



Multimedia

# IELTS

## WRITING

# ANSWER KEY

IELTS

(MAXIMISER)

**Standard, Classified, Focused**

Alireza Memarzadeh

---

# **IELTS Writing Answer Key**

## **(MAXIMISER)**



---

## ► Introduction:

**IELTS Writing Answer Key (MAXIMISER)** is a must-read source designed to meet the needs of candidates preparing to take the IELTS test. It offers a full range of classified writing samples found in the actual exam.

### Key features of the book:

- provides **360** classified and standard writing samples (AC) & (GT) with model answers; helping candidates to target the IELTS writing tasks effectively
- contains **90** supplementary exercises (AC) & (GT) for further practice
- provides useful language for the writing test
- designed to be suitable for all IELTS candidates
- is ideal for independent study or class use

### Writing Task 1 (Academic)

20 minutes/ 150 words (One-third of the marks for the paper)

Writing types: A descriptive report based on graphic or pictorial input

Task types: Information transfer exercise

Target writing skills:

- present, describe, interpret, compare given data
- describe a process or how something works.
- use appropriate and accurate language

### Writing Task 1 (General Training)

20 minutes/ 150 words (One-third of the marks for the paper)

Writing types: A short letter (Formal, Semiformal, Informal)

Task types: Task poses a problem or outlines a situation which requires a written response in letter format

Target writing skills:

- respond to task
- show familiarity with letter writing style
- use appropriate and accurate language

### Writing Task 2

40 minutes/ 250 words (Two-thirds of the marks for the paper)

Writing types: An extended piece of writing or discursive essay

Task types: Candidates are presented with a given point of view or problem on which to base their writing

Target writing skills:

- argue, defend or attack a point of view backed by evidence
- present the solution to a problem.
- compare & contrast opinions drawing on personal experience

### Assessment Criteria:

- **Task Response (TR)**
- **Coherence and Cohesion: (CC)**
- **Lexical Resource: (LR)**
- **Grammatical Range and Accuracy: (GRA)**



## Contents:

<b>▶ Writing Task 1 (Academic)</b>	<b>Pages</b>
Diagrams- Report structure	2-3
Report language	4-10
120 IELTS writing samples	11-70
Exercises (1-30)	71-80
<b>▶ Writing Task 1 (General)</b>	
Letter writing steps & formats & structure	81-83
Letter language	84-92
120 IELTS writing samples	93-152
Exercises (1-30)	153-158
<b>▶ Writing Task 2 ( AC &amp; GT)</b>	
Essay writing steps & structure & Formats	159-165
Linking words & Essay language	166-182
120 IELTS writing samples	183-242
Exercises (1-30)	243-245
Critical thinking -Workshop	246
Spelling & Punctuation	247
References	248

# IELTS

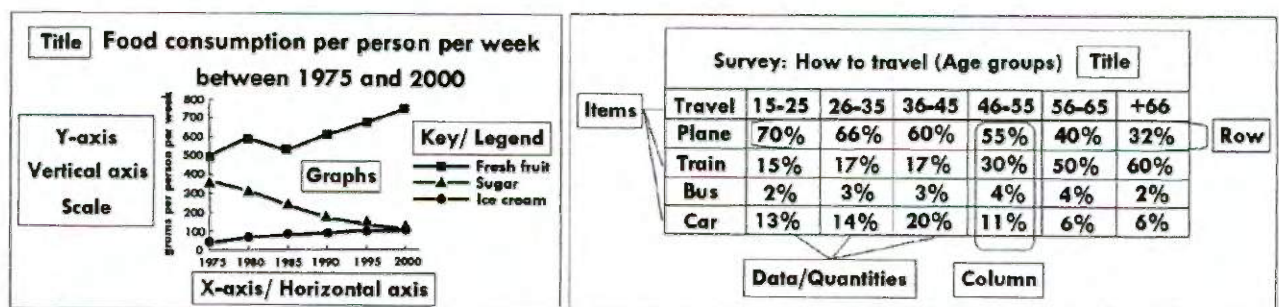
## Writing Task 1

### (Academic)

#### Writing Steps:

- 1 Analyse the question:** Examine the diagrams carefully, and decide what each one shows. Consider only facts, NOT personal ideas (*objective analysis*)
- 2 Plan the answer:** Look for any overall trends or features first. Choose as many relevant words as you can. Make comparisons if necessary. Divide the report into paragraphs appropriately.
- 3 Write the answer:** Use a range of relevant vocabulary, sentence types and linking words. Work out how many lines 150 words are in your handwriting, e.g. if you write about 10 words per line, then you will need to produce *at least* 15 lines. Obviously, you need to write more to address the task but it is very important to keep your report relevant.
- 4 Check the answer; proofread**  
 Leave time at the end to check your answer for errors in grammar, spelling and punctuation.

#### Elements of a graph:



**Title:** The title offers a short explanation of what is in the graph.

**Legend:** The legend tells what each variable represents; identifier.

**X-Axis:** The x-axis runs horizontally; typically the x-axis has numbers representing different time periods or names of things being compared.

**Y-Axis:** The y-axis runs vertically; divided into equal parts, showing figures.

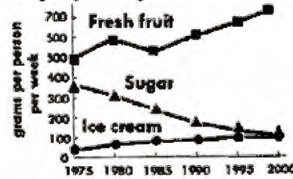
**Numerical Data/ Quantities:** Facts or information, especially when examined and used to find out things.

**Item:** A single article.

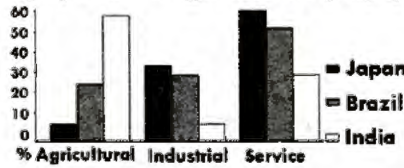
**Row:** A series of data arranged in a line.

**Column:** Vertical series of data.

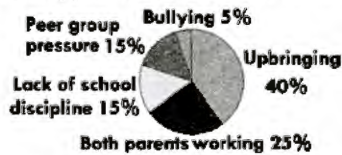
► **Line graphs:** *A planned drawing, consisting of a line or lines, showing how sets of numbers are related to each other. The graph below shows changes in food consumption per person per week between 1975 and 2000.*



► **Bar charts:** *A diagram that uses bars of different heights to show different amounts, so that they can be compared. The bar chart gives information about the percentage of workers in different sectors of employment in three countries.*



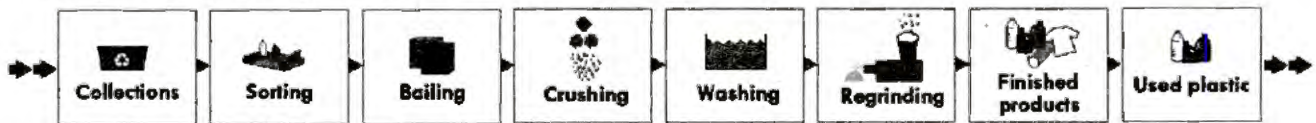
► **Pie charts:** *A diagram consisting of a circle divided into sections to show the size of particular amounts in relation to the whole. The chart shows the results of a survey into the causes of poor school attendance in the UK in 2007.*



► **Tables:** *A list of facts or numbers arranged in a special order, usually in rows and columns. The table below shows information regarding the percentage of the population in different age groups.*

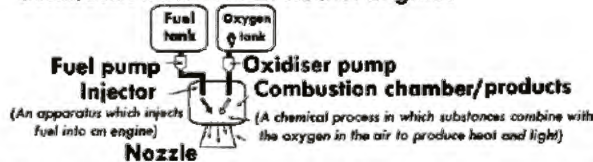
Percentage of people who are aged	World	Europe	North America	Asia
Under 15	16	13	13	11
16-60	76	74	72	79
61+	8	13	15	10

► **Flow charts (Processes):** *A diagram that shows the connections between the different stages of a process. The diagram below shows how plastic is recycled.*

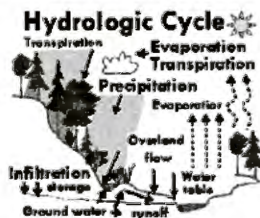


► **Flow charts (Systems):** *A group of things, pieces of equipment, etc that are connected or work together. The diagram below shows the structure of a basic rocket engine.*

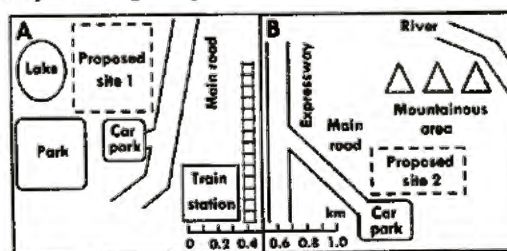
**Combustion Process in Rocket Engines**



► **Flow charts (Cycles):** *The fact of a series of events being repeated many times, always in the same order. The illustration below shows the movement of the earth's water in relation to land.*



► **Maps:** *A drawing or plan of the earth's surface or part of it, showing countries, towns, rivers, etc. The diagram below shows the proposed sites for building a hospital.*



# Report Structure

## ➔ Introduction (Introductory paragraph) About 20-30 words

- **Writing an opening sentence;** paraphrasing & introducing the task ⚠ Don't copy

*Example:* The graph shows changes which took place...  
The graph gives information about...

- **Introducing dimensions / axes [optional]**

*Example:* The horizontal axis shows ... (while) the vertical axis represents...  
Time on the horizontal axis is plotted against the number/ percentage/ amount of...on the vertical axis.

## ➔ Body About 110-130 words

### Trend

**A graph which has 'time variables'; happening over a period of time**

(e.g. decades, years, months, weeks, days, hours, minutes)

Use Trend Language 'increase, rise, decrease, remain stable...'

OR

### Comparison

**A graph which is NOT based on 'time variables' and the given data compared and contrasted**

( No time, No progression)

Use Comparison Language 'considerably higher, the highest, the second highest, significantly lower...'

## ➔ Conclusion (Closing paragraph) About 20-30 words



Referring to the general trends


Referring to any significant features


Drawing any obvious conclusions

- Words such as 'popular, popularity, growth, tendency, (to) tend, (to) be more likely to..., (to) increase, (to) decrease..' are common in the conclusion paragraph.



Upward trends				Downward trends			
							
Verb	Noun	Verb	Noun	Verb	Noun	Verb	Noun
(to) rise	rise	(to) escalate	escalation	(to) decrease	decrease	(to) nosedive	nosedive
(to) increase	increase	(to) surge	(up)surge	(to) decline	decline	(to) deteriorate	deterioration
(to) grow	growth	(to) double	double	(to) fall (back)	fall	(to) tail off	-
(to) improve	improvement	(to) climax	climax	(to) drop	drop	(to) plummet	-
(to) jump	jump	(to) triple	-	(to) reduce	reduction	(to) halve	-
(to) leap	leap	(to) quadruple	-	(to) slump	slump	(to) go down	-
(to) boom	boom	(to) soar	-	(to) plunge	plunge	(to) shrink	-
(to) peak	peak	(to) skyrocket	-	(to) dip	dip	(to) dive	-
(to) recover	recovery	(to) rocket	-	(to) collapse	collapse	-	free-fall
(to) climb	climb	(to) go up	-	(to) slide	slide	-	trough
(to) swell	swell	-	upturn/upswing	(to) dwindle	dwindle	-	downturn

Stable trends		
		
(to) remain the same	(to) remain consistent	(to) experience a period of stability
(to) remain steady	(to) stay the same	(to) remain relatively unchanged
(to) hold steady	(to) even out	(to) level out
(to) remain constant	(to) remain static	(to) level off
(to) plateau	(to) stay a steady level	(to) maintain the same level
(to) reach a plateau	The (trend/ figure) was/is/will be flat	(to) remain (fairly) stable

Fluctuating trends		
		
(to) fluctuate (wildly)	(to) rise and fall erratically	(to) show some variation/ fluctuation
(to) go through an erratic period	Wild fluctuations in the rate of...	(to) experience a period of volatility
(to) vary (widely /considerably/enormously)	(to) experience a period of erratic behaviour	(to) enter a period of fluctuation
(to) fluctuate (mildly/slightly)	(to) experience a period of instability	(to) witness considerable variation

Degree of change (large movements)		
Dramatic (ly)	Significant (ly)	Steep (ly)
Considerable (ly)	Rapid (ly)	Enormous (ly)
Sharp (ly)	Noticeable (ly)	Substantial (ly)
Marked (ly)	Massive (ly)	Abrupt (ly)
Great (ly)/ Huge (ly)	Exponential (ly)	Remarkable (ly)

Degree of change (small movements)		
Insignificant (ly)	Slight (ly)	Negligible
Gentle (ly)	Marginal (ly)	Relative (ly)
Minimal (ly)	Inconsiderable	Slow (ly)

Focusing on an item in the graph		
As regards.../ Regarding.../ With regard to...	With respect to...	As for...
Concerning...	In terms of...	As far as ... is concerned...
In the case of...	When it comes to...	Turning to...

