

IELTS WRITING LESSON HANDOUT

IELTS- Ultimate Writing Lesson	
task 1	No. of lesson
table/line graph	1
bar/pie chart	1
map/process	1
task 2	No. of lesson
discussion	1
opinion	1
problem-solving	1

Ultimate Writing Lesson 1

The topic of table (including chronological- and non-chronological shift)

Non-chronological shift-1

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

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

Write at least 150 words.

Percentage of national consumer expenditure by category – 2002

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

Analysis practice

- ✓ How to analyse the task above
- ✓ What sorts of information we have to present in the task
- ✓ How to play different structures of sentence

Introduction practice (reviewing what students have learned from the previous training)

- ✓ Highlight a good verb in the first paragraph, 'compare': e.g.: The table compares.
- ✓ Synonyms practice:
 - **consumer spending, consumer expenditure, consumption cost:** e.g.: percentages of consumer expenditure for something...
 - how to generalise the name of each column, e.g.: **products, services and activities.**

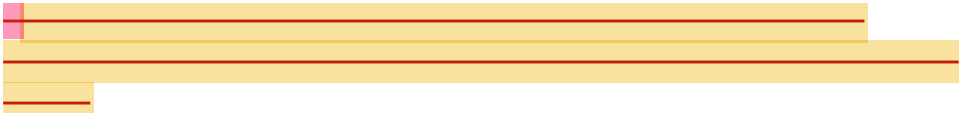
General description practice (difficult for Chinese student)

- ✓ Initial sentence:
 - **It is clear/obvious/noticeable that**

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- **The largest/biggest/oldest...**, etc (maximum sentences)
- ✓ The second sentence: linker!!!
- On the other hand, however and in/by contrast
 - Good verbs: **go on, see**, and other main verbs

Main body practice

- ✓ From the highest/maximum item to the lowest/minimum one
- ✓ Diversification of sentence structure (essence for more than 7.0), for example:
- x 
- x Out of the five countries, Turkey **saw the highest** percentage of something, at ?%.
- The largest proportion/percentage of something was Turkey, at ?%.
 - It can be seen that Turkey had the highest percentage of something
- ✓ How to avoid repetition due to limited vocabulary
- Percentage: proportion, **figure for something**
 - **Vague number expression**: just over/under, nearly/about/only

Non-chronological shift-2

The table below gives information about the underground railway systems in six cities.

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

Write at least 150 words.

Underground Railway Systems

City	Date opened	Kilometres of route	Passengers per year (in millions)
London	1863	394	775
Paris	1900	199	1191
Tokyo	1927	155	1927
Washington DC	1976	126	144
Kyoto	1981	11	45
Los Angeles	2001	28	50

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Analysis practice

- ✓ How to analyse the task above
- ✓ What sorts of information we have to present in the task
- ✓ How to play different structures of sentence

Introduction practice

- ✓ Highlight a good sentence in the first paragraph:
 - The table/chart/graph **compares** something (general) **in terms of** A, B and C (specific).
- ✓ Paraphrasing practice before general description and main body:
 - Underground system: **network**
 - Date opened: **the oldest and the newest**
 - Kilometres of route: **underground system**
 - Passengers per year: **serve people/commuter**

General description practice (difficult for Chinese student)

- ✓ You can make sub-group if it is possible for any task, for example: the **three oldest tube system VS newer ones.**

Main body practice (students practice)

- ✓ The first three systems: London, Paris and Tokyo
 - Maximum – middle - minimum description.
 - Some data is unnecessary to mention like some date opened!
 - Don't forget to fold-relationship expression: **A is only about half the size of B, only third in terms of size**
 - How to present detailed data: **with No. kilometres of route.**
- ✓ The second three systems: Washington DC, Kyoto and Los Angeles
 - **Of the three newer networks** (before comparing to others)
 - Which system is **the most extensive, with data**, compared to others.
 - The Los Angeles network is **the newest, while** the Kyoto network is **the smallest.**

Chronological shift

The table below gives information about changes in modes of travel in England between 1985 and 2000.

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

Write at least 150 words.

Average distance in miles travelled per person per year, by mode of

	1985	2000
Walking	255	237
Bicycle	51	41
Car	3,199	4,806
Local bus	429	274
Long distance bus	54	124
Train	289	366
Taxi	13	42
Other	450	585
All modes	4,740	6,475

Complete task writing is necessary for further development

- ✓ Firstly we need to decide how to categorise this table before drafting.
- ✓ Secondly it is better to select important data.
- ✓ Finally we'd better come up with good vocabulary.

The data original from the table shows what occurred about the shift in travel models in England from 1985 to 2000. It is noticeable that the models were simply categorised into two groups, based on average distance (mile) travelled per person each year. One favours rising popularity while another decreasing.

The travel models that popularised people in England consisted of cars, long distance buses, taxis and others. Significantly, ? levelled off the top decision in the past 15-year, accounting for 3,199 miles in 1985 and 4806 miles in 2000 respectively. In addition, ? were also fancied a lot by travellers, who approximately tripled their distances via the two models in 2000, compared to those in 1985.

By contrast, some traditional models of travelling such as walking, bicycle and local bus only gained disinterest among the popularity in the period from 1985 to 2000. Especially, ? experienced the greatest loss over that period, dropping from 429 miles to 274 miles. Simultaneously, the number of miles by walking and bicycle declined slightly from 255 to 237 and from 51 to 41 respectively.

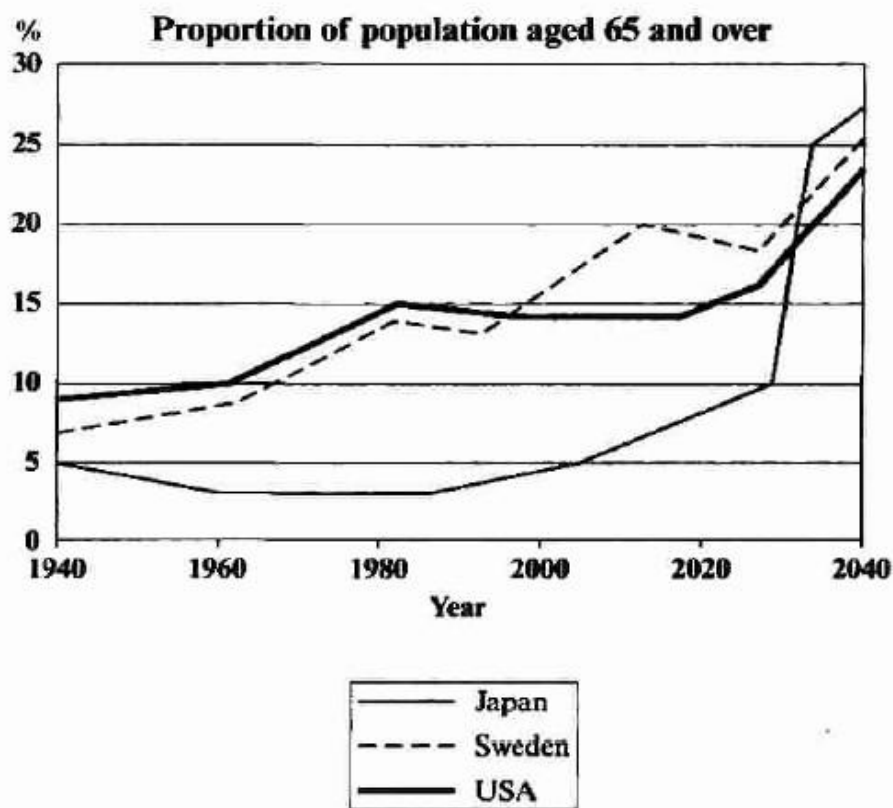
The topic of line graph (including turbulence & non-turbulence)

