

IELTS Academic Writing Module



**Models for
High Band Scores**

**Sixteen Academic
Task 1 & Task 2
Writing Models**

with detailed notes & explanations

IELTS Academic Writing Module: Models for High Band Scores

J.P. Williams / Onlearn

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For More Help With Your IELTS



Introduction

How this book can help increase your score

The *IELTS Academic Writing Module* book has been created for IELTS Academic Exam candidates who want to achieve a high score in the Writing Module. Not only does the book present models for writing very good responses to Tasks 1 & 2, it also provides notes to detail what a candidate must do for a high band score. Often candidates will lose valuable marks because they are not aware of what is required. This book will help the reader to avoid common IELTS Writing mistakes.

Close study of model answers with extended commentary is a powerful way of improving writing skills because the reader can see how arguments are developed, how vocabulary is used and how language is used to address the exact requirements of the task.

Using this book

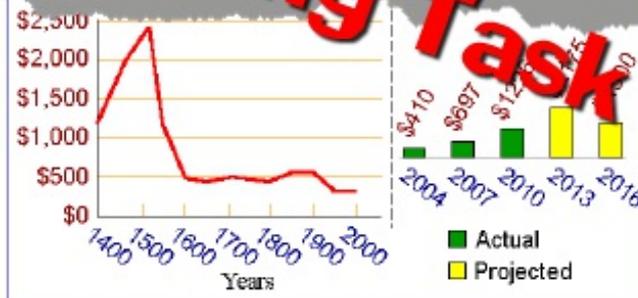
The book is divided into two sections: Task One & Task Two for IELTS Academic Writing. Each section has eight IELTS Writing tasks with a complete sample model and detailed notes for each task.

Academic Task One - # 3

You should spend 20 minutes on this task.

The graphs provide information about the price of gold from the years 1400 to 2000 and the actual and projected prices between 2004 and 2016.

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



A Strong response: #3

The graph and the chart provide an overview of the price of gold in US dollars, at 2016 value, from 1400 to 2016, and its predicted price in 2016.

The line graph, which shows the price of gold from 1400 to 2000, indicates that gold was valued at about \$1200 an ounce in 1400, rose to a peak of \$2300 in 1500, and then fell to around \$500 by 1600. Between 1500 and 1600, however, the price of gold dropped sharply to around \$500. For the next 400 years the price fluctuated at or below this level, before rising to around \$1200 in 2010, and peaking at around \$1475 in 2013. The price then fell to around \$1000 in 2016.

NOTES #3

* The line graph and the bar chart describe the same information - the price of gold in certain years - although the latter provides more detailed information for specific recent years and predicted prices in future years. The candidate would be expected to connect the two diagrams in an overview.

* The overview, which connects the two diagrams (paragraph 2) is more descriptive than comparative, apart from noting that the gold price has risen in value at a faster rate than any time in the last 500 to 600 years. The overview that looks at the bar chart is also mainly descriptive - "rose", "jumping", "dropping". However, the overview does also compare the two diagrams, noting that the price of gold "reached its highest price for over 400 years" (which compares the price of gold in 1500 to the price of gold in 2013) and "to increase even more rapidly".

* The overview, which connects the two diagrams, is found in the final paragraph: "Clearly, then, the first few years of the 21st Century have seen gold increase in value at a faster rate than any time in the last 500 to 600 years."

The tasks reflect very closely the type and range of questions that are in the IELTS Writing Exam. Task 1 about describing data includes examples of tables of data, bar charts, line graphs and diagrams while Task 2 includes a range of topics that frequently appear in the IELTS exam.

The writing models are examples of very good responses to the task which would score very highly in the exam. The detailed notes that follow each response focus on understanding the task and what is required for a good response. Task achievement, cohesion and coherence, vocabulary use, and grammar use are also noted in the model.

Samples Tasks

To give you a taste of what to expect in this very useful book, here are samples of the IELTS Academic Task One and Task Two writing models:

Task One: #5 - Road Casualties (SAMPLE)

Academic Task One - # 5

You should spend 20 minutes on this task.

The graph and table provide information about road casualties in France in 2007 and 2010.

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

Write at least 150 words.

Road casualties (injured & killed) in France in 2007 and 2010



Average casualties during periods of the day - weekdays & weekends in France in 2010

Time periods (6 hours)	0-6	6-12	12-18	18-24
Weekday casualties	59	121	164	132
Weekend casualties	235	140	280	255

A Strong Response: #5 (SAMPLE)

The chart and the table provide data about people killed or injured on French roads.

The bar chart compares road casualties in the years 2007 and 2010. Most noticeably, although the number of people injured in accidents increased by 6000 in 2010, from 132,000 in 2007, the number of deaths declined by over 1000 from 5049.

The table focuses on the year 2010 and shows what periods of the day during weekdays and at weekends casualties occurred. In all four six hour blocks on weekend days casualties were generally much higher than weekday days. The biggest difference in casualties was in the 0-6 hour period when ...*(continued)*...

Notes #5 (SAMPLE)

* The bar chart and the table both measure road casualties in France, although the first measures deaths and injuries in two separate years and the other shows only casualties in only one of the years, 2010, but provides does specific information about when the casualties occur. However, it is possible to connect the two diagrams in one overview.

* As the information provided in the chart is less detailed the writer spends less time writing about it. The main focus is on the table as it gives more information and corresponds with ...*(continued)*...

Task Two: #2- Foreign Prisoners (SAMPLE)

Academic Task Two - # 2

You should spend 40 minutes on this task.

People who are jailed in foreign countries should have the right to serve their prison sentences in their own country.

What are the benefits of a scheme to allow prisoners to serve a sentence in their own country for a crime committed in a foreign one? Do you agree or disagree with the statement?

Write at least 250 words.

A Strong Response: #2 (SAMPLE)

Allowing people who have committed a crime in a foreign country to serve their sentences in their own respective countries has obvious benefits for the prisoners themselves. However, I cannot see any positive benefits for the actual countries involved.

With regard to the prisoners, the most obvious benefit for allowing people who carried out crimes in a foreign country to serve their time in their own country is that their families will be able to visit them at the prison more frequently and with less difficulty. Another advantage would be the ability of the prisoner to serve time within their own cultural environment and, if relevant, communicate in their own language.

However, the transfer of prisoners back to their country ...(continued)...

Notes #2 (SAMPLE)

* This task asks the candidate to respond to two questions based on the statement above about prisoner who commit a crime in a foreign country serving their sentence in their own country. This task is not simply a matter of discussing or providing an overall point of view about the statement.

* The essay addresses the first question in the second paragraph, but makes it clear beforehand - in the opening paragraph - that a scheme like this is ...(continued)...

Overview of the Academic Writing Tasks

Although there are many differences in the tasks and response requirements for Task 1 and Task 2 of the Academic Writing Module, there are also many writing requirements common to both tasks. Below are the main areas that candidates are assessed in, and what is important to be aware of.

Addressing the task. Always respond to all the requirements of the task; candidates will lose marks if they do not do what is required in the task.

Cohesion and coherence. Ideas and information in the text must be organised and structured. It is important to use paragraphs.

Vocabulary use. A wide variety of vocabulary suitable to the task should be used in the response. Words and expressions must be used accurately. Contractions - such as "don't" or "can't" - should not be

used in the Academic Module, and spelling must be accurate. Slang and colloquial expressions should not be used.

Grammar use. Complex sentences – for example, using words like “but” and “which” - should be used often in the written response, and too many simple sentence structures should be avoided.

In any IELTS Writing Task **do not** use bullet-points or numbers to list information or ideas in a written response, and **do not** use headings for paragraphs, as the topic or idea of a paragraph should be apparent in the actual text. **Never** copy whole sentences from the question paper.