Time phrases		
...from 2005 onwards	...over the last year	...over the first ten months
...after 2005	...in 2005	...during...
...since 2005	...since then	...over the course of a year
...during this 5-year period	...from now on...	...over the course of 5 years
...by 2010	...in the 1990s	...by the end of the century
...from this point onwards	...within a five-year period	...throughout the period
...in the period 2005-2010	...between 2005 and 2010	...in the future
...by then	...until then	...in the near future
...over a five year period	...over this five-year period	...except in 2005
...towards the end of the year	...in the next half of the year	...until the end of the year
...in the first half of the year	...during this period	... throughout the year
...over a period of 5 years	...from 2005 to 2010	...over a period of time
...from then onwards	...until late April	...over the period
... by the year 2010	...a further period of	... at the end of the year
...until the end of April	...at the beginning of the year	...over the period 2005 to 2010
...for a decade	...in the year 2005	...over the pervious five years
...for the rest of the year	...from April onwards	...at the end of the first quarter
...over the same period	... during the first half of the year	...in the first three months of the year
...over the latter half of the year/period	...thereafter	...during the period 2005 to 2010

Comparison		
(to) be entirely/ totally different from...	(to) be the same (size) as...	In marked contrast...
(to) have roughly equal proportions	(to) be as popular/high as...	(to) be completely dissimilar to ...
(to) be (over) twice as much/ high as...	(to) resemble closely/greatly	(to) represent/account for... while...
(to) be closely followed by...	(to) be totally dominated by...	(to) be overwhelmingly greater than...
(to) be quite/ rather similar to...	(to) have broadly similar patterns	(to) stand in total contrast to...
(to) be in the second place while...	(to) be ranked in descending order...	(to) be exactly the same as...
(to) be precisely the same as...	(to) be ranked in ascending order...	(to) be completely different from...
...differences are even greater when it comes to	(to) far outstrip/ exceed	(to) be almost/nearly the same as...
(to) be quite a lot smaller than...	(to) be considerably higher/lower...	(to) be precisely the same as...
(to) be just /particularly the same as...	(to) be remarkably similar	(to) be a little smaller than...
(to) be more or less the same as...	(to) be proportionally similar	(to) be practically the same as...
(to) be different in every aspect/way	(to) be virtually the same as...	(to) have many common features including...
(to) be considerably higher...ranging from...to...	(to) be approximately the same as...	(to) be over three times as great as...
(to) have certain aspects in common	(to) be dissimilar in every respect	(to) be significantly fewer...
(to) be substantially more than...	(to) contrast sharply	(to) be marginally higher/more than...
(to) be three times as many/high as...	(to) be almost the same as...	(to) be comparatively high/low
The same number/ percentage of...can be seen...	(to) be fractionally/ slightly more than...	(to) be larger by a narrow margin
(to) differ widely	(to) be nearly as many as...	(to) be fractionally less popular than...
The largest proportion of...is clearly evident	(to) be considerably/noticeably greater...	The (second) highest ... whereas...
The widest/ biggest difference can be seen...	(to) be by far the highest/lowest...	The widest/largest difference can be seen in...
(to) be as opposed to...	The greatest proportion of...	(to) be outnumbered by...
(to) have more than doubled...	(to) vary greatly/widely/tremendously	The highest/greatest/lowest proportion of...
(to) show a sharp/stark/striking contrast to...	The second highest percentage...	... by/in comparison with ...
(to) make up...whereas...	There are certain/several similarities...	(to) stand at...while... and...respectively
The highest figures...whilst...	On the one hand...whereas... on the other	(to) be remarkably similar to...
(to) be outstripped by a/an (wide/ overwhelming) margin	(to) be outstripped by a narrow margin	(to) contrast markedly/vividly/strikingly

Approximation (quantity & extent & degree)			
Well over/ Just over	Only a small minority of	A significant minority of	Almost two thirds
Just under/ Well under	Around/ Nearly/ Almost	The majority of	More than
The overwhelming majority of	Roughly/ Approximately	A low quantity of	Not much
Five out of ten	Within a range of 60%	More than one-third	Just below
A tiny fraction of...	With over half a million	Roughly a quarter of	A slightly more than a fifth
A slightly less than a third	A mere fraction of	A great deal of...	A significant percentage of
Few/Very few/ Quite a few	Three quarters	The vast majority/ Most	Almost all
A very small number of	Roughly one in five	A mere/modest 5%	Over half
(to) be in the minority/ majority	A considerable amount of...	A small number of...	A small amount of...
Exception			
Except (for)...	A part from...	A side from...	Not included/excluded

Paraphrasing ( Rephrasing / Restating / Rewording / Rewriting )	
The graph shows the trends... between ... and...	The graph provides information about the changes...
The graph gives/ provides/ presents information about/on...	The graph shows/reveals/concerns how...differed
The graph shows the results of a survey carried out to determine...	The graph depicts how... has/have changed
The graph shows/ demonstrates/ reveals the differences...	The graph shows the changes (that took place)...
The accompanying graph gives a breakdown of...	The graph provides an overview of...namely...
The graph gives data about... and is divided into three categories	The graph clearly displays and compares...
The graph shows/ highlights the proportion of...	The graph shows the changing patterns...
The graph shows the degree and direction of change...	The illustration presents data / information on...

Describing predictions	
It is predicted/ anticipated that...will...by...	It is estimated that... in/for the foreseeable future
It is forecast (ed).../ projected that...	It is expected that.../ The future implications of...
Another prediction/ projection/ forecast /anticipation...	Predictably, the rate will ...

Referring to a diagram		
From figure 1 it is clear that.../ As the graph shows...	As indicated/illustrated in the graph...Reportedly...	At first glance...
According to the graph/ data shown...	At first sight, it can be clearly seen that...	As can be observed/seen/viewed...

Comments		
The most striking/ outstanding /notable feature...	It should be underlined/stressed that...	Another (considerable/key) feature...
Another (significant) feature/aspect/point...	It should be emphasised that...	It is interesting to note.../ Interestingly...
The initial impression from the chart is...	One unusual feature of the graph is.../surprisingly	Another interesting point...
The most obvious point/ change...	It is noticeable that...reflecting...	Predictably..., it indicates/implies/suggests...
It is (clearly) evident that...	... perhaps a reflection of...	It is notable/noteworthy/remarkable that...
It should be noted that...	Another distinguishing feature...	It is important to note that...

Comparison		Contrast	
(Just) like/ Equal	...striking/strong/close resemblance	On the other hand	Nevertheless
Identical (ly)/Similar (ly)	Compared to/In comparison with	In / By contrast	Even though
The same as	By comparison	While / Whilst	Conversely/ On the contrary
(to) resemble	As (adj) /(adv) as	Whereas	Although

Conclusion			
To conclude...	It can be inferred that...	Overall ...	It is evident that...
To sum up...	(Relatively / Broadly) speaking	On average...	On the whole...
To summarise/ In summary	All in all...	It can be deduced...	It is clear that...
In general.../ Generally speaking...	It is obvious that...	It can be concluded...	In brief...

Paraphrasing (system /process)	
The illustration shows how sth works/ functions	The diagram shows different parts of sth and how sth operates
The diagrams show the stages in the development of sth	The diagram shows the process/ procedure in which sth is done/(P.P)
The diagram shows how sth is done/(P.P)	The diagram shows the stages involved in the production of sth
The diagram shows the process by which sth is done/(P.P)	The chart shows how to do sth and is divided into... main sections

Describing an object ( Structure)		
(to) consist of	(to) include/ be included	(to) be made up of
(to) be (sub) divided into two sections	(to) have three components	(to) have four parts/sections/segments
(to) comprise/ be comprised of	(to) constitute	(to) be composed of
(to) contain	(to) be constructed of	(to) be structured

Describing an object ( Shape)			
Square(n)/Square(adj)	Rectangle/Rectangular	Cylinder/Cylindrical	Pentagon/five-sided/Pentagonal
Oval/Oval	Lozenge/~shaped	Sphere/Spherical	Hexagon/six-sided/Hexagonal
Circle/Circular	Diamond/Dome/Balloon ~shaped	Triangle/Triangular	Heptagon/seven-sided/Heptagonal
Cone/Conic/Conical	Parallelogram/~shaped	Trapezium/~shaped	Octagon/eight-sided/Octagonal
Pyramid/Pyramidal	Cube/Cubic	L / T / U/ V-shaped	Pear/Ball/Heart/Star ~shaped

Describing an object ( Connection)		
(to) be joined	(to) be connected	(to) be supported
(to) be attached	(to) be linked	(to) be fixed

Describing an object ( Location)		
(to) be located/ situated	(to) be placed	(to) be positioned

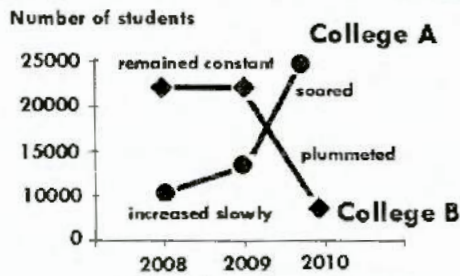
Function		
The function/ purpose/role of sth is to do sth	The function/ purpose/role of sth is doing sth	...with a view to doing sth
(to) prevent/ stop sth from doing sth	(to) be intended to do sth	(to) serve to do sth
(to) allow sth to do sth	(to) be basically/ primarily designed to do sth	(to) be meant to do sth
(to) enable sth to do sth	... in order/ so as to do sth	...with the intention/aim of doing sth
This is the process in which sth is done	(to) be useful/necessary for doing sth	... for the purpose of doing sth

Sequencers			
First(ly)/ Initially	In the first place	Subsequently	Prior to
To start/ begin with	Meanwhile	The next phase/stage	During this process
(Soon) Afterwards	Simultaneously	Then/ Next/ Later	Eventually
At the next stage/ The next stage	Concurrently	Once this stage is completed...	At the end of the process
Following this	After that	At this stage	Finally

Maps/ Spatial relationships			
Between	Next to/ Beside	To the north/south/east/west of	Behind
Midpoint	(Directly) opposite/ across from	In the back (of)	Parallel to
(Exactly) In the middle of	Along	Alongside	Around/surrounded by
Adjacent to	Edge	On either side of...	In front of
Neighbouring	On the right/left side	In the right/left hand corner	At the top/ bottom of

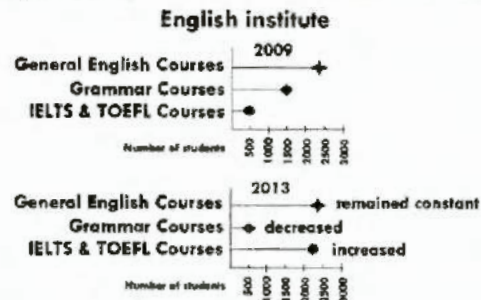
Maps (usually passive voice)		
(to) be located/ situated/ sited...	(to) be (re) built/ erected/ (re)constructed...	(to) be removed/ cleared/ demolished...
(to) be pulled down and replaced by...	(to) be made way for...	(to) be extended/ (re)developed...
(to) be transformed / converted / turned into...	(to) be modified...	(to) be doubled/enlarged/added/ halved...

(Multiple) Line graphs (Trend; time-based variables)



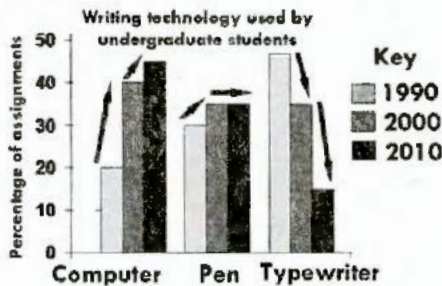
X-axis usually shows the time period. Y-axis shows what is being measured. Use 'Trend Language' and write about the changes on the graphs to make sure what words to use. Make comparisons where relevant. Describe the most important features. ▶ 'To sum up, the number of students in college A /popularity of college A increased while the number of students in college B /popularity of college B decreased over the period'.