Turbulence line graph

The graph below shows the proportion of the population aged 65 and over between 1940 and 2040 in three different countries.

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

Write at least 150 words.



Analysis of practice

- ✓ How to categorise the information (**decrease VS increase, past VS future**)
- ✓ Initial point and end point
- ✓ Trend description
- ✓ Selective information (**the more lines a task has, the less information each line includes**)

Introduction and general description

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- ✓ How to express time period?
 - **Over a period of** ? years/decades/centuries
 - **In the period from** ? to ?/**between** ? and ?
 - **Throughout** the whole century/decade/year/month
 - In **the early/late** 1990s
 - **Over the next/last** ? years/months/days
- ✓ Useful expressions for future
 - **Country + is expected/predicted to see** something
 - **It is predicted/expected/thought that** + clause

Main body practice

Past section

- ✓ Starting sentence by **time and number** is easy to write!
 - In 1940, **nearly 9% of Americans** were aged 65 or over, compared to something else.
- ✓ Try to **switch** the sentence structure in the second one!
 - **The percentages of people** aged 65 or more in the USA and Sweden + verb + hedging words + time indicator, + presenting data
- ✓ Try to overview the 'landscape' of some specific data like Japan in the case (**unnecessary to say down-level-off-up**)
 - Between 1980 and 2000, the data was **below 5%**!

Future section

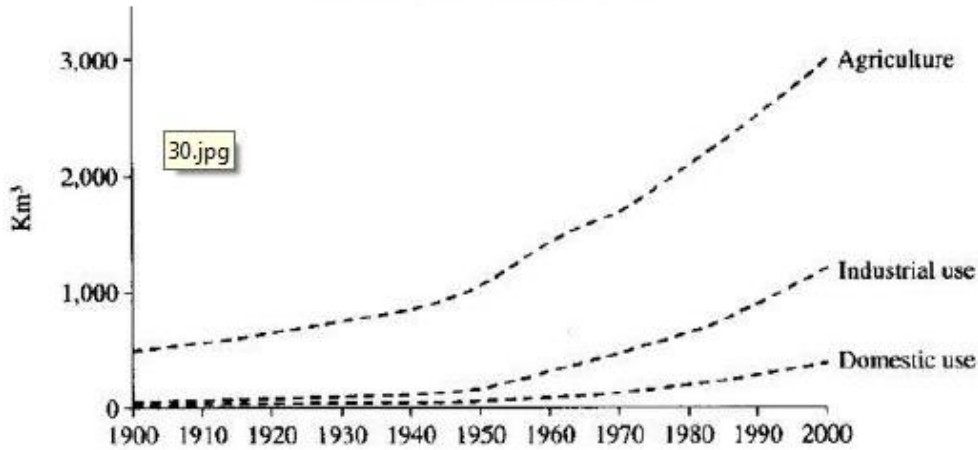
- ✓ Try to carry on 'switching' sentence structure if it is possible
 - **An/a increase/rise/decrease/drop in the percentage/proportion/number of something is/was/will be something, with data + time indicator**
 - **The figures for + country/item + was/were/will be + adj. at + data (plus hedging words if necessary)**
- ✓ We have to be aware that it is not necessary to go through all the details presented on the chart/table/graph.

Non-turbulence line graph

The graph and table below give information about water use worldwide and water consumption in two different countries.

Summarise the information by selecting and reporting the main features, 30.jpg make comparisons where relevant.

Global water use by sector



Water consumption in Brazil and Congo in 2000

Brazil	176 million	26,500 km ²	359 m ³
Democratic Republic of Congo	5.2 million	100 km ²	8 m ³

Only look at the line graph at the main body

- ✓ Description sequence:
 - In 1900, water consumption from agriculture to domestic use
 - By 2000, water use for agriculture increased to ?
 - Industrial use ----half that amount
 - Domestic use ----reached approximately 500km³
- ✓ If it is a single line graph task, we will separate it into the two periods
 - 1st: 1900 to 1950
 - 2nd: 1950 to 2000

Extra expressions

- ✓ The S.T. **went up/increased** considerably to 'A point' from 'B point'
- ✓ The S.T. **experienced** a considerable increase to 'A point' from 'B point'
- ✓ **There was** a considerable increase to 'A point' from 'B point'