Academic Task 1 Writing

Candidates are asked to describe, summarise or explain a graph, table, chart or diagram. In not less than 150 words over 20 minutes, the candidate must use his or her own words to describe or explain data, processes or situations.

Depending on the type of task presented, candidates are assessed on their ability to organise, present and compare data or describe a process. An overview of all the information presented in the graph, diagram, etc. is also required: for example, “...the first few years of the 21st Century have seen gold increase in value at a faster rate than any time in the past 500 to 600 years”.

Academic Task 2 Writing

Task 2, which is always an essay, requires the candidate to write at least 250 words in about 40 minutes. Task 2 is worth more marks to the overall IELTS Writing score, so more time and effort should be put into writing it. Usually the candidate will be required to respond to a point of view or statement by discussing or providing an opinion, but may also be required to present a possible solution to a problem – for example “How can children be encouraged to read more?”

When assessing the Task 2 response it is not important that the examiner agrees or disagrees with the writer, but whether the candidate has presented the requirements of the task well. Has the candidate attempted to provide a solution to a problem? Have reasons or examples been provided to justify an opinion or argument? Have all sides of an argument been discussed?

About the authors

J.P. Williams is part of a highly qualified team with many years experience in IELTS Exam preparation instruction and resource development. All members of the Onlearn team have Master Degrees in English Language Teaching. Our popular IELTS and ESL websites include: “MyEnglishExam.com”, “esl4free.com”, “youtube.com/esl4free” & “marktask.com”.



Academic Task One Writing Models

1. Overseas Aid
2. Language Courses
3. Gold Prices
4. Asian Countries
5. Road Casualties
6. Sport Centre
7. Vehicle Offences
8. Economic Growth



Task One: #1 - Overseas Aid

Academic Task One - # 1

You should spend 20 minutes on this task.

The tables give information about overseas development aid from four countries and overall aid from all countries.

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

Write at least 150 words.

Overseas development aid from four countries for 2011

	S. Korea	Sweden	UK	USA
Aid promised (\$billion)	8	5	16	105
Aid delivered (\$billion)	2	7	13	30
Aid % of national income*	0.1%	1.01%	0.55%	0.2%

*Agreed international target = 0.7%

Official aid from all countries 2000-2011 in US\$ trillion

Aid required	Aid delivered	Aid shortfall
3.16 (100%)	1.27 (40%)	1.91 (60%)

A Strong Response: #1

The two tables focus on the allocation of overseas development aid by countries. The first table shows how much aid was promised and ultimately delivered by four specific countries in 2011.

Of the four countries, only Sweden actually provided more in eventual aid, \$7 billion, than it had previously promised, \$5 billion. Sweden was also the only country to exceed the internationally agreed target of

0.7% of national income with just over 1.0%. Of the three remaining countries, the UK was the next best at fulfilling its overseas aid commitment in 2011, delivering \$13 billion, or 0.55% of the national income, of the \$16 billion promised.

Despite being the largest provider of aid in dollar terms, the USA only provided \$30 billion of the \$105 billion it had committed to, which was equal to 0.2% of national income. South Korea donated even less of its national income in aid, 0.1%, or \$2 billion of the promised \$8 billion.

The second table shows that between 2000 and 2011 all of the world's countries combined only delivered 40% of the \$3.16 trillion official aid needed. This data suggests that many countries over the period did not meet their international aid goals, not just South Korea, the UK and the USA in 2011.

Notes #1

* In this task the candidate has to summarise and highlight the main features from two tables. Although each table relates to the same topic, overseas aid, they are describing separate sets of information (dates and countries), so connecting the two tables is not straightforward.

* The writer has met the task requirements in the response, as it focuses on the main features and makes comparisons where possible, and is not simply a description of the data. For example, the writer has noted that figures for Sweden are very different to the other countries – “only Sweden actually provided more in eventual aid” and “Sweden was also the only country to exceed the internationally agreed target of 0.7%”. Where possible, the other countries are also described in relation to one another – “the UK was the next best at fulfilling its overseas aid commitment” and “South Korea donated even less of its national income in aid”.

* The overview is essentially in the second paragraph, “Of the four countries looked at, only Sweden actually provided more in eventual aid, \$7 billion, than it had previously promised, \$5 billion. Sweden was also the only country to exceed the internationally agreed target of 0.7% of national income with just over 1.0%.”. The final sentence of the last paragraph also attempts to connect the two sets of data in an overview, “This data suggests that many countries over the period did

not meet their international aid goals, not just South Korea, the UK and the USA in 2011". Note the writer's use of the word "suggests" because there is no data to confirm that this is true, although it is a logical assumption from the data.

* The paragraphs are suitably organised. However, they can also be organised slightly differently without causing any major problems to the cohesion of the text. For example, paragraphs two and three could be combined into one paragraph. In this model the writer chose to look at the best two providers of aid as a percentage of national income, Sweden and the UK, in one paragraph and the two worst providers in a separate paragraph. Note the use of expressions such as "Of the three remaining countries..." to connect the information being described.

* The writer uses a wide range of vocabulary, which is important for a high score, although the vocabulary in Task One writing is usually less varied than Task Two essays. Note that the writer tries to use different terms or word forms throughout the text, for example: "promised", "committed" & "fulfil its commitment", "delivered".

* A wide range of flexible structures are used, for example, "Despite being the largest provider of aid in dollar terms, the USA only provided \$30 billion of the \$105 billion it had committed to, which was equal to 0.2% of national income." Note that the information being described occurred in the past, so past tenses are used when talking about the data.

* However, present tenses can be used to describe what the writer can see at that moment – "The two tables focus on" and "The second table shows".



Task One: #2 - Language Courses

Academic Task One - # 2

You should spend 20 minutes on this task.

The table shows the level of student satisfaction in four language courses and the chart provides information about enrolment in the courses.

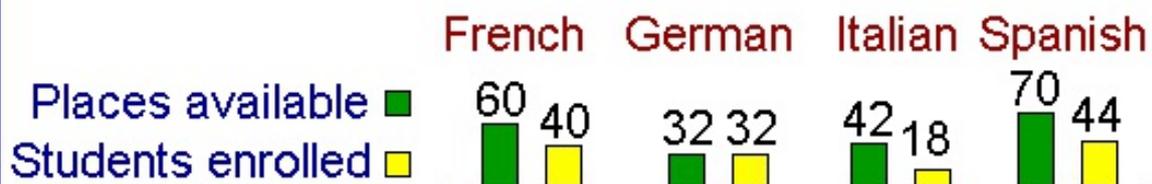
Summarise the information by selecting and reporting the main features and make comparisons where relevant.

Write at least 150 words.

Language course satisfaction levels at a college in 2011

	French	German	Italian	Spanish
Excellent	7%	33%	2%	8%
Good	33%	49%	24%	35%
Average	41%	16%	38%	37%
Poor	19%	2%	36%	20%

Course places available and students enrolled



A Strong Response: #2

The table below indicates the level of satisfaction for four language courses at a college in 2011, and the chart shows the enrolment level for each of the courses.

The German course clearly had the highest satisfaction level, with 33% judging it excellent and 49% good. Only 16% of the course's students answered average and 2% poor. The other courses, on the other hand,

all recorded much higher scores in the average and poor categories, and only between 2 and 8 percent for excellent. Italian had the lowest satisfaction rating, 38% for average and 36% for poor. French and Spanish had similar levels of satisfaction, with about 6 in 10 respondents rating the courses either average or poor.

The chart also demonstrates that the German course was unique in terms of the percentage of students enrolled for the places available, 100%, although, at 32, the course had the fewest student places. Spanish and French did, however, have more students, but this represented about two-thirds of the places on offer for each. The Italian course only filled less than half its places.

