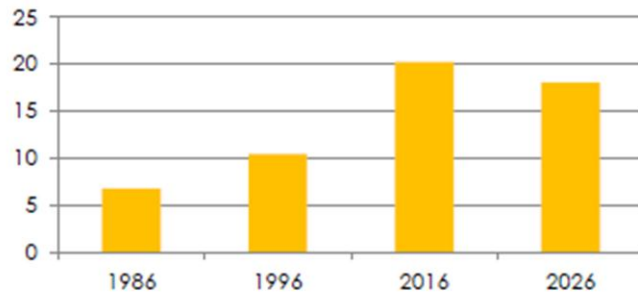
## 2. BAR AND PIE CHART

The bar chart below shows US seafood imports for 1986, 1996, and 2016, and the forecast for 2026. The pie chart shows the geographical structure of these imports in 2016.

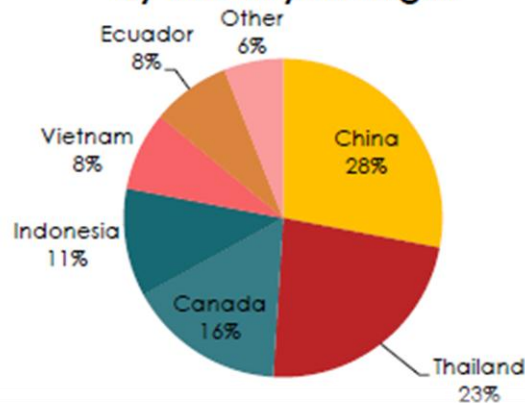
Summarise the information by selecting and reporting the main features and make comparisons where relevant.

Write more than 150 words.

**US seafood imports  
(in billion U.S. dollars)**



**US seafood imports in 2016,  
by country of origin**



### Sample Answer

The graphs provide information on the volume of seafood imports in the United States between the years 1986 and 2016 with a prediction for 2026 and illustrate from which countries the seafood was imported in 2016.

Overall, seafood imports tripled over that twenty-year period, with the top three countries controlling more than two-thirds of the market in the United States. In the future, however, import levels are forecast to shrink.

The US seafood imports increased from about \$6 billion in 1986 to over \$10 billion in 1996. Over the following ten years, that amount doubled and crossed the \$20 billion mark in 2016. Despite the past growth, it is predicted that the trend will change and in 2026 the United States will receive approximately \$2 billion fewer seafood products from abroad than it did in 2016.

In regard to the geographical split of imports, the three countries that dominated the market in 2016 were China, Thailand, and Canada, which respectively imported 28 per cent, 23 per cent, and 16 per cent of the seafood. The imports from other countries – including Indonesia, Vietnam, and Ecuador – constituted one-third of the total annual seafood imports.

Word count: 192 words

## IELTS WRITING MODULE (TASK 2)-(ESSAY)

Essays present an organized argument that is supported by examples. In your IELTS essay, your exam marker will be looking for:

- Organized structure with clearly defined paragraphs
- Coherent sentences that link together using linking phrases
- A clear thesis that *directly* answers the essay question
- Real life examples that support the argument
- A clear introduction and conclusion
- Adherence to length requirement (minimum 250 words)

The easiest way to score well on the IELTS Task 2 writing portion is to structure your writing in a solid essay format. A strong argument essay structure can be split up into 4 paragraphs, each containing 4 sentences (except the conclusion paragraph, which only contains 3 sentences).

### Look at this essay structure:

#### Paragraph 1 - **Introduction**

- Sentence 1 - Background statement
- Sentence 2 - Detailed background statement
- Sentence 3 - Thesis
- Sentence 4 - Outline sentence

#### Paragraph 2 - **First supporting paragraph**

- Sentence 1 - Topic sentence
- Sentence 2 - Example
- Sentence 3 - Discussion
- Sentence 4 - Conclusion

#### Paragraph 3 - **Second supporting paragraph**

- Sentence 1 - Topic sentence
- Sentence 2 - Example
- Sentence 3 - Discussion
- Sentence 4 - Conclusion

#### Paragraph 4 - **Conclusion**

- Sentence 1 - Summary
- Sentence 2 - Restatement of thesis
- Sentence 3 - Prediction or recommendation

This essay structure contains a total of 15 sentences and will put your essay at roughly 250-275 words. Each sentence should be short, written clearly and should link to other ideas presented in the essay using cohesive phrases.