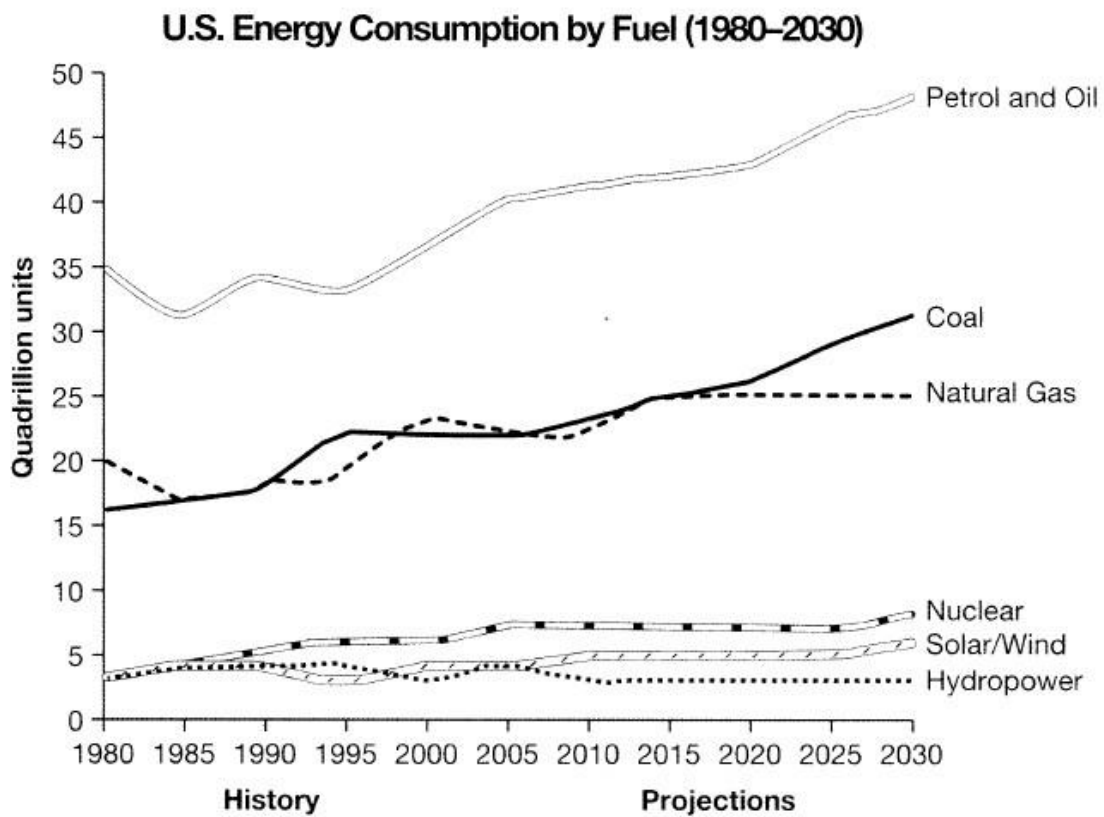
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- ✓ 'The time expression' **witnessed/saw** a considerable increase to 'A point' in the number of S.T.

Extra exercise (homework)

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

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



Ultimate Writing Lesson 2

The topic of pie chart (more than two pies)

Focus

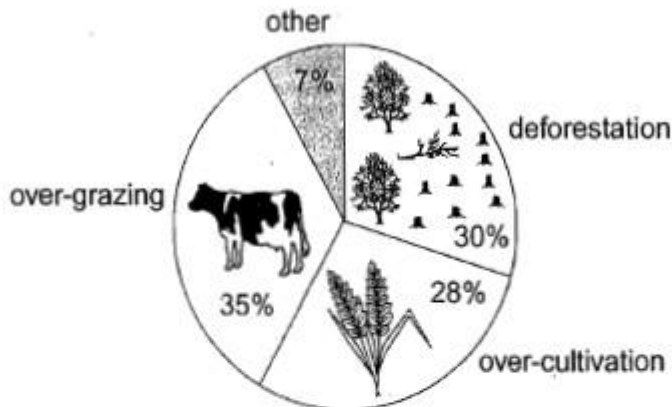
- ✓ Maximum
- ✓ Minimum
- ✓ Second peak
- ✓ Sameness or similarity
- ✓ Rank
- ✓ Multiplication or '-fold'

Introduction practice

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

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

Causes of worldwide land degradation



Causes of land degradation by region

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

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

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- ✓ The pie chart demonstrates a few causes **led to** deteriorating land, which include...
- ✓ The main factors in terms of..., which result in land degradation, have been illustrated in the chart.

Main body and general description

- ✓ Topic sentences
 - According to... (caution!)
 - As can be seen from... (caution!)
 - It can be seen from...
 - It is manifest from...
- ✓ Supporting sentences
 - to be more exact/more exactly
 - to be more precise/more precisely
 - to be more specific/more specifically
 - it is noticeable that
 - it should/must be noted that
 - it is important to notice that
- ✓ Maximum
 - 'item' + occupy/have + the
 - largest/highest/most proportion/percentage of 'total'
 - 'item' + **ranks** the first
 - The **majority of** + 'item' + be + made up of

For example:

- Overgrazing **occupied** the highest proportion of degrading global land, amounting to 35%.
- Overgrazing **ranked** the foremost factor deteriorating global land, amounting to 35%.

- ✓ The second 'peak'
 - 'item' **occupy** a large/considerable/significant amount of...
 - 'item' **rank** the second...

For example:

- Deforestation **was responsible for** a considerable amount of land loss in total.
- Deforestation **ranked** the second main cause of land degradation

- ✓ Minimum
 - Fewest/hardly/rarely, barely/the least/minimum

For example:

- The fewest percentage of causes of land degradation was 'other'

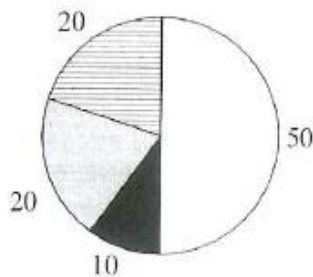
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- ✓ Multiplication
 - The proportion of overgrazing was exactly **fivefold** than that of 'other'?
 - A, + **No. times as adjective as B.**

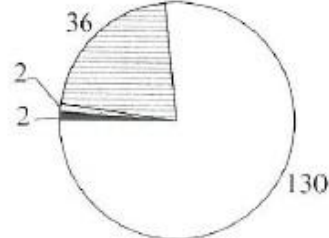
The pie charts below show units of electricity production by fuel source in Australia and France in 1980 and 2000.

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

Units of electricity by fuel source in Australia

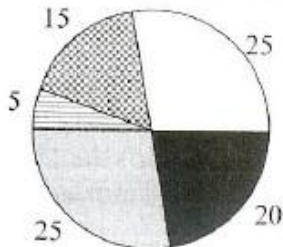


1980
Total Production:
100 units

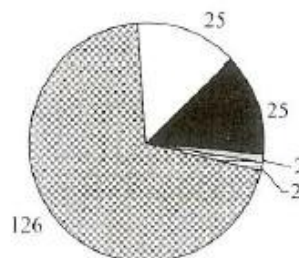


2000
Total Production:
170 units

Units of electricity by fuel source in France



1980
Total Production:
90 units



2000
Total Production:
180 units



Introduction practice

- ✓ Verb switching: show---compare/illustrate
- ✓ Fuel source---five different sources of fuel
- ✓ In 1980 and 2000---over two separate years

Main body and general description practice

- ✓ General description: (important practice)
 - Time indicator: what's trend behind each country (increase)

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- Comparison: total are similar in both countries, but fuel sources used are different
- ✓ Main body

Description sequence:

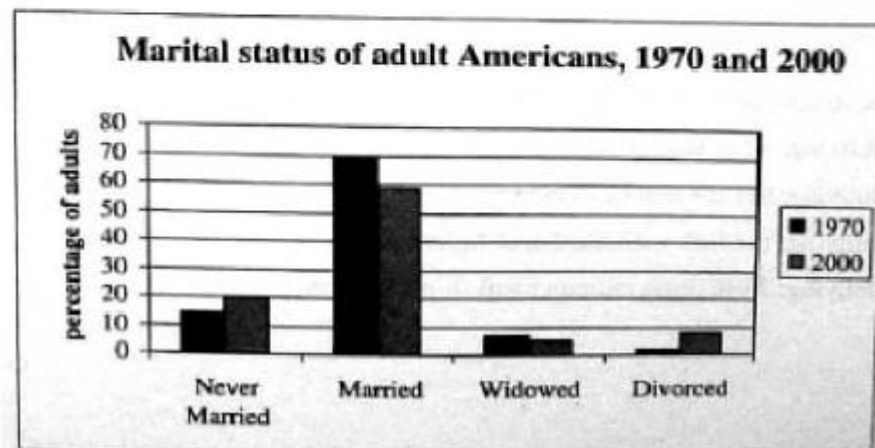
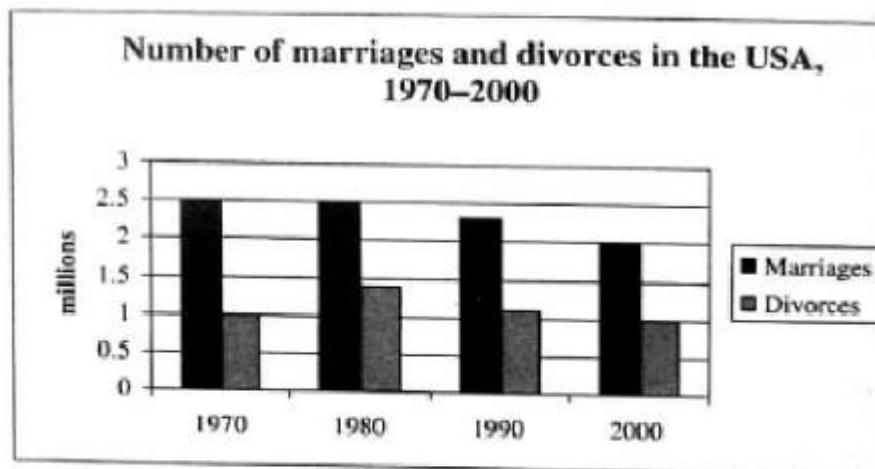
- Maximum: Coal (AU-1980) – Coal (AU-2000) – nuclear power (FR-2000)
- Second peak and minimum: hydro power (AU-1980 and 2000, percentage similar) – hydro power (FR-1980 and 2000, fall) – oil (FR-1980 and 2000, remain important fuel source) – oil (AU-1980 and 2000, decline) – natural gas (AU and FR both years, more important in 1980)

Useful expression

- **Be used to, rising to No. out of total No., ? become the most important fuel source in ?, producing ?, depend on, rely on, remain relatively important.**

The topic of bar chart (chronological- & non-chronological-shift)

Chronological-shift



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The charts below give information about USA marriage and divorce rates between 1970 and 2000, and the marital status of adult Americans in two of the years.

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

Analysis practice

- ✓ In the first chart (chronological bar chart), try to describe **each item** within a complete period.
- ✓ In the second chart, try to describe **each status** between the two time periods.

Introduction practice

- ✓ The first bar chart shows **changes in** the number of something,
- ✓ And the second chart shows **figures for** something.

Main body and general description

General description:

- ✓ 1st chart: general trend for marriages and divorces (**There was a fall in the number of marriages...**)
- ✓ 2nd chart: **majority** situation? (married in both year), others (**single**) higher in 2000

Main body

- ✓ Any bar chart with **time shift in X-axis** can be considered as a line graph!
- ✓ We normally start writing from an **initial point** for different items or single one
- ✓ It's always essential for **maximum data** presenting
- ✓ Don't forget to mention the linker like **in/by contrast, however, on the other hand, also and additionally**

For example: the marriage rate remained stable in 1970, but fell to 2 million by 2000.

- ✓ Bar chart without time shift should firstly go through the **maximum data** before the second peak or minimum ones.

Description sequence in the second chart:

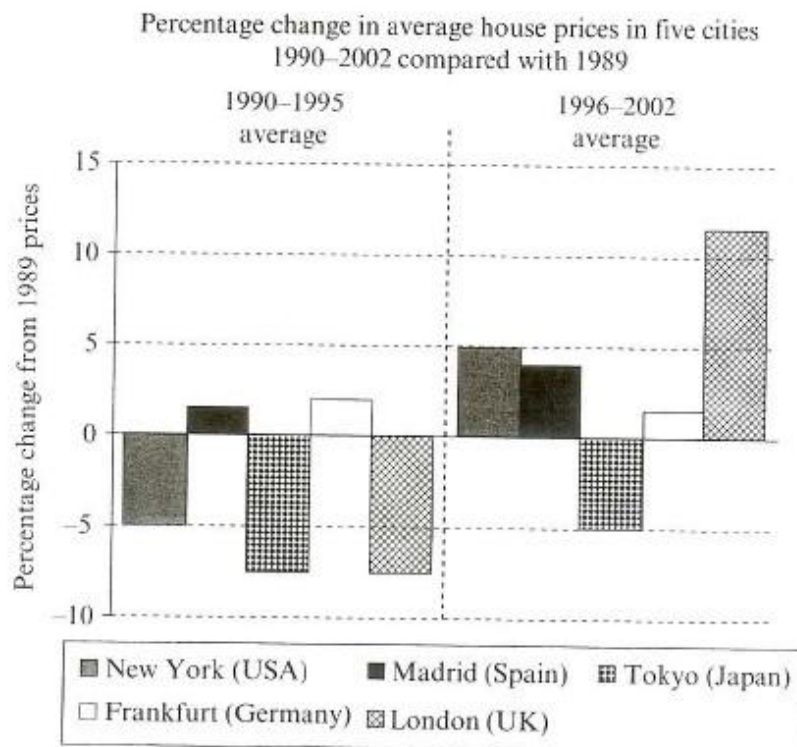
- ✓ **Married in 1970 and 2000 --- never married and divorced in 2000 compared to 1970 --- widowed lower in 2000 than in 1970**

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

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

Write at least 150 words.



Analysis practice

Watch out! This case is based on the price of 1989!!! Many students compare the price between the two periods!