German was the most highly rated of the four courses, despite offering the fewest student places.

Notes #2

* The candidate has to summarise, compare and highlight information from the table and the bar chart, which both relate to courses being taught at a college in 2011. Although each diagram measures different things – satisfaction and enrolment numbers – it is possible to make a connection.

* The writer fulfils the task requirements by focusing on the main features of the information provided: the German course had a far higher satisfaction level than the other courses and it was the only one with 100% enrolment. Note the use of terms that connect or contrast the information, such as, “the highest”, “similar levels”, “the fewest” and “more students”.

* Overviews are used for each of the diagrams: “The German course clearly had the highest satisfaction level...”; “...the German course stood out in terms of the percentage of students enrolled for the places available, 100%, although, at 32, the course had the fewest student places”. The writer also presents an overview that ties the table and the chart together, “German was the most highly rated of the four courses, despite offering the fewest student places.”

* The four paragraphs are well organised - general introduction to the information provided; summary of the table; summary of the chart; and, concluding remarks about all the information presented. Note the

use of the expression “on the other hand” to connect information and make the text more cohesive.

* The writer attempts to use a variety of words in the text – “indicates”, “demonstrates”, “respondents”, “represented”, “offering”.

* The writer produces a number of complex sentences, using terms like “and”, “with” “but” and “despite”.



Task One: #3 - Gold Prices

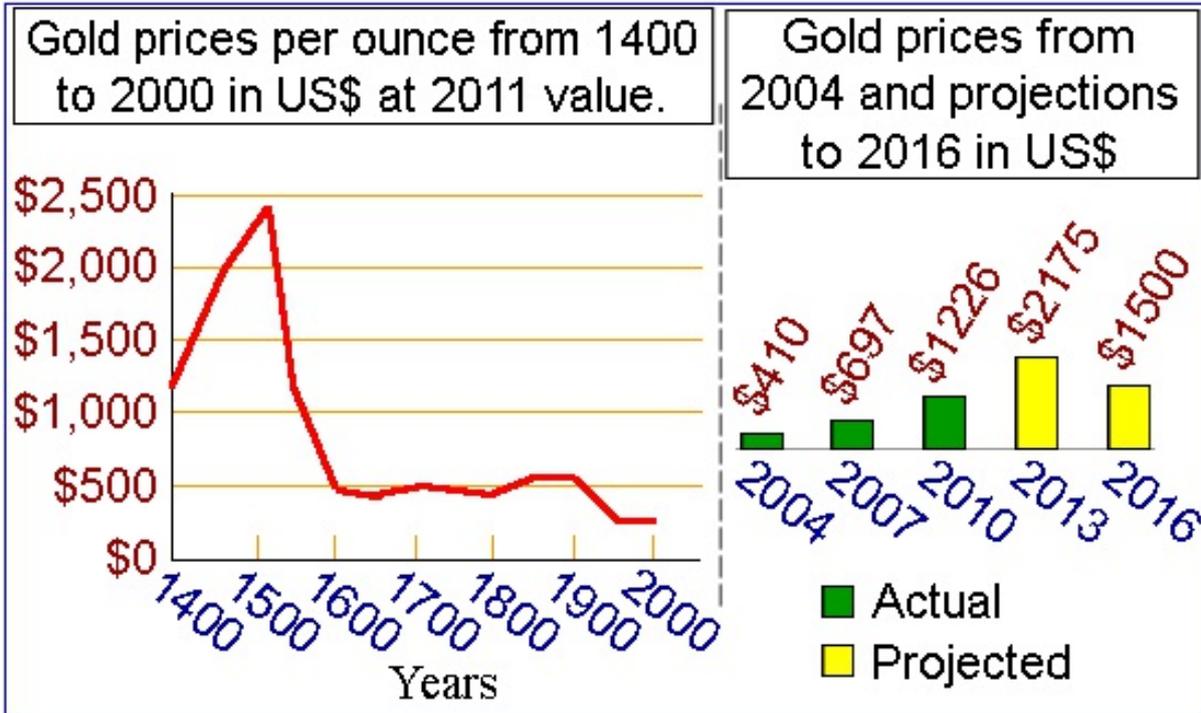
Academic Task One - # 3

You should spend 20 minutes on this task.

The graphs provide information about the price of gold between the years 1400 and 2000 and the actual and projected prices between 2004 and 2016.

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

Write at least 150 words.



A Strong Response: #3

The graph and the chart provide an overview of the price of gold in US dollars, at 2011 value, from the year 1400 to its predicted price in 2016.

The line graph, which plots the price of gold between 1400 and 2000, shows that gold was valued at about \$1200 an ounce in 1400, before doubling in value a hundred years later. Between 1500 and 1600, however, the price of gold dropped dramatically to around \$500. For

the next 400 years the price fluctuated at or below this level, before dropping to its lowest price over the period at around \$250 for the last few years of the 20th Century.

The bar chart shows that the price rose to \$410 by 2004, before surging to \$1226 in 2010, the highest price for over 400 years. Moreover, the price is expected to increase even more rapidly to \$2175 in 2013, before dropping to \$1500 in 2016.

Clearly, then, the first few years of the 21st Century have seen gold increase in value at a faster rate than any time in the past 500 to 600 years.

Notes #3

* The line graph and the bar chart describe the same information – the price of gold in certain years – although the latter provides more detailed information for specific recent years and predicted prices in future years. The candidate would be expected to connect the two diagrams in an overview.

* The summary of information in the line graph (paragraph 2) is more descriptive than comparative, apart from noting that the gold price dropped to its lowest level in the last few years of the 20th Century. The paragraph that looks the bar chart is also mainly descriptive – “rose”, “jumping”, “dropping”. However, importantly, it does also use comparative language to highlight important information - “reached its highest price for over 400 years” (which compares information across the two diagrams), and “to increase even more rapidly”.

* The overview, which connects the two diagrams, is found in the final paragraph: “Clearly, then, the first few years of the 21st Century have seen gold increase in value at a faster rate than any time in the past 500 to 600 years.”

* The paragraphing is effective, using a similar structure to the response for #2 Language Courses. Note the words “the highest price for over 400 years” in the third paragraph connects back to what was described in the second paragraph.

* The writer uses a mixture of descriptive words (“doubling”, “fluctuated”, “dropped dramatically”, “surging”) and comparative terms (“lowest”, “highest”). Note the use of different words in the writer’s text to those used in the task information: “expected” and “predicted”

for “projections”, for example. The use of the words “surging” and “plots” also demonstrate that the writer has a wide vocabulary.

* As part of this task the candidate is required to write about the future (the price of gold in 2013 & 2016). Writing about the future is common in IELTS tasks, so note the expression “is expected to”. Other alternatives are “is projected to” or “is predicted to”. You should not say “the price of gold will be \$2175 in 2013” because it is only a projection, not a certainty.



Task One: #4 - Asian Countries

Academic Task One - # 4

You should spend 20 minutes on this task.

The table provides information about the populations of five major Asian countries in 2010.

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

Write at least 150 words.

Population statistics for five major Asian countries in 2010

Country	Pop.*	Pop. Density (per sq. km.)	Pop. Growth (annual)	Life Expectancy (years)
China	1.35b	145	0.63%	74
India	1.21b	408	1.44%	70
Indonesia	233m	128	1.19%	71
Japan	127m	337	-0.8%	84
Pakistan	190m	224	1.55%	66

Pop. = Population / * b = billion; m = million

A Strong Response: #4

The table provides statistical information about the populations of China, India, Indonesia, Japan and Pakistan.