## ORGANIZING YOUR WRITING

Your writing needs a main idea. Your thesis statement is your main idea. Now you have to support your main idea with general ideas. You should have two or three general ideas for each topic. You can use concept maps to help you organize your ideas.

## COHERENCE AND COHESION

### What does coherence mean?

*...the logical ordering of words allowing the reader to easily understand what is written.*

### What does cohesion mean?

*...the linking of ideas together creating clear relationships between different ideas.*

**Coherence** and **cohesion** are a measure of how logical your ideas are presented in your essay and how well the ideas work together. **Coherence** is best achieved by employing short, **grammatically correct sentences** that are concise and to the point. **Cohesion** can be achieved by

using **linking words** in your writing to create relationships between the various sentences and paragraphs in your essay.

The table below shows some phrases we can add to the beginning of our sentences to create cohesion.

<b>Similarity</b>	Likewise, similarly, also, as well, in tandem with this, coupled with this
<b>Contrast</b>	On the other hand, however, although, but, taken from another viewpoint, in contrast, conversely
<b>Series</b>	First, second, finally, lastly
<b>Evidence</b>	Such as, for example, for instance, take the example of
<b>Result</b>	Thus, because of this, as a result, it is clear that, as can be seen, therefore, it is no surprise, consequently
<b>Conclusion</b>	Finally, in conclusion, this shows, thus, therefore, in the end, to summarize, to sum up, to reiterate
<b>Importance</b>	Primarily, above all, of most importance is, notably
<b>Additional</b>	Also, as well, further, to add to this, moreover

#### 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 out weight the disadvantages.../I wholeheartedly believe that this trend should be changed.

#### Vocabulary for the OPINION part:

According to the essay types (Learn what are the IELTS essay types) use one of the following connective words/ linking phrases to write down your opinion. However remember that if the question does not ask you to give your opinion but to compare advantages and disadvantages, then you should not strongly express your opinion. Opinion should only be written for opinion essays.

- In my opinion.../I strongly opine that.../I strongly agree with the idea that.../I strongly disagree with the given topic.../I think.../My opinion is that.../In my view.../I believe.../Apparently.../Personally speaking.../According to me.../From my point of view... (Not 'In my point of view')/As far as I am concerned.../From my perspective.../I realise.../To my way of thinking.../It seems to me that.../To me.../To my mind.../My own view on the matter is.../It appears that.../I feel that.../I understand.../I suppose...

#### Examples:



- 1) **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:

- It is true that.../First.../First of all.../Firstly.../First and foremost.../Initially.../To begin with.../To start with.../Let us take a look at.../It is worth considering.../In the first place.../Though it is true that.../Some people believe that.../Many people think that.../According to many.../Some people believe that.../Many support the view 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 selfemployed.
- 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 the 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)...** **Third(ly)...**
- **Then.../Next.../After that.../And.../Again.../Also.../Besides.../Likewise.../In addition.../Consequently.../What's more.../Furthermore.../Moreover...**
- **Other people think that.../Other people believe that.../On the other hand.../Apart from that.../Finally.../Last but not the least...**

#### 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 the 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 the hazardous works like mining and outer space research. Surprisingly, ecommerce 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.../Likewise.../Similarly.../Like the previous point.../Similar to.../Also.../At the same time.../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.../On the contrary.../However.../Nevertheless.../Nonetheless.../But... Nevertheless.../Oppositely.../Alternatively.../Unlike.../While.../Whilst.../Although.../Though.../Even though.../Despite... / In spite of.../In spite of the fact that...../In contrast to this.../Then again.../On the other hand.../Despite the fact that.../Even so.../Yet... Meanwhile...**

### 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 in global warming and affecting the ozone layer. Therefore, using bicycles in cities would be a better alternative.....

### Vocabulary to show an EXAMPLE:

- **As an example/For instance. /For example. /Like/As./Among others/Such as/ Particularly.../Regarding.../In particular.../Namely.../With respect to.../As far...is concerned.../To show an example.../To give an example.../To cite an example.../As an evidence.../To illustrate.../To paraphrase.../An example is.../...could be a good/ideal example here/When it comes to...**

### Examples:

- 1) **For instance**, there is no guaranty that all unemployed person will use the 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.

**Note: 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:

- **Furthermore.../In addition.../On top of that.../Besides.../What is more.../Another point worth noting is.../Another factor to consider is.../Furthermore.../Not only...but also.../Also...**

### Examples:

- 1) **On top of that**, rich countries emit more CO2 than 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.../Consequently.../As a consequent.../As an effect/Thus.../So.../The reason why.../Therefore.../On account of.../Because of.../Hence.../Eventually.../For this/that reason.../Thereby.../Due to.../Owing to...