Useful expression of time in the case

- ✓ **Over the 5 years after 1989 (1990–1995)**
- ✓ **Prices over the 13-year period (2002)**
- ✓ **Above/below the 1989 average**
- ✓ **Comparative + than they were in 1989**

General description

- ✓ House prices **fell overall** in the first period, most of the cities **saw rising prices** in the second period.

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- ✓ London **experienced the most dramatic changes**

Main body

The first paragraph:

Tokyo and London (**dropped by %**) --- New York (**went down by %**) ---
Madrid and Frankfurt (**prices rose by %**)

The second paragraph

London (**jumped to %**) --- New York (**rising to %**) --- Tokyo (remained
cheaper) --- Madrid (**rose by %**) --- Frankfurt (**remained stable**)

Useful expression of diversified sentences

- ✓ **The cost of average homes in where? + verb**
- ✓ **Where + house prices + verb**
- ✓ **Prices + verb + by data + in + where**
- ✓ **Homebuyers in + where + paid more**

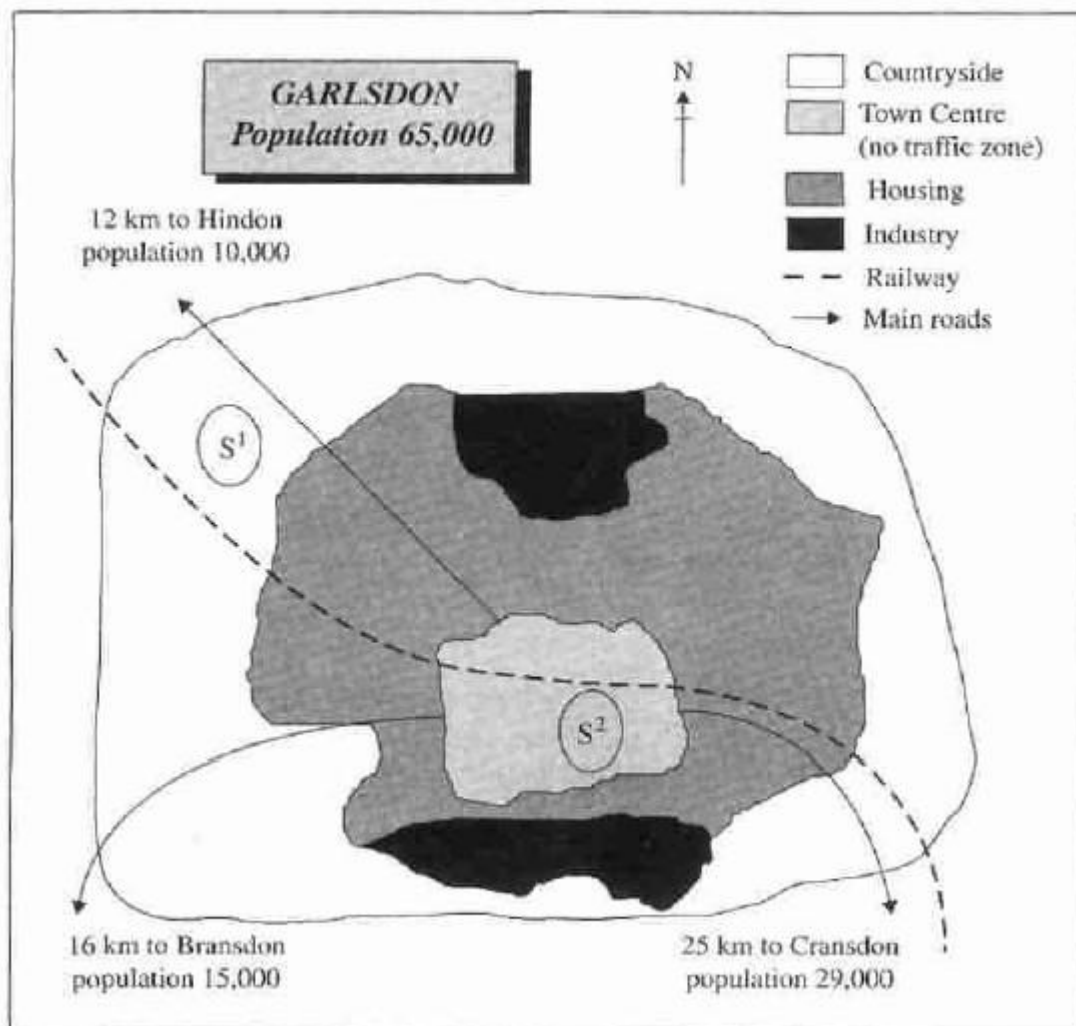
Ultimate Writing Lesson 3

The topic of map (including location comparison and transformation)

Location comparison

The map below is of the town of Garlsdon. A new supermarket (S) is planned for the town. The map shows two possible sites for the supermarket.

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



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Attention:

- ✓ Candidates do not compare which location is better or worse, only need to explain objectively!

General description

- ✓ S1 **outside** the town; S2 in the **town centre**
- ✓ They are also compared **in terms of access by** road or rail **and their distances** to three smaller towns.

Main body

1st paragraph (details):

- ✓ S1 in the **countryside to** the northwest of Garlsdon,
- ✓ S1 **close to** the **residential area**
- ✓ S2 also close to the residential area (housing area)
- ✓ S2 **surrounds** the town centre