In terms of population, China, 1.35 billion, and India, 1.21 billion, had far more people than the other three countries in 2010. The next most populated country was Indonesia with 233 million people. Japan, at 127 million, had the least number of people of the five Asian countries.

India was the most densely populated country, with 408 people per square kilometre.

In other statistical areas Japan is noticeably different to the other countries. It was the only country to record negative population growth, -0.8%, and had a far higher life expectancy than the other four countries. People in Japan could expect to live to 84 years in 2010, whereas the next highest life expectancy was in China, 74. Pakistan, at 66 years, had the lowest of the group. It did, however, have the highest population growth, 1.55%.

Of the five countries, Japan has the most significant differences due to its negative population growth and very high life expectancy.

Notes #4

* The table provides a variety of population statistics for five countries. The writer is not expected to note every statistical element for all the countries in the task. However, all the statistical elements should be mentioned, even if only briefly.

* Even though China and India have far greater populations than the other countries, which is noted in paragraph two, the information that stands out is that Japan “...was the only country to record negative population growth, -0.8%, and had a far higher life expectancy than the other four countries”.

* The overview is found in the final paragraph: “Of the five countries, Japan has the most significant differences due to its negative population growth and very high life expectancy”.

* The writer has chosen to divide the two main paragraphs into related statistical areas – population and population density, population growth and life expectancy – although this could be combined into one paragraph.

* The writer uses a lot of comparative terms to highlight the main features and make comparisons: “most”, “least”, “higher”, “highest” and “than the other”.

* The sentences are suitably complex for this type of task. Note the use of the connector “whereas”.



Task One: #5 - Road Casualties

Academic Task One - # 5

You should spend 20 minutes on this task.

The graph and table provide information about road casualties in France in 2007 and 2010.

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

Write at least 150 words.

Road casualties (injured & killed) in France
in 2007 and 2010



Average casualties during periods of the day
- weekdays & weekends in France in 2010

Time periods (6 hours)	0-6	6-12	12-18	18-24
Weekday casualties	59	121	164	132
Weekend casualties	235	140	280	255

A Strong Response: #5

The chart and the table provide data about people killed or injured on French roads.

The bar chart compares road casualties in the years 2007 and 2010. Most noticeably, although the number of people injured in accidents

increased by 6000 in 2010, from 132,000 in 2007, the number of deaths declined by over 1000 from 5049.

The table focuses on the year 2010 and shows what periods of the day during weekdays and at weekends casualties occurred. In all four six hour blocks on weekend days, casualties were generally much higher than weekday days. The biggest difference in casualties was in the 0-6 hour period when there were 235 casualties on average at weekends and only 59 on weekdays. However, there were even more casualties at weekends in the 12-18 and 18-24 hour periods, at 280 and 255, respectively. In the corresponding periods on weekdays, on the other hand, there were 164 and 132 casualties. The period at weekends when there were the fewest casualties was in the second six-hour period at 140 on average, compared to 121 for the same period on weekdays.

Overall, despite having fewer fatalities, 2010 had more casualties than 2007 and those deaths and injuries were more likely to occur on a weekend day rather than on other days of the week.

Notes #5

* The bar chart and the table both measure road casualties in France, although the first measures deaths and injuries in two separate years and the other shows only casualties in only one of the years, 2010, but provides specific information about when the casualties occur. However, it is possible to connect the two diagrams in one overview.

* As the information provided in the chart is less detailed, the writer spends less time writing about it. The main focus is on the table as it gives more information and corresponds with one of the years in the chart above. Note that, unlike the chart which has little data, the writer does not mention every statistic in the table – only important data is noted, such as, “The biggest casualties difference was in the 0-6 hours period when there were 235 casualties on average at weekends and only 59 on weekdays”.

* The last paragraph provides an overview that links the two diagrams: “Overall, despite having fewer deaths, 2010 had more casualties than 2007 and those deaths and injuries were more likely to occur on a weekend day than on other days of the week”.

* Note that the structure of the written response is similar to other models looked at with this type of task: an introductory paragraph

mentioning both sets of data; a second paragraph on one of the diagrams (the graph); a third paragraph on the other diagram (the table); a concluding paragraph that provides an overview which links the two diagrams in some way.

* Note the use of the word “fatalities” instead of “deaths” in the final paragraph for language variety.



Task One: #6- Sports Centre

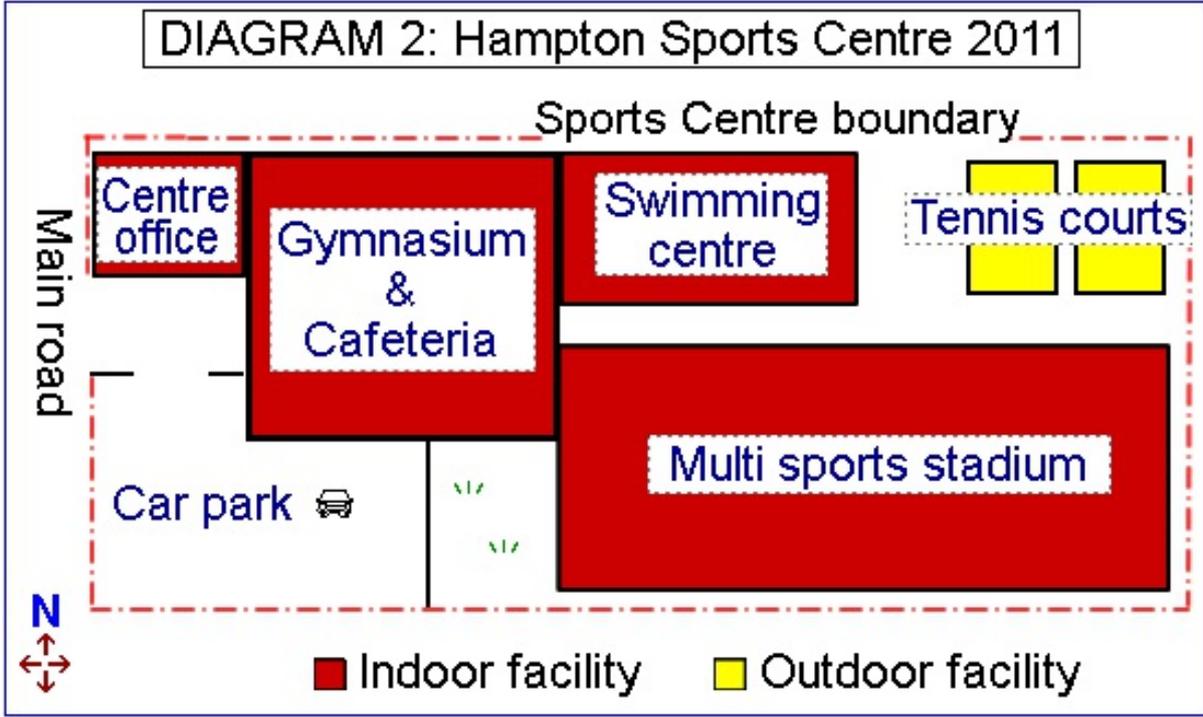
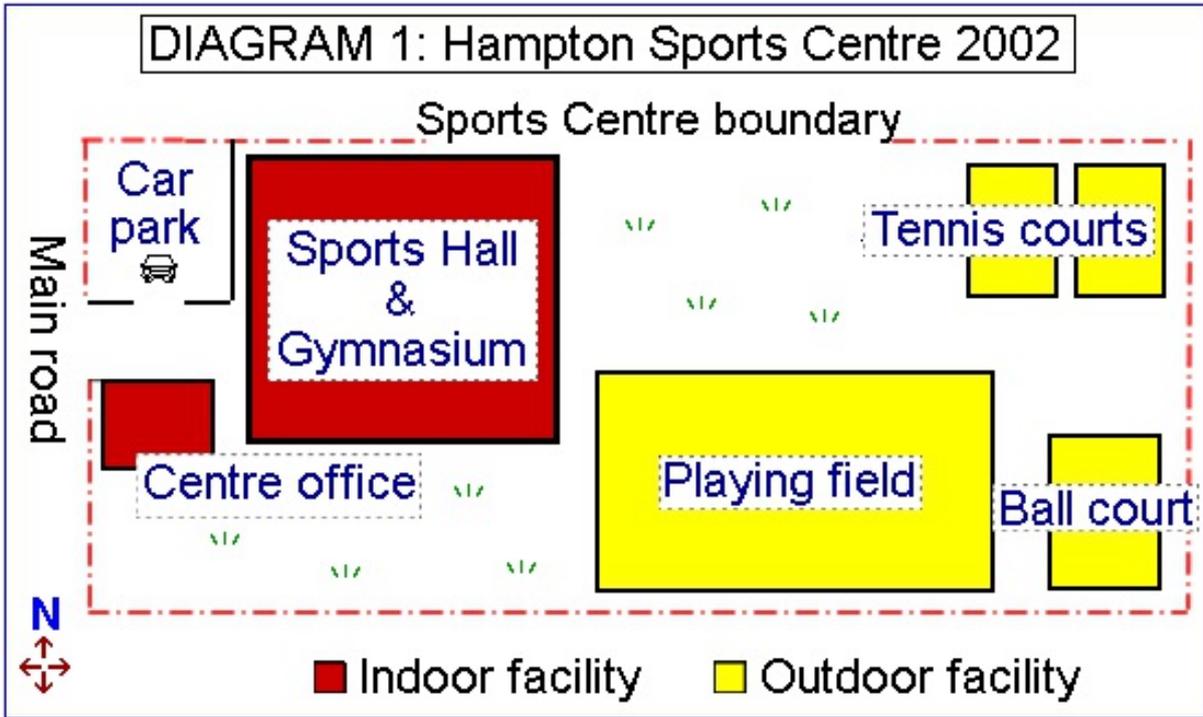
Academic Task One - # 6