Dotted graphs (Trend; time-based variables)



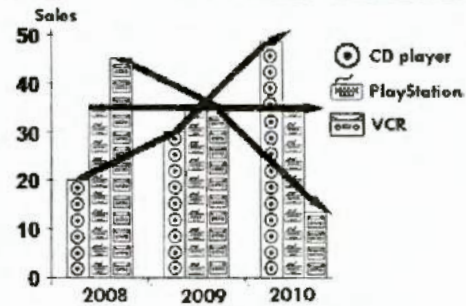
Use 'Trend Language' and write about the changes on the second graph. Make comparisons where relevant. Describe the most important features. ▶ IELTS & TOEFL Courses increased, Grammar Courses decreased and General English Courses remained constant.

Bar charts (Trend; the key has time-based variables)



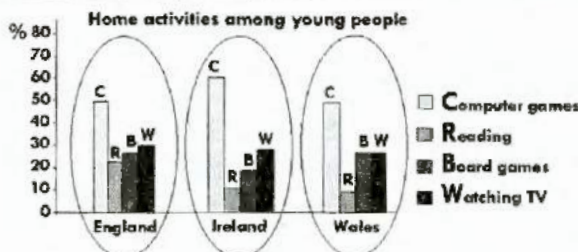
As shown, X-axis is NOT based on time but the key has time variables. Use 'Trend Language' to show the changes. Follow the arrows. Make comparisons where relevant. ▶ Computer-based writing technology increased, pen-based writing technology remained (fairly) constant and typewriter-based writing technology decreased.

Bar charts (Trend; the X-axis has time-based variables)



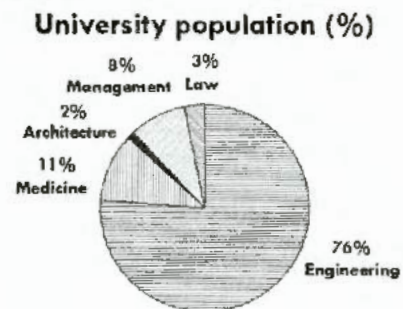
As shown, X-axis is based on time. Use 'Trend Language' to show the changes. Follow the arrows. Make comparisons where relevant. ▶ The sale of CD players increased, the sale of playStation remained constant and the sale of VCR decreased.

Bar charts (Comparison)



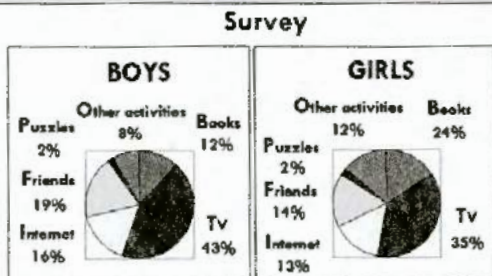
Use 'Comparison Language'. Compare and contrast the activities in each country and infer the conclusion from the whole figures. ▶ 'To sum up, playing computer games is the most popular home activity while reading is considered as the least favourable home activity in all given countries'.

Pie charts (Comparison)



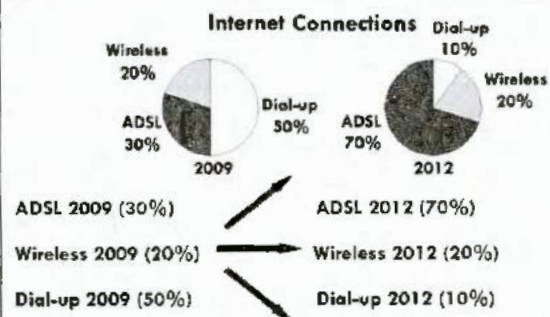
Use 'Comparison Language' to present each section. ▶ 'To sum up, the percentage of engineering students is by far the highest while architecture students has the lowest percentage of students'.

Pie charts (Comparison)



Compare and contrast the proportions. Compare the activities and infer the conclusion from the whole figures. ▶ 'To sum up, it can be concluded that watching TV is the most popular free time activity while doing puzzles is considered as the least favourable free time activity in both charts'.

Pie charts (Trend; time-based variables)



Use 'Trend language' to show the changes. Make comparisons where relevant. ▶ ADSL connections increased, Wireless connections remained constant and Dial-up connections decreased over the period.

**Tables (Trend; time-based variables)**

**Survey**

**Time**

YEAR (Trend)	2005	2006	2007
Paper letter	28	5	1
Telephone	70	70	70
E-mail	2	25	29

Draw arrows to indicate the trends. Use 'Trend Language' to show the changes. Make comparisons where relevant. ► Communication through paper letters decreased, communication through telephone remained constant and communication through Email increased.

**Tables (Comparison)**

**Survey based on newspaper sections**

Section Age	Current affairs	Classified ads	Advice columns
Age (-30)	700	700	400
Age (31-60)	600	550	250
Age (+60)	200	100	50

Use the figures selectively to illustrate the main points. Group information where necessary. Look for significant similarities and differences. Read the task carefully to make sure what information to compare (columns or rows). ► To sum up, current affairs are the most popular sections while advice columns are the least favourable sections. OR Young people tend to read newspapers more compared with other age groups.

**Objects & Systems (Comparison)**

**Bicycles**

**Basic vocabulary**  
chain, frame, handlebar, gear, pedals, saddle, wheels

Do not describe each type in detail—instead concentrate on the distinguishing features. Describe the similarities. Passive construction is often used when describing an object. Consider these clues 'Structures & Shapes & Connections & Locations & Functions' when describing or comparing. The most important part of a system should be mentioned with its function (Chain and Cog; generating power)

**Systems (Data flow analysis)**

**Central Heating System**

Consider these clues 'Structures & Shapes & Connections & Locations & Functions' when describing a system. The most important part of a system should be mentioned with its function (Boiler). Include linking words to help sequence your description. 'First, Next, After that ...'. Passive construction is often used when describing a system. As a prefabricated conclusion, we can write about how complicated or easy the system is.

**Man-made processes (Data flow analysis)**

**BUILDING MATERIAL**

Make sure how the process works. A linear process has a single starting point. Passive construction is often used when describing a process. Include linking words to help sequence your description. 'First, Next, After that ...'. Relative clauses can help avoid repetition. 'The bricks are made which are then sent to the cooling chamber'. Explain the functions of the stages if necessary. 'The brick is baked to harden it'.

**Natural processes (Data flow analysis)**

**WATER CYCLE**

A natural cyclical process may have several equally logical starting points. If it is not clear, choose a logical beginning and start the process from there. Mostly active voice is used when describing something which happens repeatedly. Sequencing words are essential. Finish your report at the same stage in the cycle from which you started ... and here the cycle begins again, 'The cycle then repeats itself', 'The cycle is then repeated'.

**Maps (Comparison)**

**Proposed sites for a new hypermarket**

**Pellington (population 120000)**

- Residential
- Industrial
- Motorway
- Railway
- Countryside

Familiarise yourself with words showing location on the points of the compass. Describe the amenities which are nearby. Write about the spatial relationships, facilities, geographical features, connections, accessibility, distances, shape and size of locations, population, climatic conditions...

**Maps (Trend; time-based variables)**

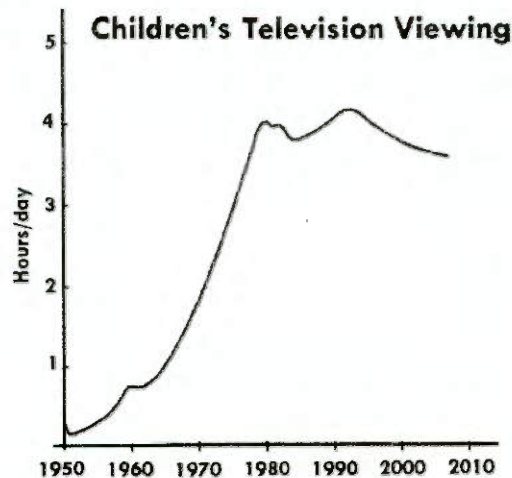
1980		2010	
Student welfare office	Student accommodation	...converted into... Faculty building	...replaced by... Admin building
Faculty building	Car park	...oval-shaped lecture hall built (Lecture hall)	...enlarged... Car park

Use 'Trend Language'. Compare and contrast where necessary. ► In order to identify changes, study the illustrations and write about the changes on the second map, 'converted, replaced, built, enlarged, planted, increased ...' Make sure how to use 'by' and 'in' when stating time.

<b>Structures &amp; Shapes &amp; Connections &amp; Locations &amp; Functions (A-Z)</b>
<b>Axe:</b> A tool with a handle and a heavy metal blade, used for chopping wood, cutting down trees.
<b>Bag:</b> A container made of paper or plastic that opens at the top, used especially in shops/stores.
<b>Battery:</b> A device placed inside a car engine, clock, radio, etc. and that produces the electricity.
<b>Bookcase:</b> A piece of furniture with shelves for keeping books on.
<b>Bunsen burner:</b> An instrument used in scientific work that produces a hot gas flame.
<b>Camera:</b> A piece of equipment for taking photographs, moving pictures or television pictures.
<b>Compass:</b> An instrument for finding direction, with a needle that always points to the north.
<b>Computer:</b> An electronic machine that can store, organize and find information.
<b>Drill:</b> a tool or machine with a pointed end for making holes.
<b>Envelope:</b> A flat paper container used for sending letters in.
<b>File:</b> A metal tool with a rough surface for cutting or shaping hard substances.
<b>Flask:</b> A bottle with a narrow top, used in scientific work for mixing or storing chemicals.
<b>Folder:</b> A cardboard or plastic cover for holding loose papers, etc.
<b>Food processor:</b> A piece of equipment that is used to mix or cut up food.
<b>Grater:</b> A kitchen utensil with a rough surface, used for grating food into very small pieces.
<b>Guitar:</b> A musical instrument that usually has six strings, played with fingers or a plectrum.
<b>Hammer:</b> A tool with a handle and a heavy metal head, used for breaking things or hitting nails.
<b>Hearing aid:</b> A small device that fits inside the ear and makes sounds louder.
<b>Heater:</b> A machine used for making air or water warmer.
<b>Juicer:</b> A piece of electrical equipment for getting the juice out of fruit or vegetables.
<b>Key:</b> A specially shaped piece of metal used for locking a door, starting a car, etc.
<b>Lap top:</b> A small computer that can work with a battery and be easily carried.
<b>Microphone:</b> A device used for recording sounds or for making your voice louder.
<b>Motorcycle:</b> A road vehicle with two wheels, driven by an engine.
<b>MP3 player:</b> A piece of computer equipment that can open and play MP3 files.
<b>Needle:</b> A small thin piece of steel used sewing.
<b>Oven:</b> A cooker/stove shaped like a box with a door on the front, in which food is cooked or heated.
<b>Pencil sharpener:</b> A small device with a blade inside, used for making pencils sharp.
<b>Pliers:</b> A metal tool with handles, used for holding things firmly and twisting and cutting wire.
<b>Printer:</b> A machine for printing text on paper, especially one connected to a computer.
<b>Rubber:</b> A piece of rubber or a similar substance, used for removing pencil marks from paper.
<b>Ruler:</b> A straight strip of wood, plastic or metal, used for measuring or for drawing straight lines.
<b>Saw:</b> A tool that has a long blade with sharp points (called teeth ) along one of its edges.
<b>Scissors:</b> A tool for cutting paper or cloth, that has two sharp blades with handles, joined together
<b>Screw driver:</b> A tool with a narrow blade shaped at the end, used for turning screws.
<b>Spade:</b> A garden tool with a broad metal blade and a long handle, used for digging.
<b>Spanner:</b> A metal tool with a specially shaped end for holding and turning nuts and bolts.
<b>Suitcase:</b> A case with flat sides and a handle, used for carrying clothes, etc.
<b>Tank:</b> A large container for holding liquid or gas.
<b>Thermostat:</b> A device that measures and controls the temperature of a machine or room.
<b>Torch:</b> A small electric lamp that uses batteries and that you can hold in your hand.
<b>Trolley:</b> A vehicle with wheels that can be pushed or pulled along and is used for carrying things.
<b>Vacuum cleaner:</b> An electrical machine that cleans floors, carpets, etc. by sucking up dirt.
<b>Zip /Zipper:</b> A thing used to fasten clothes, bags, etc. It consists of two rows of metal or plastic.

## Sample 1 (Line graph/Trend)

The graph below shows the number of hours per day on average that children spent watching television.