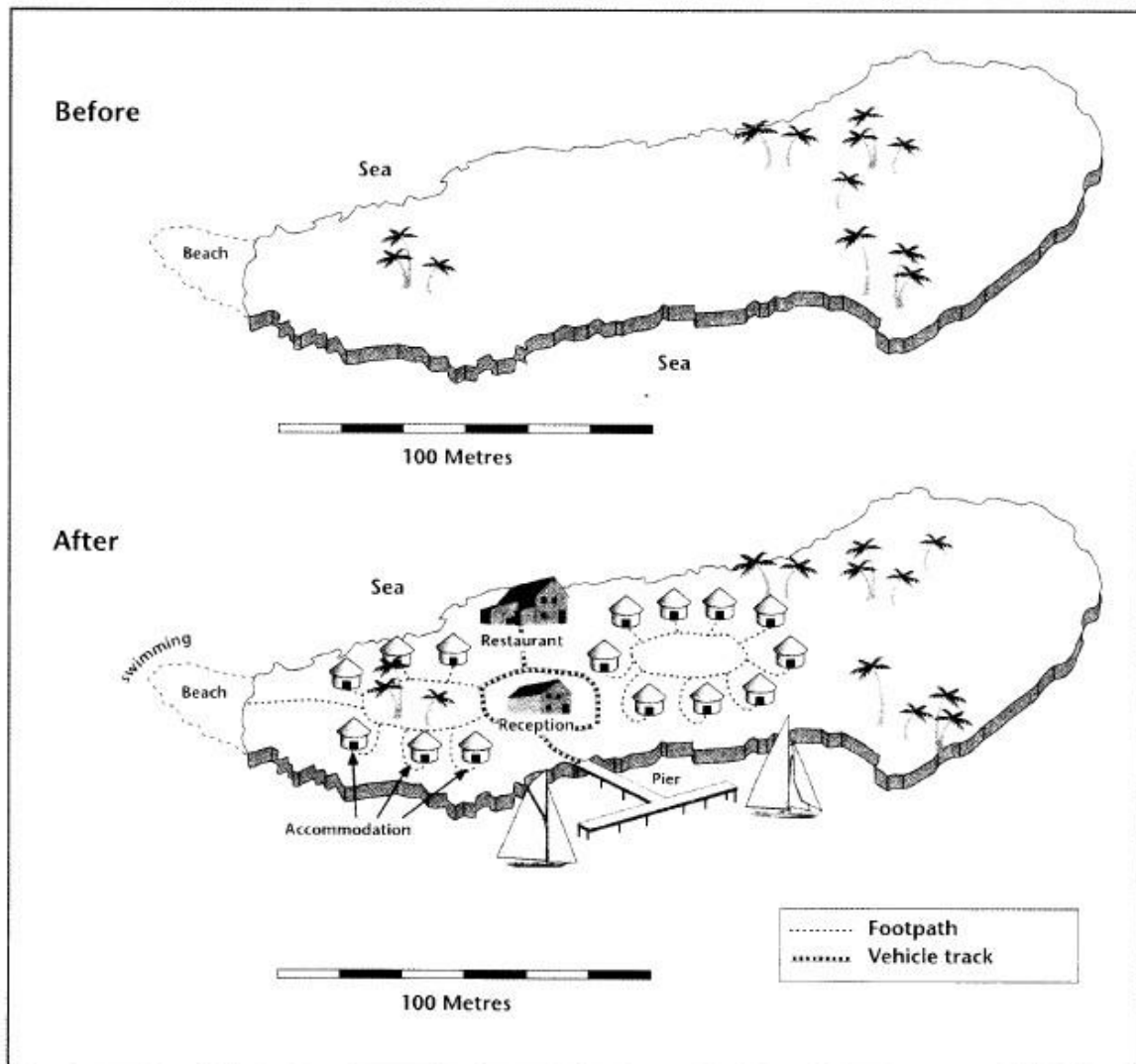
2nd paragraph (details):

- ✓ Main roads connecting different towns **but no traffic zone**, which results in **no access to** S2 by vehicle
- ✓ S1 lying on the main road to Hindon, and situation for **reaching from** other towns
- ✓ S1 and S2 **are close to the railway** that **runs through ...**

Transformation

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

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



Attention:

- ✓ It's better to mark all the changes on the map directly in order to remind yourself not to forget to mention any key features.

General description:

- ✓ What has changed? --- **introduction of tourism, six new features** can be discovered
- ✓ **Main development: island is accessible; tourists have places to stay**

Main body (details):

Facilities on the island:

- ✓ Small huts/tents (build) to accommodate visitors
- ✓ Reception building (location)
- ✓ Restaurant (location: to the north of the reception)

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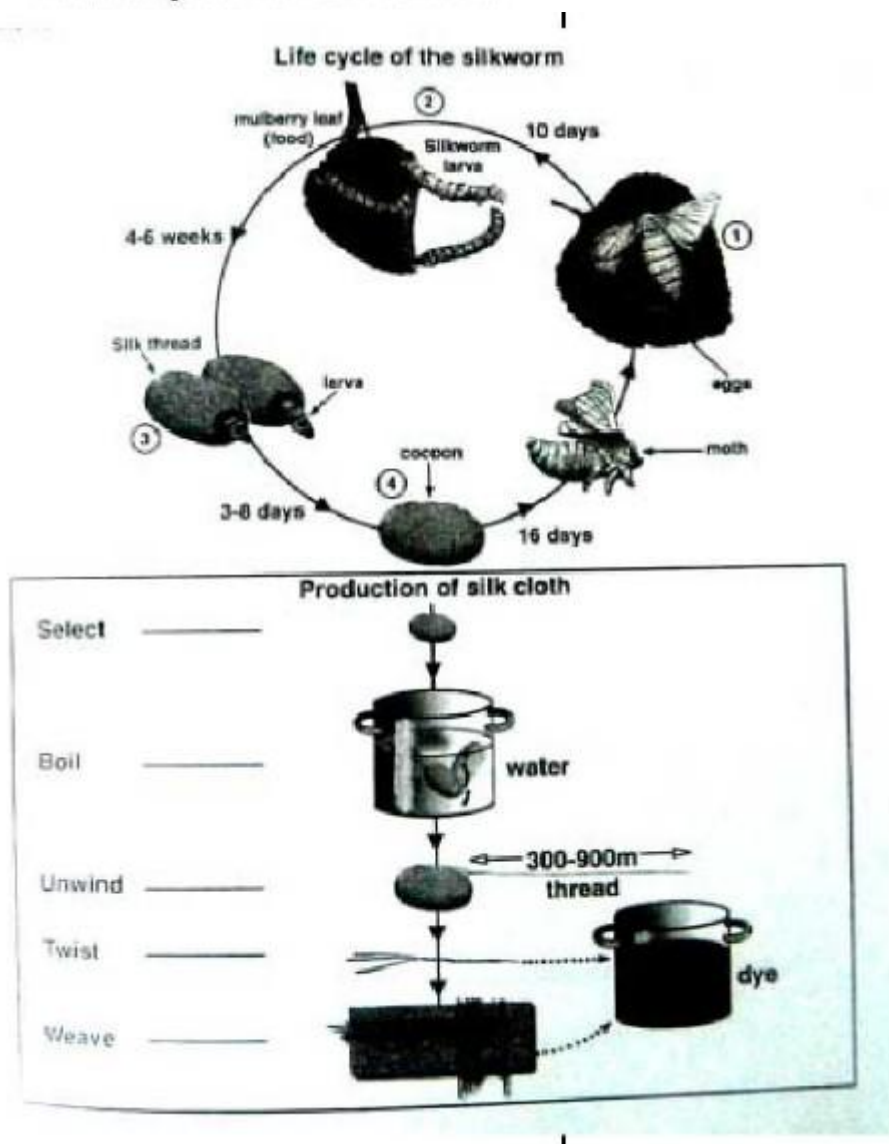
- ✓ Sub-conclusion: bare island apart from trees

Facilities attached the island:

- ✓ Pier (function: **boats/yachts can dock**)
- ✓ **Shortcut** connecting the pier with the reception and restaurant
- ✓ **Footpaths** link the huts
- ✓ **Open swimming area off a shore** on the western tip of the island

The topic of process (including life cycle and process)

The diagrams below show The life cycle of the silkworm and the stages in the production of silk cloth. summarise the information by selecting and reporting the main features, and make comparisons where relevant.