You should spend 20 minutes on this task.

The two images show the Hampton Sport Centre in 2002 and in 2011.

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

Write at least 150 words.



A Strong Response: #6

The two images show changes to the Hampton Sports Centre between 2002 and 2011.

By 2011 the Sports Hall had been replaced by a cafeteria in the same building that continued to house the gymnasium. This building also had an indoor swimming centre attached to the northern end of the east wall, as well as a multi sports stadium connected to the southern

part of the same wall. The outdoor playing field and ball court were removed to make way for this indoor stadium, which extended along the south-eastern boundary of the centre.

A new Centre office was also built where a car park had once stood in the north-west corner of the site, and a larger car park developed in the area opposite, where the original centre office had stood, to replace the old one.

Apart from the previously existing two outdoor tennis courts located in the north-west corner of the site, all sporting facilities at the sports centre were indoor ones by 2011, whereas only one sporting facility had been indoors in 2002.

Notes #6

* This task is different to the others looked at in this book because it asks the candidate to compare two diagrams. It is not uncommon in IELTS to be asked to compare two maps or layouts of a specific location in different years, and to highlight the main changes.

* As there is not a lot of information in the two maps, all the changes are noted (in some maps with many details, however, you are only required to mention the main differences).

* The overview occurs in the last part of the final paragraph: “all sporting facilities at the sports centre were indoor ones by 2011, whereas only one sporting facility had been indoors in 2002”.

* Note that the writer has chosen to use one paragraph to describe changes to sport related facilities and another to talk about other facilities (centre office and car park). Both of these paragraphs could also be combined. Mention of the one feature that did not change, tennis courts, is attached to the overview in the conclusion as it is not essential information.

* Note the use of the word “previously” instead of “before” in the text to vary the language.

* Note the importance of the cardinal direction symbol for describing the changes.



Task One: #7- Vehicle Offences

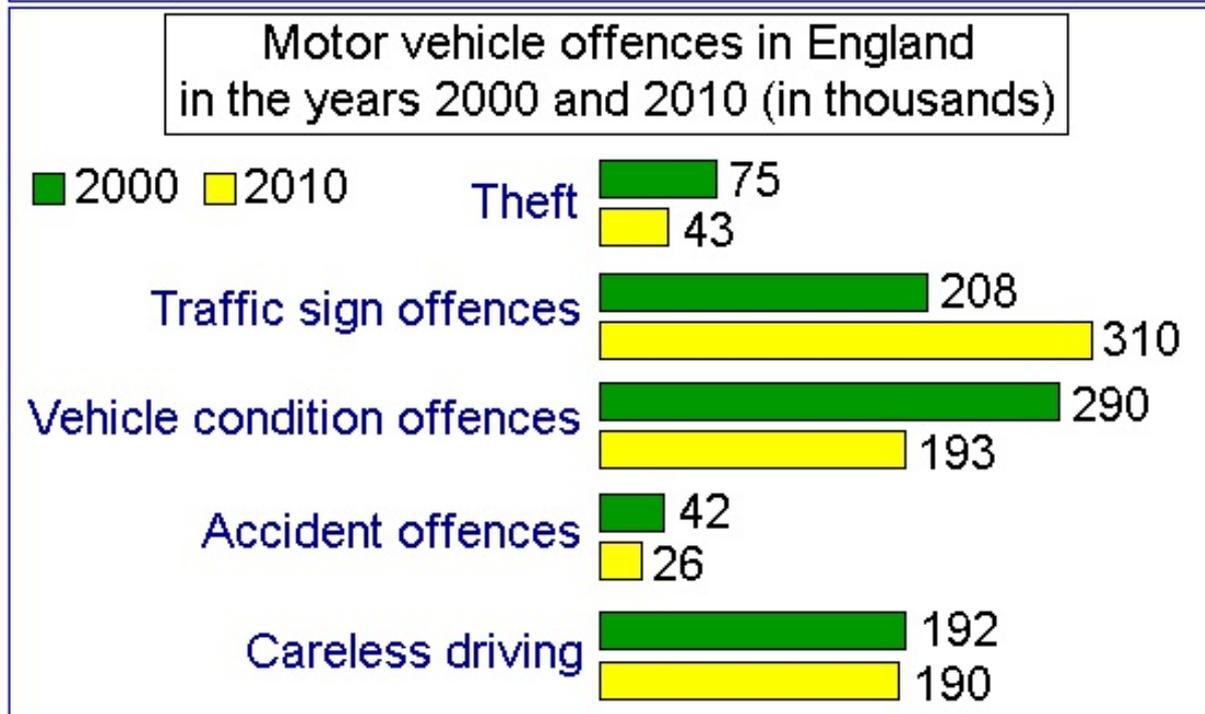
Academic Task One - # 7

You should spend 20 minutes on this task.

The chart provides information about motor vehicle offences in England in 2000 and 2010.

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

Write at least 150 words.



A Strong Response: #7

The chart shows the number of vehicle offences by category in England for the years 2000 and 2010.

Overall, the number of offences declined in every category in the two years looked at, apart from Traffic sign offences. This type of offence increased by almost 50%, from 208,000 in 2000 to 310,000 in 2010, to become the largest offence category for that year, and for both of the

years surveyed. In 2000 Vehicle condition had been the category that recorded the most offences, 290,000, but this number dropped significantly to 193,000 by the year 2010.

The next biggest type of motor vehicle violation, Careless driving, only fell by 2,000 to 190,000 in 2010. Theft, however, dropped by a much greater amount, from 75,000 in 2000 to 43,000 in 2010. The smallest offence category in 2000, Accident offences, also fell considerably over the period. In 2000 there had been 42,000 of these offences, but by 2010 this had declined to 26,000.