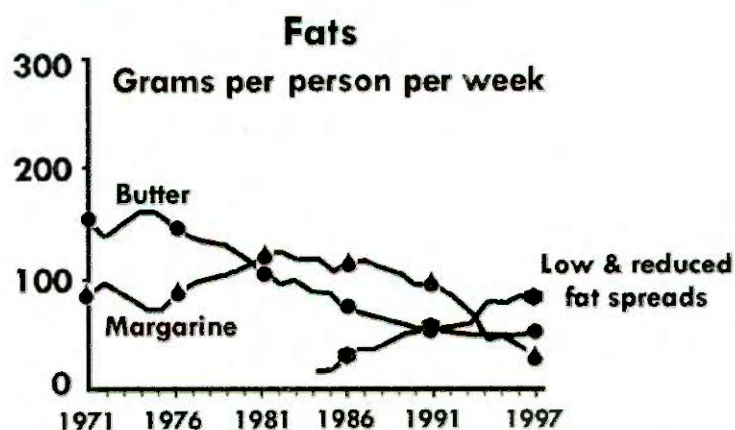
The graph shows the number of hours per day on average that children spent watching television. The graph covers the period between 1950 and 2010, and the vertical axis indicates the number of hours per day spent on watching television.

From 1950 to 1960, there was a modest rise in the average number of hours children spent in front of the television set. This was followed by a marked increase from approximately one hour to four hours of viewing per day among children between 1965 and 1985. Over the next five years, there was a decrease. However, this trend proved negligible as the viewing figure then rose again marginally. Then, there was another modest decline in the hours children spent watching television.

Overall, it can be concluded that there has been a significant rise in television viewing over the sixty-year period, though there is some indication that this trend may be changing. (152 words)

## Sample 2 (Line graph/Trend)

The line graph shows the consumption of fats between 1971 and 1997.



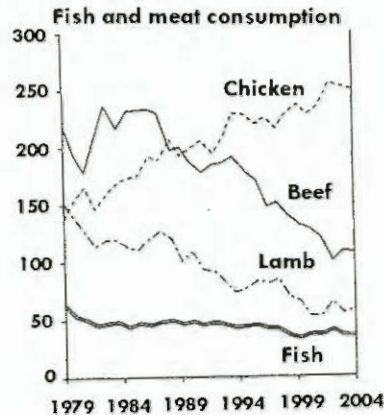
The diagram shows the consumption of fat including butter, margarine and low fat spreads between 1971 and 1997.

Over the period 1971 to 1997 as a whole, there was a slight decline in the consumption of butter and margarine and a corresponding rise in the consumption of low-fat spreads. Butter was the most popular fat at the beginning of the period, and consumption reached a peak of about 150 grams per person per week in about 1975. Since then, there has been a steady decline in 1981, the consumption of margarine exceeded that of butter for the first time, but since 1987 there has been a marked fall in the consumption of margarine, which seems set to continue. Low-fat spreads were introduced in about 1984, and there has been steady increase in their consumption since then, so that by about 1994, they were more popular than butter and margarine. (151 words)



### Sample 3 (Line graph/Trend)

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



The graph illustrates changes in the amounts of beef, lamb, chicken and fish consumed in a particular European country between 1979 and 2004.

In 1979 beef was by far the most popular of these foods, with about 225 grams consumed per person per week. Lamb and chicken were eaten in similar quantities (around 150 grams), while much less fish was consumed (just over 50 grams).

However, during this 25-year period the consumption of beef and lamb fell dramatically to approximately 100 grams and 55 grams respectively. The consumption of fish also declined, but much less significantly to just below 50 grams, so although it remained the least popular food, consumption levels were the most stable.

The consumption of chicken, on the other hand, showed an upward trend, overtaking that of lamb in 1980 and that of beef in 1989. By 2004 it had soared to almost 250 grams per person per week.

Overall, the graph shows how the consumption of chicken increased dramatically while the popularity of these other foods decreased over the period. (174 word)

### Sample 4 (Line graph/Trend)

The graph below gives information about changes in the birth and death rates in New Zealand between 1901 and 2101.



The graph shows changes in the birth and death rates in New Zealand since 1901, and forecasts trends up until 2101.

Between 1901 and the present day, the birth rate has been consistently higher than the death rate. It stood at 20,000 at the start of this period and increased to a peak of 66,000 in 1961. Since then the rate has fluctuated between 65 and 50 thousand and it is expected to decline slowly to around 45,000 births by the end of the century.

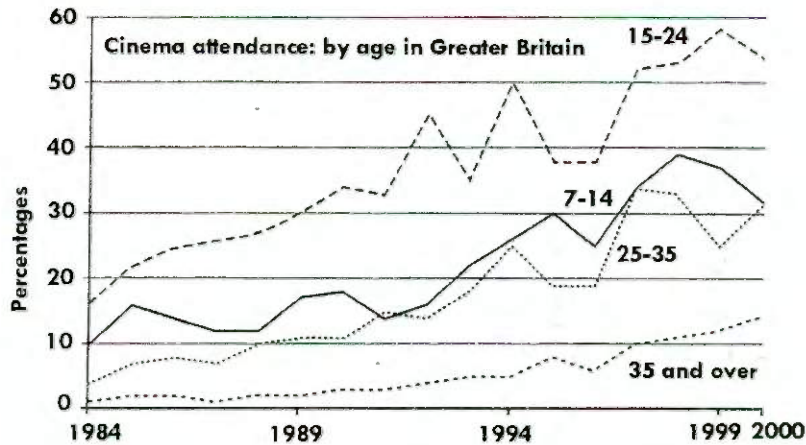
In contrast, the death rate started below 10,000 and has increased steadily until the present time.

This increase is expected to be more rapid between 2021 and 2051 when the rate will probably level off at around 60,000, before dropping slightly in 2101.

Overall, these opposing trends mean that the death rate will probably overtake the birth rate in around 2041 and the large gap between the two levels will be reversed in the later part of this century. (166 words)

### Sample 5 (Line graph/Trend)

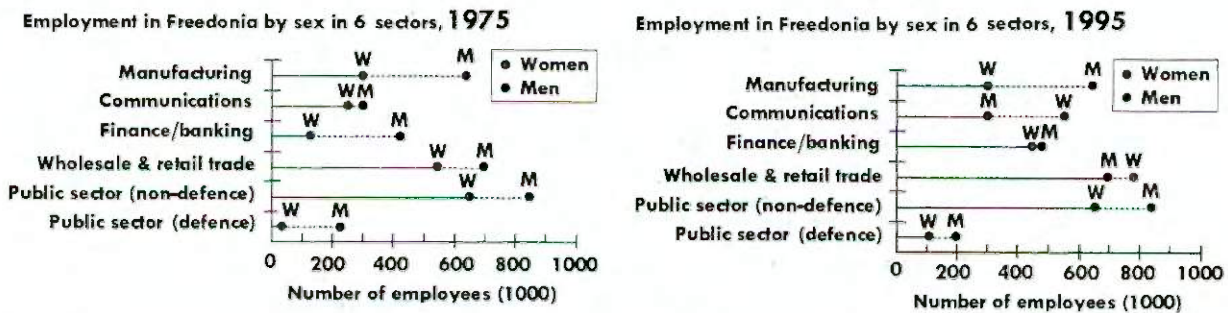
The graph below shows cinema attendance by age in Great Britain.



In general, cinema attendance increased significantly from 1984 to 2000. However, the number of people watching films at the cinema varies with age. Since 1984, cinema attendance has risen considerably across all age groups, but the increase was greatest for the 15-24 age group, which rose from about 18% in 1984 to over 50% in 2000. Though the figures fluctuated between 1990 and 1995 this age group still went to the cinema more than any other groups. There was also a substantial rise in cinema attendance among older people (35 plus). In this case this figures increased over this period from about 2% to over 10%. Cinema attendance of 7 to 14 and 25 to 35-year-olds followed a similar pattern from 1984 to about 1997, which was characterized by a gradual increase until about 1994 followed by a decline after this date. However, from 1999 the trends differed in that 7 to 14-year-olds went to the cinema less frequently while cinema attendance of 25 to 35-year-olds was on the increase. (170 words)

### Sample 6 (Dotted graph/Trend)

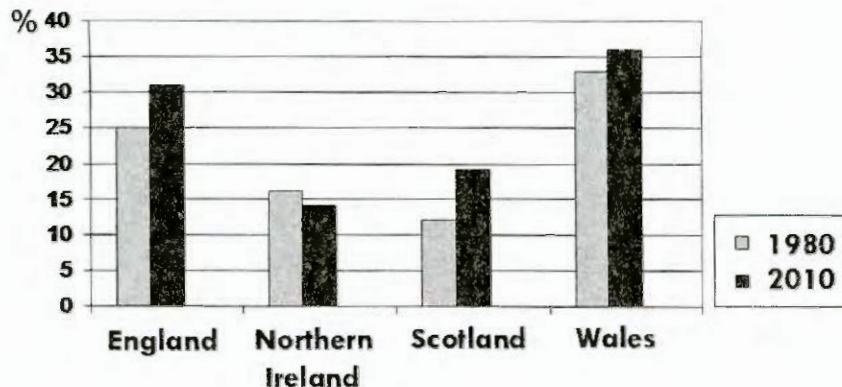
The graphs below show the numbers of male and female workers in 1975 and 1995 in several employment sectors of the republic of Freedonia.



The two decades between 1975 and 1995 brought significant changes in the representation of women in Freedonia's workforce, according to the graphs. In 1975, for example, some 300 000 men and 250 000 women worked in the communications sector. Twenty years later, though the number of men remained unchanged, the number of women rose to 550 000. A similar situation was seen in the wholesale and retail trade sector, where the number of women rose from about 550 000 in 1975 to almost 800 000 two decades later. The number of men in this sector remained stable over the period, at around 700 000. Women also made gains in both the finance/banking industries and in the defence-related public sector. Whereas some 125 000 women worked in finance and banking institutions in 1975, the number increased to 450 000 by 1995. The number of men grew only marginally from 425 000 to 480 000 over the same period. In defence, the number of men declined from 225 000 to 200 000, while the number of women rose from 25 000 to over 100 000. Two sectors that retained stable employment numbers for both men and women were manufacturing, which had about 300 000 women and 650 000 men in both surveyed years, and the public sector (non-defence), which employed 650 000 women and 850 000 men. Thus, women appear to have made gains in the Freedonian work force but not at the expense of men. (243 words)

## Sample 7 (Bar chart/Trend)

The graph below shows the percentage of part-time workers in each country of the United Kingdom in 1980 and 2010.



The bar chart shows the percentage of people who have part jobs in the countries that make up the United Kingdom, both in 1980 and in 2010. There has generally been a small increase in part-time workers from 1980 to 2010, except in Northern Ireland. The graph also shows that England and Wales have far more part-time workers than Northern Ireland and Scotland.

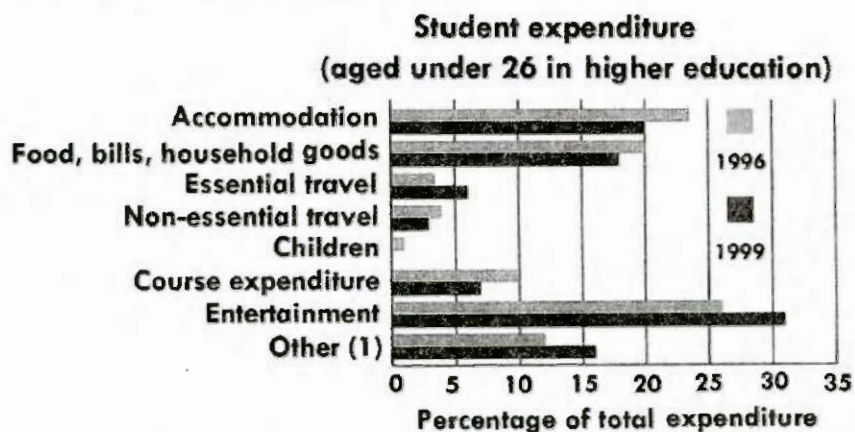
In 1980, 25% of people in England worked part time. The only country with a greater percentage of part-time workers was Wales, with around 33% working part time. Both countries saw an increase in the percentage of people working part time in 2010. In England, the percentage rose to over 30% and in Wales percentage rose to just over 35%.

Scotland had the smallest percentage of part-time workers in 1980, with just over ten percent. However, this rose to almost 20% in 2010 which is a large increase. Lastly, Northern Ireland was the only country which had a decreasing percentage of part-time workers. In 1980, it had around 15% of people in part-time work. This decreased by a couple of per cent in 2010. (186 words)

## Sample 8 (Bar chart/Trend)

The chart shows students expenditure over a three-year period in the United Kingdom (1996-1999).