#### 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.../As a result of.../Due to.../One reason behind this is.../...has led to/ ... has resulted in.../Consequently.../Therefore...

#### Examples:

- 1) **This has led** to a moral degradation and we are at a tough time to look back much behind.
- 2) **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.../In short.../In a word.../To put it simply.../That is to say.../To repeat in short.../To summarise

#### 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**, overall infrastructure of the area will develop.

**Notes: 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:

- It goes without saying that.../Obviously.../Needless to say.../There is little doubt that /Although.../Thought.../Nonetheless.../Nevertheless.../Still.../Yet.../Must.... After/After all.../Even if.../Therefore.../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.../hat 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 other hand
In conclusion/ To conclude	In a nutshell

### Vocabulary for the CONCLUSION part:

- **In conclusion.../In summary.../To conclude.../To conclude with.../To sum up.../In general.../To summarise.../In short.../All in all.../Overall.../On the whole.../To draw the conclusion...**

#### Examples:

- 1) **In general**, even though it is preferable to study English in an English speaking country, a reasonable level of English can be achieved in one's own country, if a student is gifted and dedicated to studying.
- 2) **To sum up**, if the population explosion continues, many more people will die of starvation in poor countries, and life in the cities, even in affluent nations, will become increasingly difficult.

### HOW TO EXPRESS AN OPINION: A FEW EXAMPLES

#### A. Giving an opinion

- I believe/think that... In my view...
- I feel strongly that...
- I would argue that...

#### B. Agreeing with an idea

- I am convinced that...
- I am certain that...
- I **partially/to some extent** support... I generally agree that...

#### C. Disagreeing with an idea:

- I totally disagree that...
- There is no justification for...
- I am completely against...
- I do not agree with the idea that... I do not think/believe...

#### D. Describing other people's opinions

- Many consider/argue/claim that...
- It is widely believed that...
- It is often said/claimed that...
- Some people hold/believe/think/insist/argue/claim that...

Many People...	Think/believe that...	However I strongly disagree that....	In fact....
Others...	May argue/opine that....	I find it hard to agree....	For these reasons....
Those who disagree...	Point out that....	I totally disagree.....	Considering all the issues....
		Perhaps this is true but it cannot be denied that... /	
		This is partially true but then again.....	

## Vocabulary for Essay Writing

Common Connectives to connect/link multiplex sentences

ADDITION	SEQUENCE	CONSEQUENCE	CONTRAST
<b>in addition to</b> <b>and</b> <b>similarly</b> <b>likewise</b> <b>as well as</b> <b>besides</b> <b>another</b> <b>furthermore</b> <b>also</b> <b>moreover</b> <b>and then</b> <b>too</b> <b>not only.....also</b> <b>even</b> <b>besides this/that</b> <b>in the same way</b>	<b>first(ly)</b> <b>initially</b> <b>in the first stage / phase</b> <b>one reason / advantage</b> <b>to begin with</b> <b>second(ly) etc</b> <b>in the second stage / phase</b> <b>another reason / advantage</b> <b>then</b> <b>earlier / later</b> <b>after this / that</b> <b>at this point</b> <b>following this / that</b> <b>following this / that</b> <b>a further reason / advantage</b> <b>in the final stage / phase</b> <b>the final reason / advantage</b>	<b>as a result</b> <b>thus</b> <b>so</b> <b>therefore</b> <b>consequently</b> <b>it follows that</b> <b>thereby</b> <b>eventually</b> <b>then</b> <b>in that case</b> <b>admittedly</b>	<b>However</b> <b>on the other hand</b> <b>despite</b> <b>in spite of</b> <b>though</b> <b>although</b> <b>but</b> <b>on the contrary</b> <b>otherwise</b> <b>yet</b> <b>instead of</b> <b>rather</b> <b>whereas</b> <b>nonetheless</b> <b>even though</b> <b>compared with</b> <b>in contrast</b> <b>alternatively</b>
CERTAINTY	CONDITION	DEFINITION	SUMMARY
<b>obviously</b> <b>certainly</b> <b>plainly</b> <b>of course</b> <b>undoubtedly</b>	<b>if</b> <b>unless</b> <b>whether</b> <b>provided that</b> <b>for, so that,</b> <b>whether</b> <b>depending on</b>	<b>is</b> <b>refers to</b> <b>means</b> <b>that is</b> <b>consists of</b> <b>such as</b> <b>like</b>	<b>in conclusion</b> <b>in summary</b> <b>lastly, finally</b> <b>to sum up</b> <b>to conclude</b> <b>to recapitulate</b> <b>in short</b>
EXAMPLE	REASON/CAUSE & EFFECT	TIME	TIME: Continued
<b>for instance</b> <b>one example</b> <b>just as</b> <b>in particular</b> <b>such as</b> <b>namely</b> <b>to illustrate</b>	<b>Since, as, so,</b> <b>because (of)</b> <b>due to</b> <b>owing to</b> <b>the reason why</b> <b>in other words</b> <b>leads to</b> <b>cause of/ caused</b>	<b>before</b> <b>from</b> <b>since, as</b> <b>until</b> <b>meanwhile</b> <b>at the moment</b> <b>when</b> <b>whenever</b>	<b>as soon as</b> <b>just as</b> <b>presently</b> <b>at the present</b> <b>currently</b>