Notes #7

- * This is a reasonably simple bar chart comparing vehicle offences in England in two separate years.
- * Because there is not much actual data to discuss in the chart the writer has provided a lot of statistical detail. However, the text also identifies relevant trends and differences – a decline in all offences except for one, traffic sign offences, which is an important feature of the chart.
- * Unlike the previous models looked at, the overview can be found at the beginning of the second paragraph: “Overall, the number of offences declined in every category in the two years looked at, apart from traffic sign offences”.
- * The writer has divided the main paragraphs according to the significance of the information: paragraph two looks at the offences that registered the biggest changes, traffic sign and vehicle condition, while paragraph three covers the remaining offences.
- * It is essential to look at the chart carefully before writing. A failure to notice that figures are given in thousands will spoil your description.



Task One: #8- Economic Growth

Academic Task One - # 8

You should spend 20 minutes on this task.

The table provides information about economic growth and unemployment levels in four countries in 2007, 2009 and 2011.

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

Write at least 150 words.

Economic growth and unemployment in four countries in three separate years

		2007	2009	2011
AUSTRALIA	*Growth	3.6	1.4	1.8
	**Unemploy	4.3	5.5	5.2
CANADA	Growth	2.2	-2.8	2.5
	Unemploy	6.0	8.4	7.5
MALAYSIA	Growth	6.5	-1.6	5.1
	Unemploy	3.0	3.4	3.1
UNITED KINGDOM	Growth	3.5	-4.4	0.7
	Unemploy	5.3	7.9	8.4

*Annual economic growth (%) **Average unemployment rate (%)

A Strong Response: #8

The table looks at yearly economic growth and unemployment levels in the years 2007, 2009 and 2011 in Australia, Canada, Malaysia and the UK.

For all countries 2007 saw the highest economic growth and the lowest unemployment rate of any of the years. Growth for that year was highest in Malaysia, 6.5%, and lowest in Canada, 2.2%. Not surprisingly,

given the high growth rate, Malaysia had the lowest level of unemployment, 3%, and, correspondingly, Canada the highest at 6%.

2009, on the other hand, was the worst year for economic growth across all countries in the table. In fact, Australia was the only country to record positive economic growth in 2009 at 1.4%. The other three had negative growth, with the UK the worst at -4.4%. Despite the economy contracting by -1.6%, Malaysia had by far the lowest unemployment rate in 2009 at 3.4%. Canada, with 8.4%, had the highest unemployment, followed by the UK with 7.9%.

By 2011, however, all four countries were recording positive growth, with Malaysia jumping to 5.1%, which was more than double the rate of the next highest country, Canada. The UK, on the other hand, had the most sluggish rate of economic expansion, growing just 0.7%. In fact the UK was the only country to have a higher rate of unemployment than in 2009, jumping from 7.9% to 8.4%, despite growing slightly.

Notes #8

* This table on growth and unemployment in four countries provides a great deal of material for identifying trends and highlighting differences so the writer needs to be selective about what type of features to note.

* Because there are similar trends in all countries in each of the years, the writer has structured the task according to years, rather countries, with the most relevant information occurring in 2009 and 2011. For example, "Australia was the only country to record positive economic growth in 2009", "By 2011, however, all four countries were recording positive growth" and "the UK was the only country to have a higher rate of unemployment than in 2009".

* There is no single overview in this text, rather there are a number of overviews, such as, "2009, on the other hand, was the worst year for economic growth across all countries in the table." A possible overview that could be included in a final paragraph is, "While all countries declined significantly in terms of growth and employment in 2009, when compared to 2007, the UK was the only one not to show significant signs of improvement by 2011".

* Note the use of the term "sluggish" instead of slow or weak.

* It is essential to look at the chart carefully before writing. A failure to notice that there is negative growth in 2009 will spoil your description.



Academic Task Two Writing Models

1. Second Language
2. Foreign Prisoners
3. Rich Countries
4. Sport Bans
5. Military Service
6. Tourism
7. Smoking Ban
8. Computers in Education



Task Two: #1- Second Language

Academic Task Two - # 1

You should spend 40 minutes on this task.

Many people believe that learning a second language from a young age is essential in the modern world.

Do you agree with this view? Is it easy for children to learn another language?

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

Write at least 250 words.

A Strong Response: #1

There are obvious benefits for a child learning a language other than their native one, as being able to communicate in a foreign language can be a great advantage later in life, especially with regard to career opportunities in an increasingly internationalised business environment. However, there are many considerations and factors that need to be taken into account before this can be achieved.

From what I understand, the younger a child learns another language, the easier it is. Very young children generally have no problem acquiring more than one language if they are exposed to those languages in the early stages of their linguistic development. For example, if a parent is a native speaker of another language or if a child lives for a period in a foreign language country.

However, if a child does not have the benefit of acquiring a language in a bi-lingual environment then learning a language in the early years of school would appear to be the next best option. My observation, however, is that this is often unsuccessful. Many young people I know have been compulsorily taught a second language all the way through their schooling but still have difficulty communicating in and understanding that language in real world situations. Often this is due to the poor quality of the teaching and instructional resources, as well as the fact that the children are bored learning a language they can see no immediate use for. There are exceptions, of course, as some children have excellent teachers and are motivated to learn. These are the ones that benefit.

In conclusion, there can be no doubt that being able to speak more than one language has obvious benefits, and the best time to learn a language is at a young age. Nonetheless, as I have also shown, this is not always a realistic possibility for many young learners, so time and resources should be directed at developing skills and knowledge in other areas.

Notes #1

* The task begins by making a statement about learning a second language. It then asks whether you agree with this view, which is common in Task Two essays. However, the candidate is also asked to answer another question about how easy it is for children to learn another language. It is essential for the candidate to answer both questions in their response.

* The writer has addressed the first question in two parts, in the first and the concluding paragraphs. Essentially, the writer agrees that learning a language at a young age is an advantage, noting career opportunities later in life. However, the writer also qualifies this by pointing out that young children need the appropriate motivation and resources in order to learn another language, and if these are not

available then it is probably better to focus on something else. By answering the second question about how easy it is for children to learn another language in paragraph two (easy in certain situations) and paragraph three (difficult if the motivation and resources are not available) the writer is also supporting the reasons for his/her response to the first question, which occurs at the end of the final paragraph.

* The essay is well paragraphed. Note how the writer introduces the second question at the end of paragraph one: “However, there are many considerations and factors that need to be taken into account...”

* Note the use of “however” to introduce an opposing or conflicting view. In the final paragraph “nonetheless” is used as an alternative to “however” – “nevertheless” is another possibility.



Task Two: #2- Foreign Prisoners

Academic Task Two - # 2

You should spend 40 minutes on this task.

People who are jailed in foreign countries should have the right to serve their prison sentences in their own country.

What are the benefits of a scheme to allow prisoners to serve a sentence in their own country for a crime committed in a foreign one? Do you agree or disagree with the statement?

Write at least 250 words.

A Strong Response: #2

Allowing people who have committed a crime in a foreign country to serve their sentences in their own respective countries has obvious benefits for the prisoners themselves. However, I cannot see any positive benefits for the actual countries involved.

With regard to the prisoners, the most obvious benefit for allowing people who carried out crimes in a foreign country to serve their time in their own country is that their families will be able to visit them at the prison more frequently and with less difficulty. Another advantage would be the ability of the prisoner to serve time within their own cultural environment and, if relevant, communicate in their own language.