(1) Includes non-essential consumer items and credit repayments



The chart shows the changes which took place in student spending in the United Kingdom during the three-year period from 1996 to 1999.

Students spend 3% less on accommodation, which fell from 23% to 20% of total expenditure and there was a 2% decrease in spending on food, bills and household goods, which fell from 20% to 18%.

At the same time course expenditure went-down by 3% from 10% to 7%. Children, who constituted 1% of students' expenditure in 1996, are not represented in 1999.

On the other hand, there was a 5% growth in spending on entertainment, which stood at 26% of total expenditure in 1996 but rose to 31% in 1999. Spending on other non-essential items and credit repayments grew by 4% to make up 16% of total expenditure. Spending on essential travel went up by 3% while non-essential travel underwent a 1% fall.

Overall, with the exception of expenditure on travel, the most significant general change was a shift from spending on essential items to spending on non-essential items. (173 words)

## Sample 9 (Bar chart/Trend)

The diagram below shows the average growth in domestic product in wealthy countries; countries that have adopted a global approach to business and countries that have not.



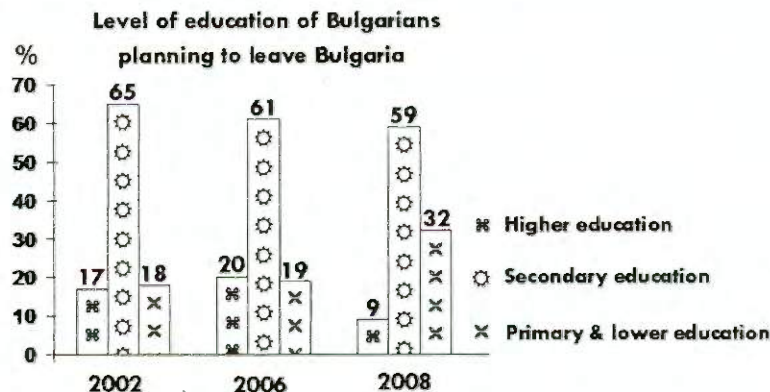
The chart shows the average GDP growth per decade for three different types of countries over a period of 40 years.

In the 1960s the figures for the wealthy countries were by far the highest at close to five percent per annum. The figure is double that of the non-global countries and three times that of the countries operating on a global level.

However, by the 1970s this trend had changed considerably; the globalisers doubled their annual GDP over this period and there was also an increase in the GDP of non-global countries, while the wealthy countries fell to three percent per year. In the 1980s and 90s, as technology made globalisation even easier, the downward trend for the wealthy countries continued falling to a low of two percent at the end of this period. For the countries who resisted using a global approach to business, the GDP fell sharply to just under one percent in the 1980s and rose only slightly in the 1990s to 1.5 percent on the other hand, for the countries that embraced globalisation, the GDP figures rose significantly throughout this time, and by 1990s had more than matched the GDP figures for the wealthy countries of the 1960s. (211 words)

## Sample 10 (Bar chart/Trend)

The chart below gives information about the level of education of Bulgarian people who wanted to go and live in another country in 2002, 2006 and 2008.



The chart shows that there were changes in the level of education of Bulgarians who planned to leave their country over the period 2002 to 2008.

The highest category of people in all three years was those with secondary education. The figure fell slightly over the three years, from 65% in 2002 to 61% in 2006 and 59% in 2008.

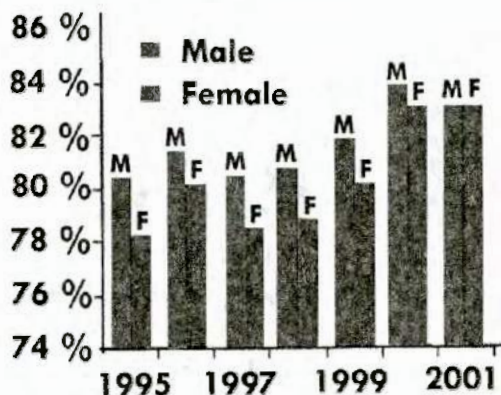
However, the figures in other categories changed significantly. There was a sharp rise in the percentage of people with primary or lower education, from 18% in 2002 to 32% in 2008. This figure only rose by 1% in 2006 but in 2008 it rose considerably.

The opposite happened with the figures for people who had received higher education, which rose slightly in 2006 but then fell very sharply to 9% in 2008.

The general trend, therefore, was that the proportion of people with higher education who planned to leave the country fell sharply, while the proportion of people with primary and lower education rose sharply. The percentage of people with secondary education remained much the same and it remained by far the highest percentage. (184 words)

## Sample 11 (Bar chart/Trend)

This bar chart shows the percentage of Australian graduates in full-time employment four months after graduating, between 1995 and 2001.



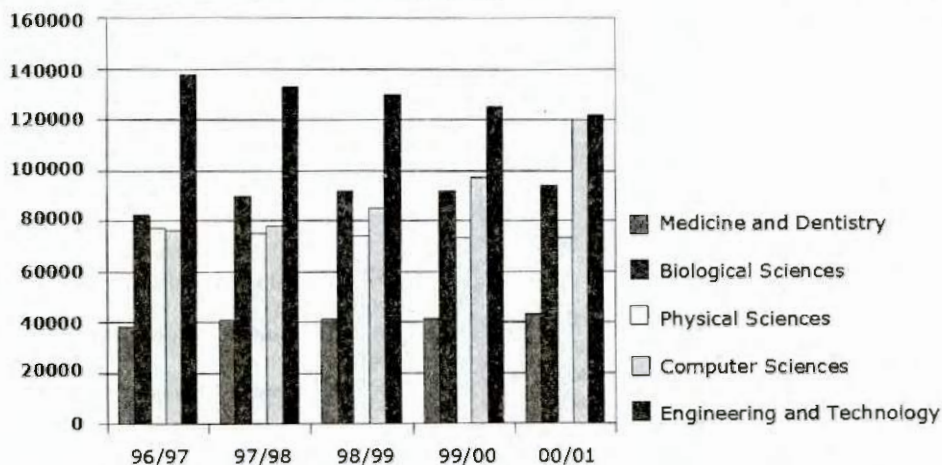
The chart shows the numbers of recent graduates who found full-time work within a four-month period after graduating. In general, employment levels have risen during the six-year period for both sexes, but the percentage of women in work was consistently lower than it was for men, except in 2001.

In 1995, just over 80% of recent male graduates were working. There was a steady overall increase during the six-year period, with sharper rises in 1996 and 2000, followed by falls. This was especially marked in 2000, when there was an increase of around two percent to a peak of just over 84% which dropped to 83% the following year.

The trends were similar for female graduates, with a steady overall increase from 78% in 1995 to 83.5 in 2001. As for men, there was a sharper rise in 1996. In contrast to male graduates, numbers for women remained constant from 2000 to 2001, and in the final year employment figures were equal for men and women. (169 words)

## Sample 12 (Bar chart/Trend)

The bar chart illustrates the number of students studying different subjects at university level over a five-year period.



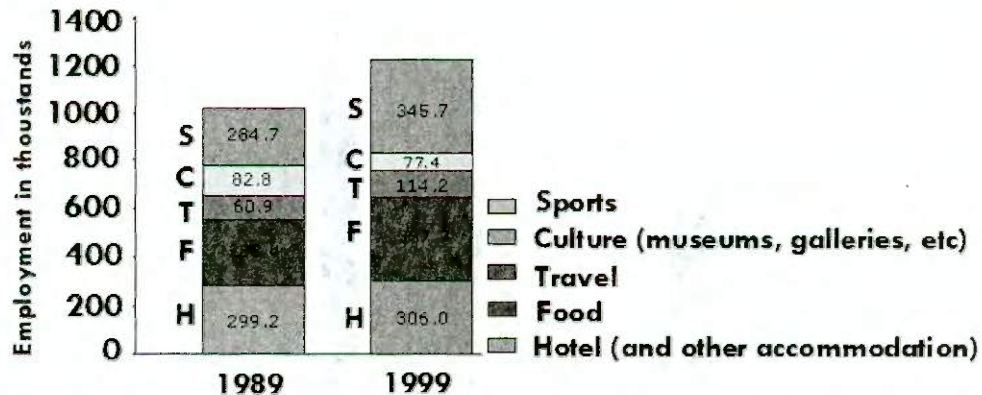
The graph shows how many students were studying five different subjects at university level between 1996 and 2001. According to the chart some subjects became more popular over this year, while others dropped in popularity.

There was a slight increase in the number of students taking Medicine, Dentistry, from just under 40,000 in 1996 to nearly 50,000 in 2001, although this remained the least popular subject of the five. Biological Sciences shows a steady increase over the five-year period, from 80,000 to over 90,000 and there was a sharp increase in the popularity of Computer Sciences, especially between 99/00 and 00/01 when numbers increased by nearly 30,000.

In contrast, there was a slight fall in the number of students studying Physical Sciences, and Engineering and Technology showed a steady drop in popularity, from nearly 140,000 to just over 120,000. However, together with Computer Sciences, Engineering and Technology was still one of the two most popular subjects in 2001. (159 words)

### Sample 13 (Bar chart/Trend)

The bar chart below shows employment figures in different tourism-related industries between 1989 and 1999.



The chart provides a breakdown of employment in a number of tourism-related industries over a ten year period. Overall we can see that the total level of employment increased by about twenty percent during the period. However, there was some variation in the figures for the individual sectors. For example, while the travel industry increased its workforce substantially over the decade. There was relatively little growth in that associated with hotels and other tourist accommodation.

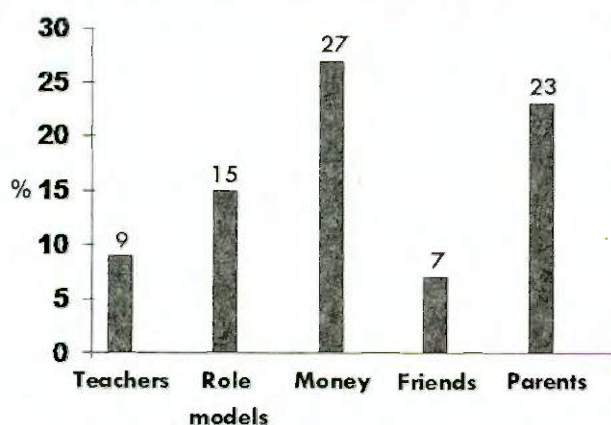
Travel represented the biggest area of expansion, having almost doubled its number of employees by 1999. The food industry also saw a significant increase from sports industry enjoyed an almost equal level of growth. The least successful sector was culture, including museums and art galleries, where the figures actually fell slightly over the period.

The data suggests that, despite minor fluctuations in the various sectors, employment in the tourism industry as a whole will continue to grow. (152 words)

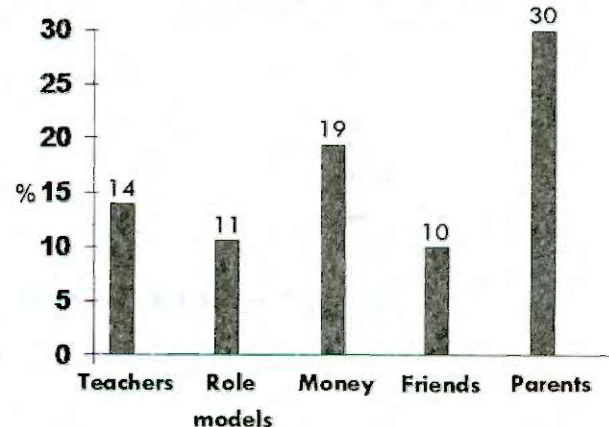
### Sample 14 (Bar chart/Comparison)

The bar charts show the results of a Greek survey from two selected age groups in 2003 on the relative importance of five factors in choosing a career.

Main reasons for choosing a career - 20 - 35 age group



Main reasons for choosing a career - 40 - 50 age group



The bar charts provide information from a Greek survey about the main reasons for choosing a career among two age groups, 20-35 and 40-50.