## Analyzing Task 2 essay questions

Understanding the meaning of an essay question is essential to writing a solid essay in response. For all essay questions, you should first pinpoint these 3 attributes:

### 1. Scope

### 2. Keywords

### 3. Instruction words

Let's read our essay question:

***Technology is becoming increasingly prevalent in the world today. Given time, technology will completely replace the teacher in the classroom. Do you agree or disagree with this statement?***

*Scope* involves the topics that *can* and *cannot* be included in your written response. In this example essay question, the *scope* is 'technology' and 'education' related topics. Given this essay question, we cannot start talking about topics outside of this scope. This may seem like a simple concept, but it is surprising how many students go off on tangents in their writing, discussing topics that have little to do with their essay question.

*Keywords* are the words in the question which tell us how the various ideas relate together. Here, we see the phrase 'increasingly prevalent'. What does this tell us about technology? We also see 'completely replace'. What is the connection? What are these keywords telling us about the question?

Finally, we need to locate the *instruction words*. Where is the question telling us to do something? Here:

***Do you agree or disagree with this statement?***

This sentence is instructing us with a question. To answer this question properly we must answer it concisely and directly. To do this, we must use a ***thesis***.

### ***What is a thesis?***

An essay's thesis is only one sentence long, but it is ***the most important sentence in the entire essay***. The reason for this is because it is the sentence that states our opinion in relation to what is being asked of us by the essay question. A thesis is very easy to write. Often, the thesis will reflect and even borrow words from our essay question. Thus, in the example question above our thesis can only be one of two things:

***It is agreed that technology will replace teachers in the classroom.***

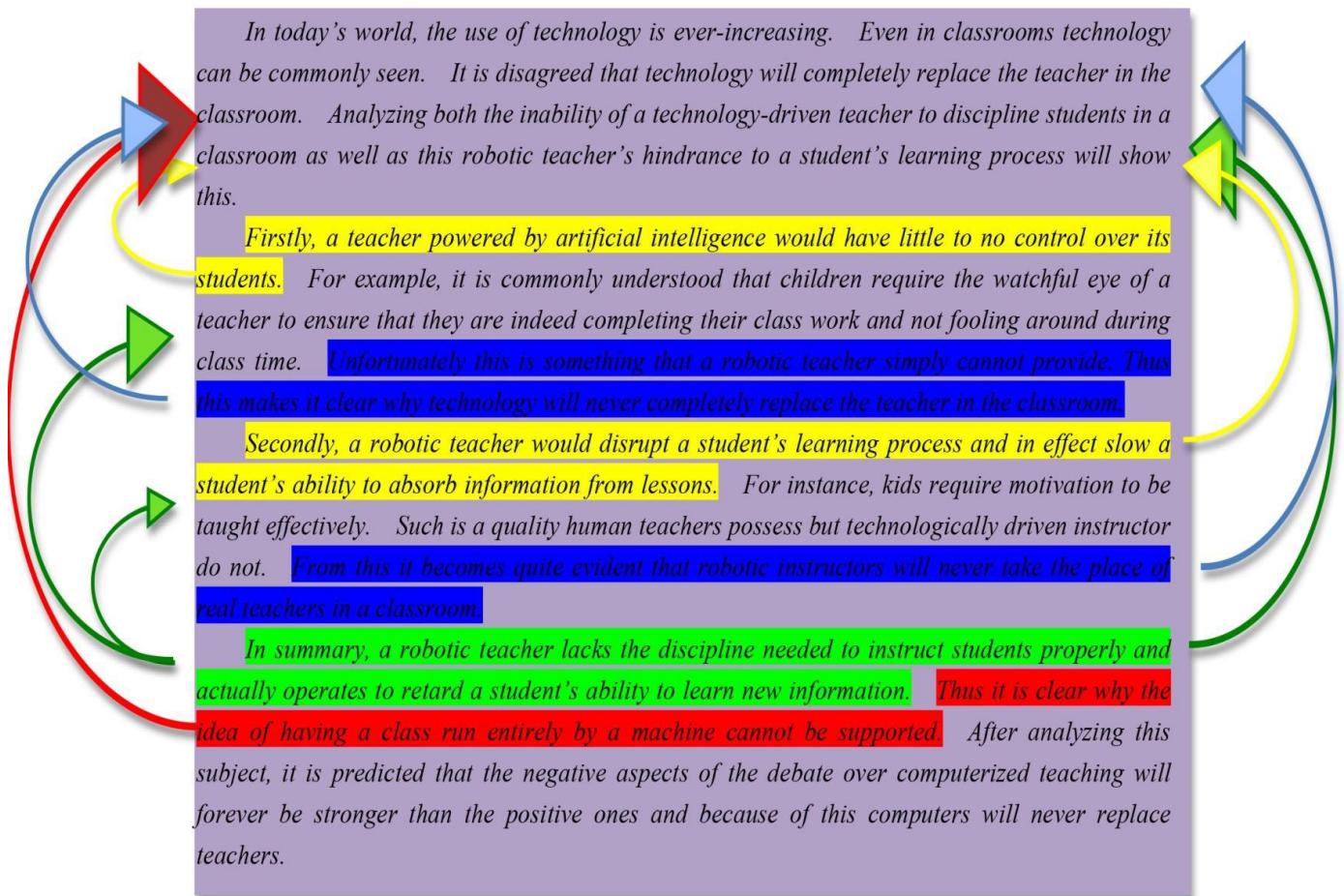
Or

***It is not agreed that technology will replace teachers in the classroom.***

Remember, writing your thesis using a few words from your essay question is effective because your examiner will clearly see the link between your essay question and your essay. In other areas of your essay, however, try to vary your vocabulary as much as you can.

## 4.2 Cohesion at the essay level

Let's look again at our completed essay. In addition to having cohesion at a sentence level, we have cohesion at an essay level:



In yellow, we can see our supporting paragraphs' topic sentences referring back to the information presented in our introduction paragraph's outline sentence.

In blue, our supporting paragraph conclusion sentences directly link each supporting paragraph's idea back to the thesis.

In green, our summary sentence links back to both supporting paragraphs *and* the outline sentence in the introduction.

And finally in red, our restatement of thesis brings the essay to a close by reinforcing the argument made in the thesis at the beginning of the essay.

Thus it is easy to see how the sentences in the entire essay work together as a team and cause the essay to operate as one large, cohesive unit.

## EXAMPLE WRITING ANSWER TASK 2

### THE QUESTION:

Some people think universities should accept equal numbers of male and female students in every subject. Others believe that this is an unacceptable policy.

Discuss both these views and give your own opinion.

### THE ANSWER:

#### INTRODUCTION:

The issue of keeping a balance between the numbers of female and male students in universities has been discussed by many, and although some say such a policy should be implemented in all subjects, others, including myself, believe that it is not beneficial. (43 words)

#### OR

Gender equality is a major issue in education today and some believe keeping a balance between the numbers of female and male students in all university subjects to be a good means of achieving it. However, I, like many others, think that it is not beneficial. (46 words)