Life cycle:

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- ✓ Looking into the first diagram, we can see that the life cycle of the silkworm **begins when** adult moth **lays** eggs on a leave;
- ✓ In the second stage, it normally **takes 10 days** that each egg hatches in order to become silkworm larva that **feeds on** mulberry leaves.
- ✓ Spending between 4 and 6 weeks, each larva in the stage **commences on** producing silk thread that can almost **wrap up** their whole body apart from tails.
- ✓ After a total of nearly 30 to 60 days from the start of the cycle, larva **emerges** from cocoon in the final stage, and **in the space of 16 days** it reaches full **maturity**.

Process:

- ✓ **The most important matter of the case is to switch different registers like verb and noun.**

Ultimate Writing Lesson 4

The topic of discussion

Introduction expression:

- ✓ Introductory course:
 - There is a heated debate about ... recently
 - The issue of ... has never failed to attract people's attention.
 - A heated discussion has been triggered among the public about the issue of ...
 - The issue of ... is increasingly becoming the focus of government and citizens' concern around the globe.
- ✓ Point modification:
 - Some people claim/deem/assert/maintain that ...
 - It is believed/suggested/argued that ...
 - Quite a few hold the view that ...
 - Some subscribe to the notion that ...
- ✓ View demonstration:
 - Overall/in general, I agree/disagree with this point of view.
 - Point of view/opinion/statement.
- ✓ Both views discussion:
 - The pros and cons of this development/idea will be explored in this essay.
 - In this article, I will compare the advantages and disadvantages of this idea/development.
 - From my perspective, it has both pros and cons.
 - There are both benefits and drawbacks for this development/idea.
- ✓ **Example application [19 Nov 2011]**

Some people think that introducing new technology can improve people's quality of life in the developing countries. However, others believe that free education should be offered.

Discuss both views and give your opinion.

- **1. natural:**

Making quality of life better for people living in developing countries has never regarded new technology embraced only. It always includes free education that is encouraged to be made available. Therefore, helping less developed countries cannot be responsibility of hi-tech alone.

- **2. artificial:**

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The issue of helping developing countries has stimulated discussion recently. Some people support that developing technologies is crucial for less developed nationals in pursuit of a decent life. However, others hold opinion that free education considered as important as the previous one should not be neglected.

- ✓ Introduction template:
 - It's quite common that people from different backgrounds put different interpretations on the same issue.
 - The arguments of both sides seem to be well-supported/well-grounded by sound reasons, but I think the issue still needs a closer examination
 - People rarely reach an absolute consensus on such a controversial issue
 - It's quite natural that people seldom reach a total agreement on such a controversial issue

- ✓ Main body template (2nd paragraph):
 - Those who favour that ... give their reasons as follows.
 - People, who advocate that ..., have their sound reasons
 - On the one hand, some people suggest that ...

- ✓ Main body template (3rd paragraph):
 - However, the other side of the coin voices its strong opposition, saying that ...
 - On the other hand, some other people voice their strong opposition. In their view ...
 - Some people examine this issue from another angle. They claim that ...

- ✓ Conclusion
 - With all aspects carefully considered, I maintain that...
 - Taking all the factors into consideration, I claim/deem that...
 - Judging from all the relevant evidence offered, I am convinced that...
 - Taking all the factors into consideration I claim/deem that the advantages/disadvantages of ... outweigh its dis/adv
 - Judging from all the relevant evidence offered, I am convinced that the benefits/drawbacks of ... exceed its drawbacks/benefits

- ✓ **Example application**

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Some people believe that a country can benefit a lot from university education, while others believe that spending a large percentage of young students to go to university is the way leading to unemployment.

Discuss both views and give your opinion [13 Dec 2008]

Judging from all the evidence offered, I assert that higher education is of considerable significance to a country even though sending plenty of students to university to attend college gives rise to unemployment.

✓ **Example analysis:**

Some people believe that studying at university or college is the best route to a successful career, while others believe that it is better to get a job straight after school.

Discuss both views and give your opinion.

Useful expression:

- Face the dilemma of whether to get a job or continue their education
- The option to start work straight after school is attractive for several reasons.
- In this way, something...
- In terms of their career/work
- On the other hand, I believe that ...
- Academic qualifications are required in many professions
- Job market is becoming increasingly competitive.
- For the reasons mentioned above

Ultimate Writing Lesson 5

The topic of opinion

Introduction expression:

✓ **Example application**

If a product is good or if it meets people's needs, people will buy it. Therefore, advertising is unnecessary and nothing more than a form of entertainment.

To what extent do you agree or disagree?

The issue of advertising has never failed to attract people's attention. It is argued that there is no justification for advertising and it is only a type of amusement. In general, I disagree with this opinion.

✓ Paraphrase or subject exchanging:

- Entertainment – amusement - recreation
- Nothing more than – merely – only
- A form of – a type of
- Advertising is unnecessary – there is no justification for advertising

✓ Introduction template:

Background

- Nowadays, an increasing number of people are concerned about the phenomenon/purpose that
- Nowadays, more and more students are concerned about
- ... are one of the most important ... in modern society

Controversial points (revising title)

- However, whether ... is a controversial issue.
- However, whether ... or ... has caused heated debate/is a matter of debate
- Some people assert/declare/maintain/contend/argue/state/claim/insist ...; others assert that...

Individual point

- In my view...
- My view ...
- I agree with the view that, for the following reasons

✓ Verification:

The 2nd paragraph

a. Key point (the 1st reason)

e.g.:

First, it is clear/obvious/true that ...

First, there is no doubt that ...

One reason for this is that ...

b. Further elaboration (extension, explanation)

e.g.: this is because/this means that .../if ... not...

c. Sub-conclusion (supporting point-revising the point)

e.g.: therefore, it is necessary/crucial/important for S.B. To do S.T.

The 3rd paragraph (2nd verification - example)

a. Key point (use conjunctions)

e.g.: Moreover, in addition, besides, etc.

b. Exemplification

e.g.: as detailed/international as possible

The 4th paragraph (concession)

a. Not rejecting the opposite point

e.g.:

This is not to say that ... not ...