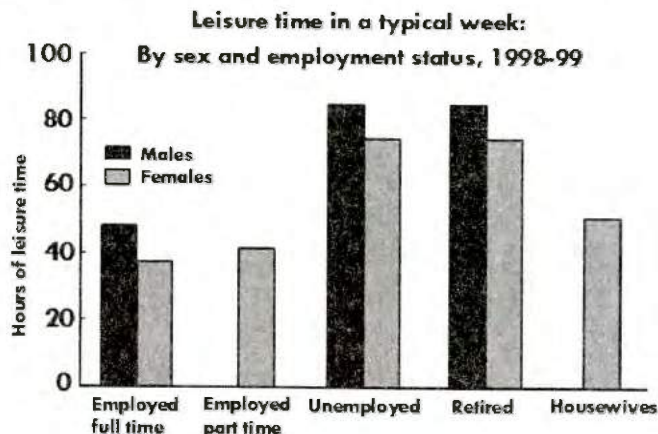
It is clear that the two groups were influenced by the various factors to different degrees, with the most influential factors which contributed to career choice for the 20-25 age group being money (27 per cent) and then parents (23 per cent). However, the factors were the reverse for the 40-50 age group, with parents affecting them most at 30 per cent.

As regards teachers and role models, the relative importance of each was again the other way round; nine and fifteen per cent respectively for the younger group, and fourteen and eleven per cent for the older.

The only similarity between the two age groups was that friends had less influence over career choice for the younger and older groups than any other factors, seven and ten per cent respectively. (156 words)

## Sample 15 (Bar chart/Comparison)

The chart below shows the amount of leisure time enjoyed by men and women of different employment status.



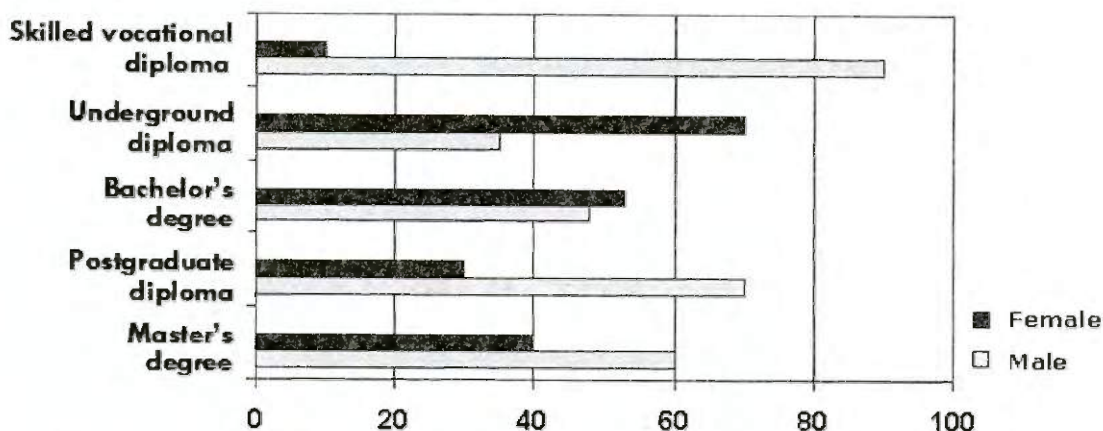
The chart shows the number of hours of leisure enjoyed by men and women in a typical week in 1998-9 according to gender and employment status.

Among those employed full-time, men on average had fifty hours of leisure, whereas women had approximately thirty-seven hours. There were no figures given for male part-time workers, but female part-timers had forty hours of leisure time, only slightly more than women in full-time employment, perhaps reflecting their work in the home.

In the unemployed and retired categories, leisure time showed an increase for both sexes, as might have been expected. Here too, men enjoyed more leisure time over eighty hours, compared with seventy hours for women, perhaps once again reflecting the fact that women spend more time working in the home than men. Lastly, housewives enjoyed approximately fifty-four hours of leisure, on average. There were no figures given for househusbands! Overall, the chart demonstrates that in the categories for which statistics on male leisure time were available, men enjoyed at least ten hours of extra leisure time. (173 words)

## Sample 16 (Bar chart/Comparison)

The chart below shows the different levels of post-school qualifications in Australia and the proportion of men and women who held them in 1999.



The chart gives information about post-school qualifications in terms of the different levels of further education reached by men and women in Australia in 1999.

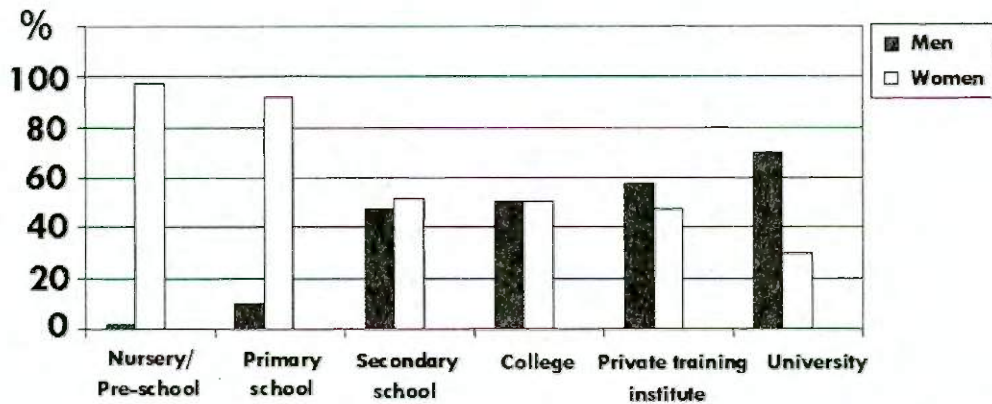
We can see immediately there were substantial differences in the proportion of men and women at different levels. The biggest gender difference is at the lowest post-school level, where 90% of those who held a skilled vocational diploma were men, compared with only 10% of women. By contrast, more women held undergraduate diplomas (70%) and marginally more women reached degree level (55%).

At the higher levels of education, men with postgraduate diplomas clearly outnumbered their female counterparts (70% and 30% respectively), and also constituted 60% of Master's graduates.

Thus we can see that more men than women hold qualifications at the lower and higher levels of education, while more women reached undergraduate diploma level than men. The gender difference is smallest at the level of Bachelor's degree, however. (153 words)

## Sample 17 (Bar chart/Comparison)

The chart shows the percentage of male and female teachers in six different types of educational setting in the UK in 2010.



The chart compares the percentage of male and female teachers in different educational settings from nursery school to university. Significant differences between men and women are evident.

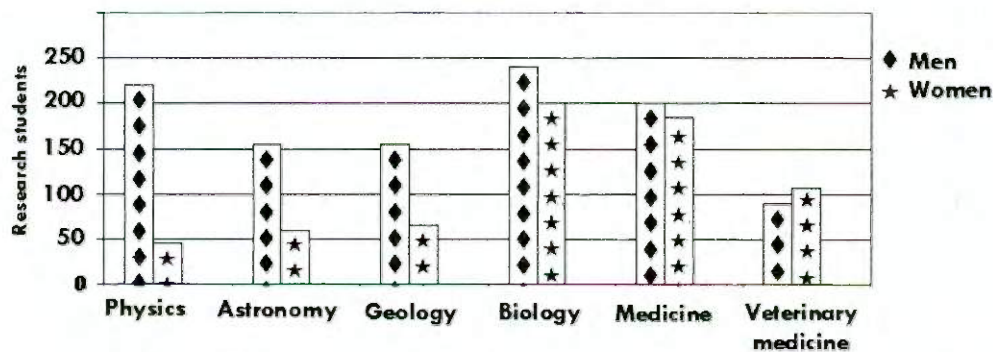
Women held nearly all of the teaching posts in nursery and primary schools and the majority of posts in secondary schools (approximately 56 percent). They held the same percentage of posts as did men at college level. However, a smaller proportion of women held teaching positions at training institutes, and, at universities, female lecturers were outnumbered by male by roughly two to one.

For men, the pattern of employment was the reverse. Only 2 percent of nursery school teachers and 10 percent of primary teachers were men. They were more equally represented at secondary and college level. However, a significantly higher percentage of university lecturers were male (roughly 70 percent).

Overall, the figure shows that gender is a significant factor in patterns of employment within the education sector. (151 words)

## Sample 18 (Bar chart/Comparison)

The chart below shows the numbers of male and female research students studying six science-related subjects at a UK university in 2009.



The bar chart shows the gender distribution of students doing scientific research across a range of disciplines at a UK university in 2009.

In five of the six disciplines, males outnumbered females. Male students made up a particularly large proportion of the student group in subjects related to the study of inanimate objects and materials: physics, astronomy, and geology. The gender gap was particularly large in the field of physics, where there were five times as many male students as female students.

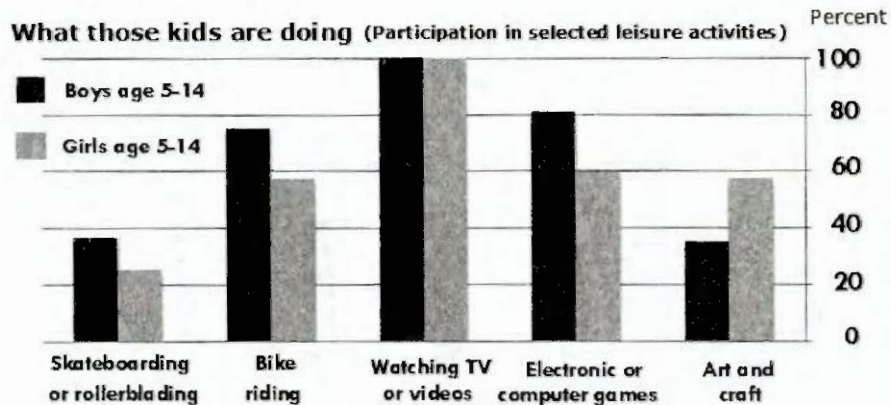
Men and women were more equally represented in subjects related to the study of living things: biology, medicine, and veterinary medicine. In biology, there were nearly as many women (approximately 200) as men (approximately 240). This was also true of medicine. Veterinary medicine was the only discipline in which women outnumbered men (roughly 110 women vs. 90 men).

Overall, the chart shows at this university, science-related subjects continue to be male-dominated; however, women have a significant presence in fields related to medicine and the life sciences. (168 words)



## Sample 19 (Bar chart/Comparison)

The graph below gives information about the preferred leisure activities of Australian children.

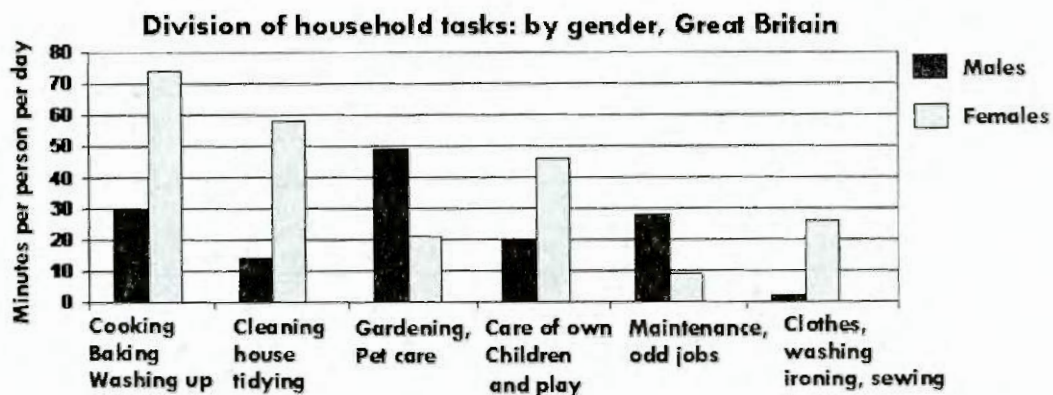


The graph shows the preferred leisure activities of Australian children aged 5-14. As might be expected, it is clear from the data that sedentary pursuits are far more popular nowadays than active ones.

Of the 10,000 children that were interviewed, all the boys and girls stated that they enjoyed watching TV or videos in their spare time. In addition, the second most popular activity, attracting 80% of boys and 60% of girls, was playing electronic or computer games. While girls rated activities such as art and craft highly – just under 60% stated that they enjoyed these in their spare time – only 35% of boys opted for creative pastimes. Bike riding, on the other hand, was almost as popular as electronic games amongst boys and, perhaps surprisingly, almost 60% of girls said that they enjoyed this too. Skateboarding was relatively less popular amongst both boys and girls, although it still attracted 35% of boys and 25% of girls. (157 words)

## Sample 20 (Bar chart/Comparison)

The bar chart below shows the division of household tasks by gender in Great Britain.



The chart shows the average number of minutes per day men and women in Great Britain spend on jobs around the house.