However, the transfer of prisoners back to their country of origin appears to have no clear advantages for the countries involved because of the complexity and cost of administering such a scheme. One issue is that the severity of prison sentences can vary from country to country for a similar offence or crime, especially those related to sexual activity and drugs. For example, would a prisoner serve a 10 year sentence in his or her own country while others around him only serve 6 months in prison for the same drug crime? Another problem is who pays the cost of jailing someone returned to their own country, and the cost of transporting them there beforehand? Obviously, most countries, especially poor ones, would not want to pay the cost of transferring and imprisoning someone who has committed a crime in a foreign land.

Clearly, despite the obvious benefits to the prisoner involved, the complexity and cost of arranging international prisoner transfers for the various countries makes it an unworkable and unnecessary arrangement.

Notes #2

* This task asks the candidate to respond to two questions based on the statement above about prisoners who commit a crime in a foreign country serving their sentence in their own country. This task is not simply a matter of discussing or providing an overall point of view about the statement, you must address the specific questions.

* The essay addresses the first question in the second paragraph, but makes it clear beforehand - in the opening paragraph - that a scheme like this is only of benefit to the prisoners themselves. The third paragraph outlines the problems associated with the scheme, which supports the writer's final conclusion. The conclusion shows that the writer disagrees with the statement: "Clearly, despite the obvious benefits to the prisoner involved, the complexity and cost of arranging

international prisoner transfers for the various countries makes it an unworkable and unnecessary arrangement”.

* Note the use of alternate terms in the text: “imprisoning” / “jailing” and “commit a crime” / carry out a crime”. Note that “jail” is the American spelling, but it is also possible to use the British spelling, “gaol”. Both forms of spelling are acceptable in IELTS.



Task Two: #3- Rich Countries

Academic Task Two - # 3

You should spend 40 minutes on this task.

International aid to poor nations from the governments of wealthy and developed countries has helped reduce global poverty in recent years.

To what extent do you agree or disagree with this statement?

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

Write at least 250 words.

A Strong Response: #3

I see no evidence that international aid from wealthy countries has reduced the level of poverty throughout the world. In fact, I would argue that the type of aid provided by the governments of many first-world countries, especially the more powerful ones, may have contributed to inequality and deprivation for large sections of the populations in the receiving countries.

Often aid from Western and other developed countries is tied to a number of conditions that a poor country must agree to. For example, the governments of poor countries are sometimes told to cut education, health and welfare services to the most needy in their own countries as a pre-condition for aid or loans. Moreover, aid is often tied

to cash-crop agriculture and mining projects in third-world countries which not only destroys the natural environment through deforestation and pollution but cause homelessness and hunger for many rural people, forcing them to move to ever-expanding urban slums. Aid can also be in the form of military hardware and other technology, adding nothing to the lives of the people most in need. For example, one poor Central African country spent its aid on a radar defence system, despite there being no possible threats from neighbouring countries. In some cases, international governmental aid only benefits a small percentage of already wealthy and/or corrupt people in the poor nations, which contributes to even more inequality between the social groups.

Having said that, there are governments that do provide genuine aid to help those most in need, for example, building hospitals and school, and implementing water and agricultural projects. More often than not, however, it is non-government organisations that are delivering the most genuine and sustainable aid in the present day, not the governments of wealthy countries.

I believe that, on balance, international aid to poor countries by governments is not well-directed and has not alleviated global poverty so should be restricted to funding only those projects that are certain to help the poorest in poor countries.

Notes #3

* This task asks “to what extent do you agree or disagree”, meaning how much do you agree (or disagree)? Essentially, it is the same as asking do you agree or disagree? You do not have to completely agree or disagree with any task statement – you can mostly or slightly agree, or even express uncertainty. What is important, however, is to be able to provide reasons – and, if possible, examples - for the position you take in the response.

* In this response the writer clearly has a strong opinion and this is evident in the opening sentence, “I see no evidence that international aid from wealthy countries has reduced the level of poverty throughout the world”. The rest of the essay then outlines why the writer believes this to be the case, and uses the example of more people living in urban slums to demonstrate that aid has not helped the poor. However, the writer does concede, in paragraph three, that some aid

has been beneficial to add some balance and fairness to the overall argument.

* The range of vocabulary in the response is wide, which will earn marks (e.g.: cash-crop agriculture, deforestation, homelessness and hunger, genuine and sustainable).

* To avoid repetition, it is useful to use synonyms. (e.g.: reduce/alleviate poverty).



Task Two: #4- Sport Bans

Academic Task Two - # 4

You should spend 40 minutes on this task.

Many people believe that sport should never be subject to bans or boycotts for political reasons.

To what extent do you agree or disagree with this viewpoint?

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

Write at least 250 words.

A Strong Response: #4

I agree that sport and politics should never mix, and that sport boycotts or bans for political or nationalistic purposes should never occur. However, I have my doubts whether international sport in its current form is actually as separated from politics as many would like to believe.

Many major international sporting events, such as the Olympics and Football World Cups only occur because of political manoeuvring within and between countries. Individual sporting organisations would find it difficult, if not impossible, to stage major international events

without government support. Politicians often see the hosting of major sports events as a way of promoting themselves both within their own countries and internationally as well. Furthermore, the selection of a host nation is usually decided by international political alliances, with many countries voting for another based on regional, economic and ideological similarities.

I have also noted that major international sport matches, particularly football, are often contested more on nationalistic terms, rather than purely on sporting ones, especially from the spectators' point of view. In some cases, this can lead to actual conflict. In Central America, for example, two countries went to war against one another because of a football game.

The point I am making above is that international sport and nationalism and politics are so inter-connected it is not surprising that sporting bans and boycotts are occasionally used between countries, such as those that occurred between the USA and the USSR at two Olympic Games in the 1980s.

While I agree that sporting bans or boycotts have no place in sport, I think it is difficult to achieve an end to these political protest measures unless sport and politics are totally separated from each other. This might mean that less money is made available by governments to sporting bodies, but at least sport would be less likely to be used as a political tool.

Notes #4

* This task uses the now-familiar formula "To what extent do you agree or disagree with this viewpoint". After reading the text, the examiner must have a clear view of the writer's agreement or disagreement and how strongly that viewpoint is held.

* In the response, the writer has made it clear that sport is in practice interconnected with politics, offering the Olympics and Football World Cups as examples. Paragraph Three even offers a further example of its inter-connectedness. Because of this, the writer makes it clear in both the opening and concluding paragraphs that boycotts should not be used but the practicalities of this make it difficult to achieve.

* This essay is well-paragraphed and there is a single, central idea for each paragraph.

* The richness of vocabulary is evident throughout (e.g.: matches are contested; regional, economic and ideological similarities; a way of promoting themselves)



Task Two: #5- Military Service

Academic Task Two - # 5

You should spend 40 minutes on this task.

In many countries military service is compulsory for young people.

What are the effects of this on young people themselves and on society in general?

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

Write at least 250 words.

A Strong Response: #5

Compulsory military service, as practiced in various countries throughout the world, has a range of effects on the individual involved and on the participating nations as a whole. Whether these effects are positive or negative is often determined by the type of service required and the society it takes place in.

I will begin by looking at the effect of military conscription on the individual that has been called up. Required service in most countries usually applies to males who have left high school and are aged between 18 and 22. As this is an age when many young people are commencing or undertaking college or university education, being obliged to do one or two years of military services would certainly interfere with a young person's education and long-term career progression. However, for many other young people who have not done well enough at high school to continue on to tertiary study,

serving time in the armed forces can lead to other career options. This could be in the form of an ongoing military career or by learning an occupational skill in the army, navy or air-force. For example, the military may train a young man to become a mechanic, a trade that can be used to find future employment after military service.