It is also true that ...

Those who harbour the view that ... believe that

b. Admit the opposite point

e.g.:

Even so, ... is not feasible in most cases.

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Even so, the positive effects are far more important than the negative ones.

Although there are some positive factors in ..., but ... is more justified

- ✓ Conclusion
 - In conclusion I deem/claim that...
 - To conclude, I restate my opinion that...
 - By way of conclusion I once again affirm my position/belief that...
 - For the reasons stated above I maintain that...
- ✓ **Example application**

It has been believed that people who read for pleasure have developed imagination and good language skills than those who prefer to watch TV.

Do you agree or disagree?

By way of conclusion, I reaffirm my position that reading books plays a more important role in developing imagination and language skills than watching television.

- ✓ **Example analysis**

Some people believe that hobbies need to be difficult to be enjoyable.

To what extent do you agree or disagree?

- ✓ **One example of an activity that is easy for most people is ...** (not challenging or demanding)
- ✓ **Another hobby that I find easy and fun is ...** (satisfied activity)
- ✓ On the other hand, difficult hobbies can sometimes be more exciting.
- ✓ **A greater sense of satisfaction**
- ✓ **Give us more pleasure** when we reach a higher level of performance

Ultimate Writing Lesson 6

The topic of problem-solving

- ✓ Introduction template:
 - In this essay, I will firstly discuss the causes of this problem and then offer some possible solutions to it.
 - In this essay, I intend to explore the sources of this problem along with some possible solutions to it.

- ✓ **Example application**

Some people believe that it is important to protect the environment, but they make no efforts on it.

Why is it so? What actions should be taken to protect the environment?

The discussion about environmental protection has triggered a new round of heated debate among the public recently. Some people maintain that protecting environment is of considerable significance, but they take no actions. In this article, I intend to explore its causes and offer some possible measures.

- ✓ Conclusion
 - In conclusion, I think we must all recognise the importance of this problem.
 - In reality, this problem is unlikely to be addressed in a short while.
 - However, it is by no means irresolvable, and I believe that...
- ✓ **Example applicaton**

Many people think it is important to protect the environment, but they make no effort on it themselves.

Why is it and what's your opinion?[13 Sep 2008]

In reality, this problem is unlikely to be addressed in a short while. However, it is by no means irresolvable, and I am convinced that through our effort of putting all the measures suggested into practice, the environment will become gradually better.

Extra ideas of hot topics:

- **Positives of globalisation:**
 - a. Business is becoming increasingly international.

- b. A global economy means free trade between countries.
- c. This can strengthen political relationships.
- d. Globalisation can also create opportunities for employment.
- e. It encourages investment in less developed countries.
- f. It could reduce poverty in the developing world.

▪ **Negatives of globalisation:**

- a. Globalisation can also lead to unemployment and exploitation.
- b. Companies move to countries where labour is cheap.
- c. This creates redundancies, or job losses.
- d. Some companies exploit their employees in developing countries.
- e. Salaries are low and working conditions are often poor.
- f. Global trade also creates excessive waste and pollution.

▪ **Causes of crime and re-offending:**

- a. The main causes of crime are poverty, unemployment and lack of education.
- b. People who commit crimes often have no other way of making a living.
- c. The prison system can make the situation worse.
- d. Offenders mix with other criminals who can be a negative influence.
- e. A criminal record makes finding a job more difficult.
- f. Many prisoners re-offend when they are released.

▪ **Possible measures to reduce crime and re-offending:**

- a. Prisons should provide education or vocational training.
- b. Rehabilitation programmes prepare prisoners for release into society.
- c. Community service is another way to reform offenders.
- d. It makes offenders useful in their local communities.
- e. They might be required to talk to school groups or clean public areas.

- f. Offenders also need help when looking for accommodation and work.

▪ **Causes of environment pollution and strategies**

Two of the biggest threats to the environment are air pollution and waste. **Gas emissions** from factories and **exhaust fumes** from vehicles lead to global warming, which may have a **devastating effect** on the planet in the future. As the human population increases, we are also producing ever greater quantities of waste, which **contaminates** the earth and pollutes rivers and oceans.

Governments could certainly **make more effort to** reduce air pollution. They could introduce laws to **limit emissions** from factories or to force companies to use **renewable energy** from solar, wind or water power. They could also **impose** 'green taxes' on drivers and airline companies. In this way, people would be encouraged to use public transport and to take fewer flights abroad, therefore reducing emissions.

Individuals should also **take responsibility for** the impact they have on the environment. They can take public transport **rather than** driving, choose products with less packaging, and recycle **as much as possible**. Most supermarkets now provide **reusable bags** for shoppers as well as 'banks' for recycling glass, plastic and paper in their car parks. By reusing and recycling, we can help to reduce waste.

▪ **Aim of education**

Primary aim:

- a. Knowledge acquisition
- b. Theoretical knowledge
- c. Practical skills
- d. How to learn

Main aim – 1:

- a. Enable students to make life choices
- b. Enable students to adapt to the ever-changing world
- c. Help students take control and responsibility for their life

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- d. Teach students how to create an atmosphere of win-win in every relationship

Main aim – 2:

- a. Help students develop a thoughtful and critical mind
- b. Help students to develop character, and sense of responsibility needed to succeed in school, at work and in community/society
- c. Help students to regularly renew and strengthen the four key dimensions of life-body, brain, heart and soul

▪ **The importance of knowledge**

- a. Lay a solid foundation for future career development
- b. Be helpful to acquire new skills, critical thinking skills, analytical
- c. Skills and problem-solving skills

▪ **The importance of experience**

- a. Experience is the mirror of checking the accuracy/validity/practicality/feasibility of knowledge
- b. Poses the counter-effect on knowledge

▪ **Study overseas or not?**

Advantage: (capabilities)

- a. Broaden horizons
- b. Match the need of this shrinking world
- c. Promote academic communications independence

benefits:

- a. Many students travel abroad to study at a prestigious university.
- b. The best universities employ lecturers who are experts in their fields.
- c. Qualifications gained abroad can open doors to better job opportunities.

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- d. Living in a foreign country can broaden students' horizons.
- e. Overseas students are exposed to different cultures and customs.
- f. They can immerse themselves in a language.

drawbacks:

- a. Living away from home can be challenging.
- b. Students have problems with paperwork such as visa applications.
- c. The language barrier can cause difficulties.
- d. Students have to find accommodation and pay bills.
- e. Many students feel homesick and miss their families.

Some students experience culture shock.