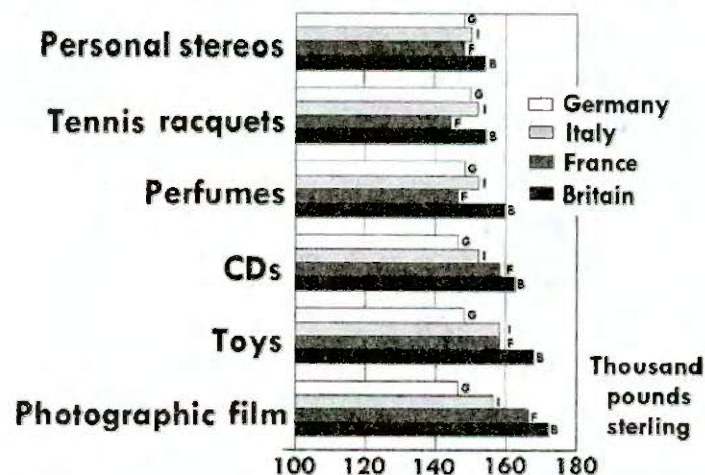
In total, men spend just over two-and-a-half hours on household tasks whereas women spend slightly less than four hours. Women spend more than twice as much time doing kitchen tasks such as cooking and washing-up as men (74 minutes for women as opposed to 30 minutes for men). Women are also more active in cleaning the house-it takes 58 minutes of their day compared with minutes for men-and childcare, where women put in more than twice as much time as men.

On the other hand, men are more active in gardening and pet care, where they spend twice as long as women, and maintenance and DIY, on which they spend 14 minutes more than women. Women account for almost all the time spent on washing and ironing clothes. This takes them 25 minutes, while men spend just 2 minutes on this task.

Overall, the figures show that women spend more time on routine domestic chores than men, while men do more household maintenance, gardening and pet care. (193 words)

## Sample 21 (Bar chart/Comparison)

The chart below shows the amount spent on six consumer goods in four European countries.



The chart shows that Britain, among the four European countries listed, has spent most heavily on the range of consumer goods included. In every case, British spending is considerably higher than that of other countries; only in the case of tennis racquets does another country, Italy, come close.

In contrast, Germany is generally the lowest spender. This is most evident in photographic film, where Germany spends much less than Britain. Germany only spends more than another country, France, in two cases; tennis racquets and perfumes.

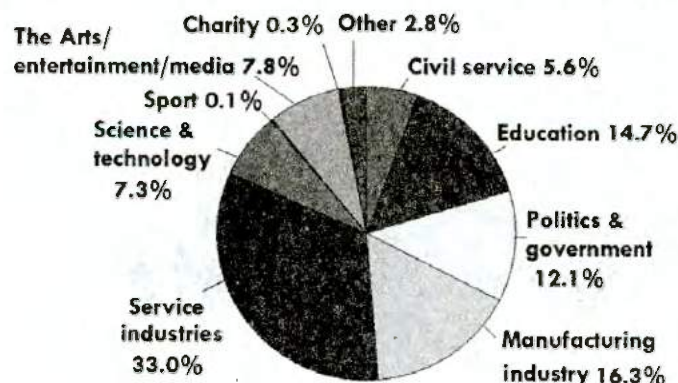
Meanwhile, France and Italy generally maintain middle positions, averaging approximately similar spending overall. Specifically, France spends more on CDs and photographic film but less on tennis racquets than Italy does. Italy's spending on personal stereos is only marginally greater than that of France, while spending on toys is equal between the two.

It is clear from the data given that there are some significant differences in spending habits within Europe. (155 words)

## Sample 22 (Pie chart/Comparison)

The chart shows the proportion of graduates from Bluesky University in 2006 entering different employment sectors.

### Employment sectors of graduates from Bluesky University, 2006



The pie chart illustrates the career choices of Bluesky University's 2006, giving the percentages who worked in each of various sectors after finishing university. Overwhelmingly, industry and government were the most popular choices.

Just under half the students went into industry, with service industries attracting more Bluesky graduates than any other sector by far-almost a third (33.0%). About half that number (16.3%) took jobs in manufacturing.

Politics and public services were the next most popular choice, accounting for nearly a fifth of graduates.

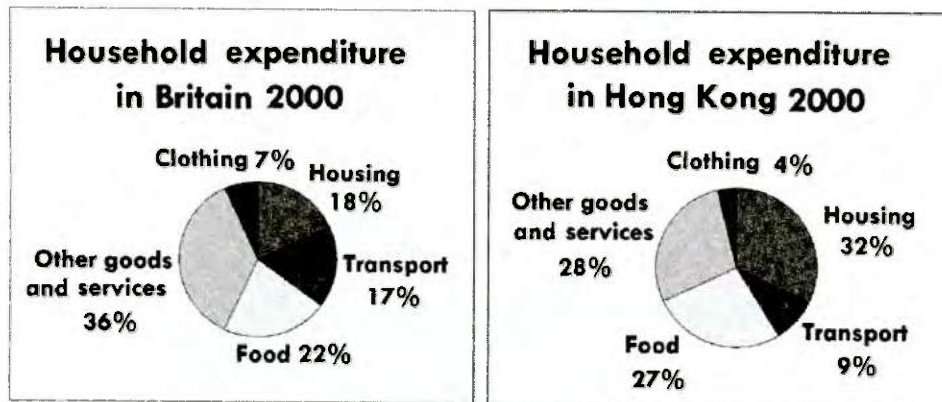
Just over 12% went into politics and a further 5.6% chose the civil service.

The other significant career choices were education (about 15%) and two others: the arts, entertainment and media, with 7.8%; and science and technology with 7.3%.

The least popular choices included work in the charitable sector and careers in sport, both of which were chosen by well under 1% of graduates. Finally, 2.8% entered work in other, unspecified, sectors. (157 words)

### Sample 23 (Pie chart/Comparison)

The pie charts below show average household expenditure in Hong Kong and Britain in the year 2000.



The pie charts show the proportion of money spent on various household expenses in Hong Kong and Britain in 2000.

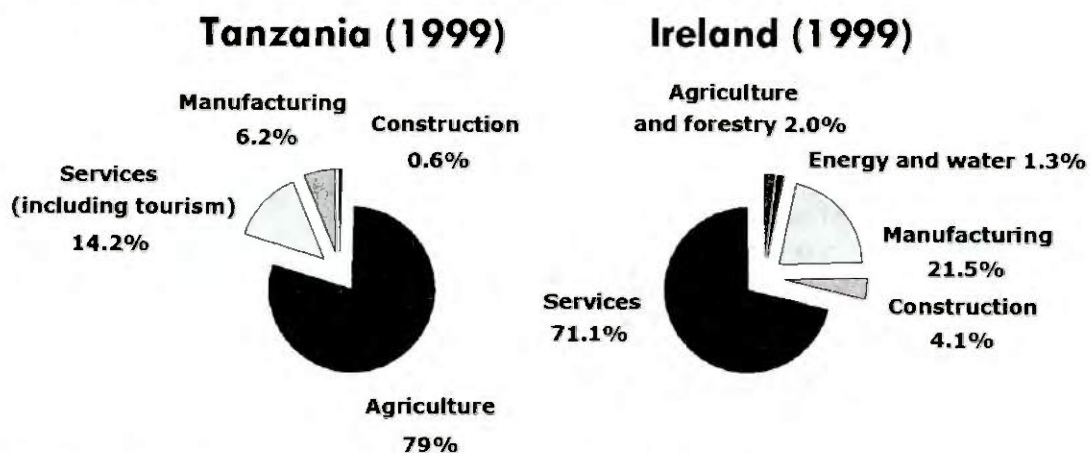
We can see that in Hong Kong the greatest proportion of expenditure (32%) was on housing, while in Britain housing accounted for just 18% of the total.

In contrast, in Britain the greatest single expense was other goods and services at 36%, compared with 28% in Hong Kong. Food came in second place in Britain, at 22%, while in Hong Kong the actual proportion was higher (27%). In Britain another major expense was transport, at 17%, but this was much lower in Hong Kong (9%). In both countries the smallest percentage of expenditure was on clothing.

Overall, the data indicates that in both cases food, housing and other goods and services were the main expenses, but in Britain, transport and other goods and services took up a higher proportion of total expenditure than in Hong Kong. (156 words)

### Sample 24 (Pie chart/Comparison)

The pie charts below show how employment is divided in Tanzania and Ireland.



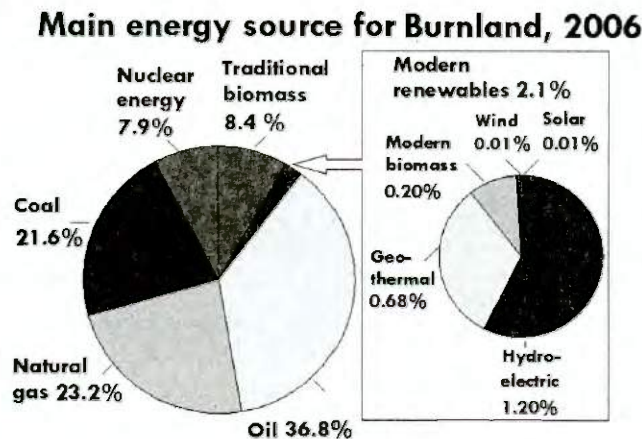
The information in the pie charts shows the relative importance of different types of employment in two very different countries.

In Tanzania, agriculture employs by far the most people. Nearly four out of five (79%) work in this sector, whereas only two percent of Irish people are in agriculture. In Ireland, the largest employer is the service sector, where over 70% of the population work. In Tanzania, the figure is only 14.2%, despite the fact that Tanzania has a significant tourist trade, and this is included in the services figure.

Although manufacturing is quite significant in Ireland, employing over a fifth (21.5%) of the population, not many people are employed in this sector in Tanzania. Other industries are not very significant in either country. Construction, for example, is less than 5% in Ireland, but is even less important in Tanzania, with only a very small number of people (0.6%) employed in this industry. There is also some employment in the energy and water industries in Ireland. However, this is not mentioned in the Tanzania data. (174 words)

## Sample 25 (Pie chart/Comparison)

The chart below shows the proportions of one country's main energy supplies derived from different sources in 2006.



The pie chart gives a breakdown of the sources which Burnland's primary energy came from during the year 2006. All figures are percentages of the total. The country has heavy reliance on fossil fuels and there is a clear lack of alternative sources.

The most striking feature is Burnland's massive dependence on fossil fuels, which accounted for well over 80% primary energy supplies. More than 60% came from oil and natural gas combined (36.8% and 23.2% respectively). Coal supplied about a fifth.

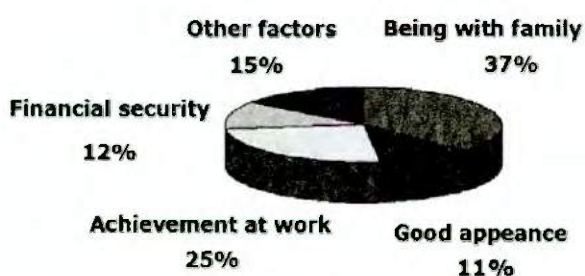
The proportion of primary supplies from alternative sources, at under 11% was very low. More than three-quarters of this was supplied by traditional biomass-in other words, only about 2% of the national total was from modern renewables. Of these the most significant was hydro-electric (1.2%); and about half that amount was supplied by geothermal energy. Modern biomass was insignificant at only 0.2% while wind and solar energy were the smallest of all, at 0.01% each.

The other primary energy source was nuclear power, accounting for 7.9% of the national total. (175 words)

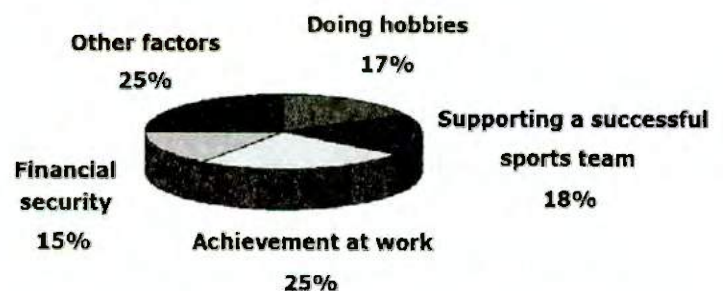
## Sample 26 (Pie chart/Comparison)

The charts below show the results of a survey about what men and women say makes them most happy.

### What makes women most happy?



### What makes men most happy?



There are a number of similarities between what men and women say makes them most happy. There are also several striking differences.