#### Body:

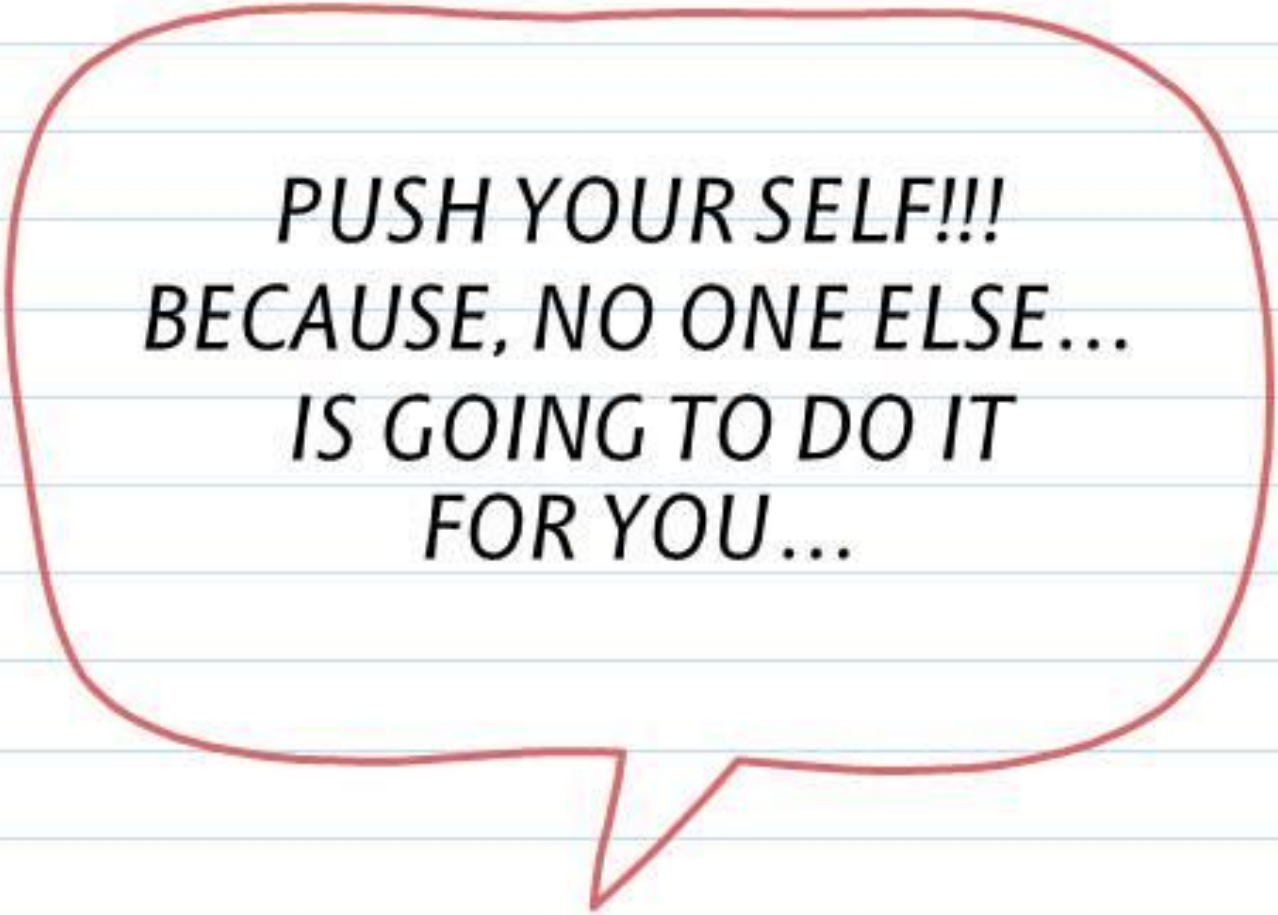
Admitting a similar number of students from each gender in some courses will probably render many of them unable to find a job later. For example, most areas of agriculture are too burdensome for almost any woman in that they involve heavy physical activities and their working environment is affected significantly by the elements. Therefore, it is unlikely for a woman to be able to find a farming job once she has graduated in, say, agricultural engineering. Besides, such a policy would definitely bar many talented and enthusiastic applicants from studying their favourite courses merely because there may not be enough students from the opposite sex to join the course. (110 words)

Some people think that accepting similar numbers of male and female students in all subjects promotes gender equality, as well as breaking the social taboos attached to studying courses that are usually prescribed to a specific gender. However, forcing students to study something they may not like, or stopping others from studying what they like in order to keep a balance does not seem fair at all. Social taboos are not broken in the short term either, and it is more probable that the students who study in fields that are taboo for their gender are rejected and sidelined in the process. (102 words)

#### Conclusion

In conclusion, I personally disagree with accepting an equal number of boys and girls in any subject at university since it can complicate finding jobs later and promote gender bias, stopping enthusiastic applicants from entering the courses they like because of their sex. (43 words)





***PUSH YOURSELF!!!  
BECAUSE, NO ONE ELSE...  
IS GOING TO DO IT  
FOR YOU...***

-unknown