The financial cost to any society of training large numbers of military personnel is high. However, most societies would agree that having a strong defence force is essential for protecting the nation from possible external threats. Moreover, should a nation be forced to go to war it will also have a large reserve of citizens who have undergone military training in the past that the country can call on in times of need.

To sum up, while on the one hand obligatory military service can be disruptive for many young people studying for a career, it can also be of benefit to other young people as a way of developing a career. From a national perspective, it is an important resource for the defence of the country.

Notes #5

* The task is really in two parts: the effects of compulsory military service on young people and on society. A failure to deal with both aspects may lose marks because the task has not been fully attempted. This frequently happens and results in good writers getting lower bands than they were expecting.

* The writer details some of the effects on the individual in paragraph two and some of the effects on society in paragraph three. The fact that paragraph two is longer and offers more detail should not be surprising as it is probably easier to think of the effects on an individual. However, paragraph three does offer two effects on society.

* Note the use of “however” in both paragraphs two & three to build up the argument by offering opposite views.

* The concluding paragraph once again is essentially a concise summing-up of the main arguments.



Task Two: #6- Tourism

Academic Task Two - # 6

You should spend 40 minutes on this task.

The advantages of tourism to an under-developed country far outweigh any possible disadvantages.

Do you agree or disagree with this point of view?

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

Write at least 250 words.

A Strong Response: #6

While tourism might be a way of attracting foreign investment and of earning valuable foreign currency for a developing country, it is not without serious negative effects for the poor countries undertaking this path to development and economic success. Implementing a tourism development strategy is something that needs to be planned and considered very carefully beforehand.

One of the most common arguments in favour of introducing tourism to a country that has little resources other than its natural beauty is that it brings in foreign money, thus increasing the wealth of the nation. Moreover, it creates jobs for many of the local residents in hospitality, retailing and infrastructure development, as well as the accompanying training courses and facilities needed to prepare the workforce for the new economic environment. Money from the wages of the workforce, in turn, trickles back to the small towns and villages from where the workforce originally came.

From what I noted above, it would appear that tourism is essentially a good thing for a country wanting to create a more prosperous economy. However, there are downsides to tourism, especially for traditional societies with a strong sense of community and family. Studies show that tourism can cause many social problems for societies

that were generally free of them previously. Crime, drugs and prostitution are some of the side effects of high level and indiscriminate tourism. Many conservative communities and families are broken apart by the pursuit of material wealth that these new evils offer. Furthermore, the government needs to set aside more money to police and punish those involved in the sudden increase in crime brought about by tourism.

The question of whether the advantages of tourism outweigh its disadvantages has no clear and definite answer. Much depends on the type of society it is introduced to, as well as the initial care and planning involved in the creation of a tourism industry. I believe that tourism historically has greatly assisted under-developed countries, outweighing other disadvantages.

Notes #6

* The task is another classic “agree/disagree” argument essay. It is not necessary to have complete agreement or disagreement with the opening statement, as it is expected that most writers would express their agreement in some points and not in others. The task can be considered to be well-accomplished when arguments are presented on both sides. However, it is highly preferable to come down on one side of the argument.

* The writer starts by making clear that it is not a clear-cut choice. In paragraph two, the writer gives many examples of the benefits, but follows this up in paragraph three by detailing some drawbacks of tourism. The concluding paragraph tries to reflect this balance.

* The range of vocabulary is wide and the examples offered are diverse. Examples do not have to be explained in great detail but simply offered to show that the writer has a sound general understanding of the topic and can use appropriate vocabulary (e.g.: increase wealth, create jobs, retailing and infrastructure development, training courses and facilities etc).



Task Two: #7- Smoking Ban

Academic Task Two - # 7

You should spend 40 minutes on this task.

Some people believe that smoking should be banned in all places that are open to the general public.

Do you agree or disagree with this point of view?

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

Write at least 250 words.

A Strong Response: #7

I generally agree that smoking should be banned in certain public places. However, I also feel that this should be implemented in a realistic and practical way and that what is meant by “public places” be clearly defined by law.

In my country, smoking has been prohibited inside restaurants for many years and this has been more recently extended to bars and nightclubs, even if they are not serving food. Often, however, these bars and restaurants provide outdoor areas – for example, in courtyards – which do allow smoking for the patrons. Smoking has also been banned on public transport and in government and commercial building for many years, including educational institutions.

The legislation that created this ban on smoking indoors was brought about by public pressure and extensive research showing the connection between passive smoking and lung disease and cancer. I can also remember the case of a bus driver, who did not smoke, that successfully sued the bus company because he contracted cancer from the smoking of passengers.

Clearly, then, there is an obvious need for a smoking ban in enclosed public places, such as buildings and public transport. I also agree that it

should be banned in private transport where children are present, which is the case in my country.

I do not agree, however, that smoking be prohibited in open public places or private homes, unless the smoking is an obvious danger to other non-smoking members of the household. People should be allowed to smoke providing it does not endanger other innocent people. The best way to cause people to stop smoking altogether is through public education campaigns, not through total prohibition.

Notes #7

* The task is another “agree/disagree” argument essay so, as usual, it is open to the writer to agree strongly, partially or conditionally or disagree while all the time offering opposite viewpoints.

* The writer immediately states his position but also tries to clarify what “open to the general public” or “public places” might mean. Paragraph two provides examples of public places and explains how they can be allowed for smoking or non-smoking. Paragraph three discusses smoking and the law. Paragraph four repeats the writer’s opinion, adding further examples while the concluding paragraph discusses the situations in which smoking might be allowable.

* Note the use of personal experience as an example (“I can also remember the case of”.)

* The use of synonyms is a useful technique to add variety to the writing (e.g.: ban/forbid/prohibit/not allow smoking).



Task Two: #8- Computers in Education

Academic Task Two - # 8

You should spend 40 minutes on this task.

Computers are now seen as an essential tool in all levels of education.

In your opinion, has this contributed to a rise in educational standards?

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

Write at least 250 words.

A Strong Response: #8

In recent years computers have played a major role in education, both at school and tertiary levels. The question of whether this has enhanced the quality of education is still being debated by many. I believe it has generally contributed to education in a positive way, although I still have some reservations about the long-term value of computers in education, especially at school level for children aged 5 to 14.

The most obvious impact of computers is that they allow access to a wide range of information. Whereas once the information could only be found in a limited quantity in school or public libraries through encyclopaedias and textbooks, computers and the internet have made it possible to download an enormous range of information and learning resources in the form of text, images, audio and video, at the click of a button. Information can now be accessed anytime of the day or night. Moreover, interactive learning tasks, often in the form of games, have made learning subjects like mathematics and science more enjoyable for the young learner.

Having said that, I would like to point out that computers are not teachers. They cannot engage with or interact with school students in the same way that teachers can. Education is not simply about

acquiring information and facts, which computers can provide, but also about developing the environment and skills for learning, including the ability to think critically and analytically about the information on hand.

In conclusion, I would like to say that while computers have added another dimension to education, they are not a substitute for traditional education. Education would continue without computers, but it would not survive without the essential human element that teachers and schools provide.

Notes #8

* The wording of this task is important. Note the opening statement with the words “essential tool” and “all levels of education”. The latter phrase implies that a response should deal to some extent with primary, secondary & tertiary education, if the writer feels that a distinction needs to be made about different levels of education.

* The topic is wide and, therefore, many responses could be given focusing on different aspects of educational attainment. It is adequate for the purposes of a 250-word essay to focus on only a narrow area as long as examples are given and a clear viewpoint is expressed.

* The writer states his view early in paragraph one, which is agreement with some reservations. Paragraph two highlights the value of computers (information range, images, audio, video, and interactivity) while paragraph three stresses that human interaction is still vital in education.



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