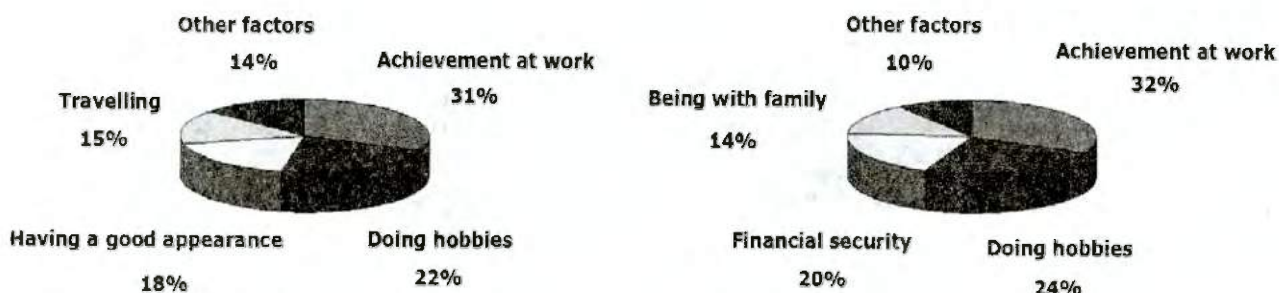
Firstly, significant percentages of both men and women mention the same two factors: achievement at work and financial security. Exactly the same proportion of men and women (25%) feel that doing well at work brings them most happiness. However, a slightly lower percentage of women (12%) than men (15%) identify financial security as the most important factor in making them happy.

Turning now to the major differences, many women regard being with family as extremely important: 37% of them state this brings them most happiness, which is the largest percentage of all the factors mentioned by this group. Also a significant minority of women (11%) mention that having a good appearance makes them happiest. Neither of these two factors is mentioned by men. Instead, 17% of them report that doing hobbies is important and 18% feel most happy when their sports team is doing well. (167 words)

## Sample 27 (Pie chart/Comparison)

The charts below show the results of a survey about what people of different age groups say makes them most happy.

What makes people under 30 most happy? What makes people over 30 most happy?



There are several similarities between what younger and older people say makes them most happy. However, there are several striking differences.

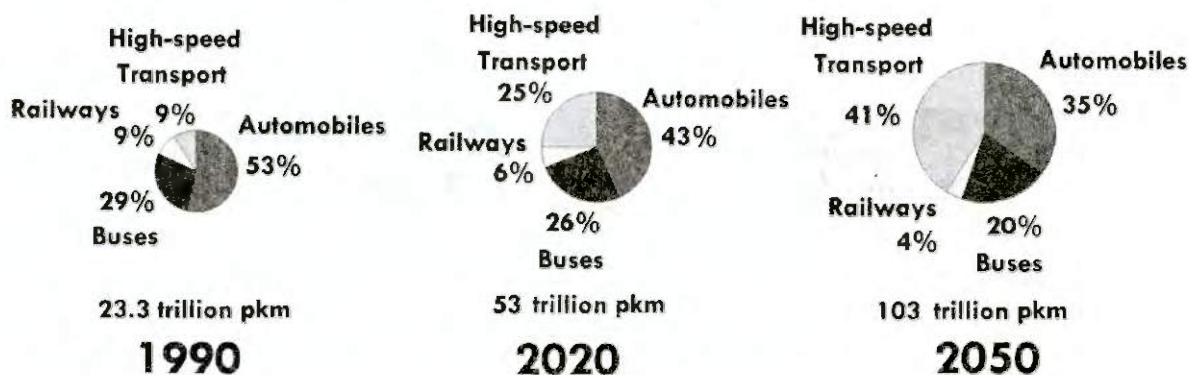
Firstly, let us look at the similarities. It is noticeable that for both younger and older people, the highest percentage says that achievement at work brings them most happiness: 31% for the younger age group and 32% for the older group. Doing hobbies is also very important for both groups: the second largest percentage of both age groups mention doing hobbies as making them most happy.

Turning now to the differences, many younger people regard having a good appearance as extremely important: 18% of them state this brings them most happiness. This is followed by 15% who state that travel brings them happiness. Neither of these two factors is mentioned by older people. In stead, 20% of older people report that having financial security is most important to their happiness and 14% say they feel most happy when they are with their family. (163 words)

## Sample 28 (Pie chart/Trend)

The charts show the world traffic volume measured in passenger-kilometer-miles.

### World traffic volume



The pie charts show that the changes in the proportions of pkm for a range of different forms of transport every thirty years between 1990 to 2050 along with the total number of passenger kilometres.

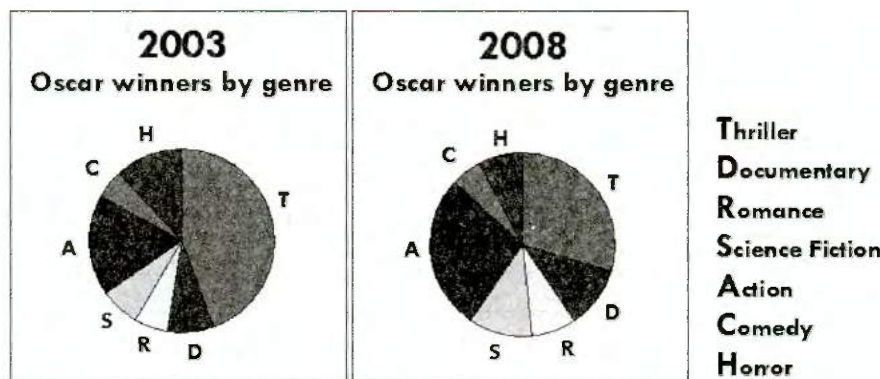
The most striking feature of the chart is the rise in traffic volume from high-speed transport. It is expected to see a dramatic increase, climbing from just 9% of traffic volume in 1990 to 25%, and then 41% in 2020 and 2050 respectively. By contrast, it is predicted that there will be fewer automobile pkm, which will shrink from 53% of market share to 43% and to 35% in 2050.

While railways will see the most significant fall in traffic volume percentage-wise, it is anticipated that buses will fare better. The former represented 9% of total traffic volume in 1990, but the projected figure for 2050 is just 4%, a drop of more than 50%. This compares with traffic volume for buses in 2050 of 20% against 26% in 2020, and 29% in 1990.

It is clear that high speed transport is expected to increasingly dominate the market. (184 words)

## Sample 29 (Pie chart/Trend)

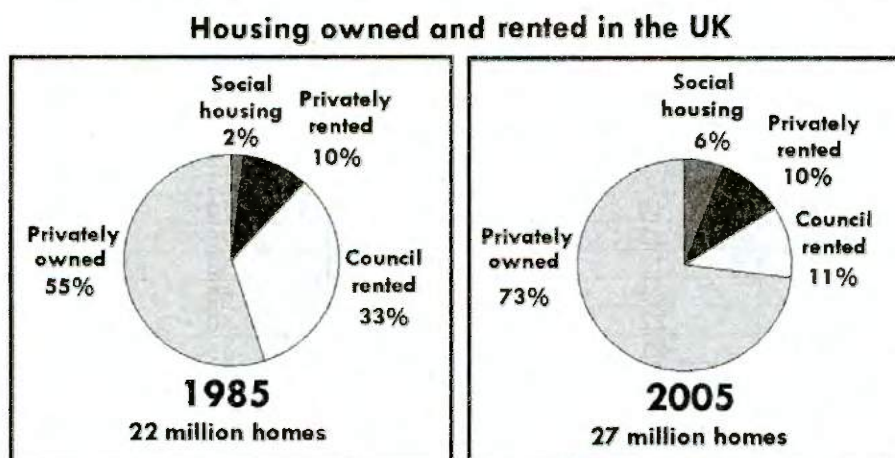
The pie charts below show the share of Oscar winners by film genre for 2003 and 2008.



The pie charts show the proportions of Oscar winners for seven different genres of film in 2003 and 2008. Between 2003 and 2008 the proportion of films that won Oscars changed for nearly all the genres. In particular, many more action films and science fiction films gained Oscars in 2008 than in 2003. The proportion of thrillers that won Oscars went down from about half of the total in 2003 to a third in 2008. The number of horror films that won Oscars also decreased by about half from 2003 to 2008. Action, documentary and science fiction films all increased their share of Oscars between 2003 and 2008. Action films increased from about 20 per cent of the total in 2003 to almost a quarter in 2008. The proportion of Oscar winners for documentaries, romance and science fiction all increased by approximately fifty percent between 2003 and 2008. The percentage for comedy films which won Oscars stayed the same in 2003 and 2008 at about 5 per cent. (168 words)

## Sample 30 (Pie chart/Trend)

The pie charts below show the percentage of housing owned and rented in the UK in 1985 and 2005.



The pie charts compare home ownership and renting for 1985 and 2005 in percentage terms. In 1985, privately owned homes were the most popular type of housing, accounting for 55%, or more than over half of all homes. The next largest sector was council rented homes, amounting to 33% or nearly one-third of homes. The remaining homes were mostly privately rented (10%) with a tiny fraction being social housing (2%). Twenty years later, in 2005, the number of privately owned homes had risen to 73%, or almost three quarters of all homes. Much of the increase in private ownership can be explained by the decrease in council rented homes, which had dropped from 33% to 11%. The percentage of privately rented homes had remained unchanged at 10%. However, there were 5 million more homes in 2005 compared with 1985 so the number of rented homes had increased despite the same percentage. Social housing has increased three-fold from 2% in 1985 to 6% in 2005, but it remains the least popular type of housing. (173 words)

### Sample 31 (Table/Trend)

The table below shows the percentage participation of women in senior management in three companies between 1960 and the year 2000.

	Macrohard Ltd	Barnes Ltd	Eastman Ltd
	%	%	%
1960	2	8	15
1965	2	10	13
1970	13	12	14
1975	26	14	21
1985	32	16	19
2000	63	45	25

The table shows the percentage of women in senior management positions in three companies from 1960 to 2000.

While more women were in senior positions at Eastman Ltd than the other two companies in 1960 at 15%, the trend was fairly erratic with a 2% drop to 13% in 1965, followed by a rise of 1% five years later. In 1975, women held 7% more top management jobs than in 1970. After a slight drop back to 19% in 1985, by 2000, 25% of top posts were filled by women.

By contrast, at Macrohard Ltd women fared much better. In 1960, 2% of senior posts were occupied by women with no change five years on. By 1970, the figure had increased to 13%, doubling to 26 percent in 1975.

Ten years afterwards, there was a 6% increase in female senior management jobs with a near twofold jump in 2000 to stand at 63%, the highest for the three companies.

The situation was less remarkable at Barnes Ltd than the other two firms except for the year 2000. In 1960, the percentage of senior posts held by women was 8% climbing at the rate of 2% in each subsequent period until 1985, after which it leapt to 45%.

From the data, it is clear that women dominated senior posts at Macrohard by 2000. (222 words)

### Sample 32 (Table/Trend)

The table below gives information about a hotel (1975- 2010).

Global statistics: Shore Hotel Staff 1975-2010			
	with language qualification %	speaking two or more languages %	previous work experience %
1975	5	10	75
1980	10	12	70
1985	12	14	78
1990	17	23	55
1995	21	48	65
2000	22	50	50
2005	21	65	45
2010	20	79	67

The table provides some background information on the staff working in a global hotel chain. The information goes back to 1975 and covers languages spoken and qualifications, as well as previous work experience. Between 1975 and 2000, there was a significant rise in the percentage of employees who held a qualification in a foreign language, from 5 percent to 22 percent. After this, there was a slight fall of 2 percent over the next ten years.

Ten percent of staff were able to speak at least two languages in 1975. At first, this figure rose by 13 percent to 23 percent in 1990. However, from 1990 to 2010, it rocketed to 79 percent.

Finally, the percentages of staff with experience in the hotel industry fluctuated between 1975 and 2010. In 1985, there was a peak at 78 percent, and this was followed by a sudden fall to 55 percent five years later. Figures then went up and down over the next 15 years.

Languages have become more important than experience in the hotel industry since 1975, but far more staff can speak other languages than have qualifications. (187 words)

### Sample 33 (Table/Trend)

The table below shows the number of overseas students enrolling in language schools in Australia between 1996 and 1998 and the geographical areas from where they come. (Total enrolment 1996, 1997 and 1998)

Nationality	1996	1997	1998
Asian	64 814	59 857	43 220
European	6 695	8 012	4 378
Central& South American	839	1 392	1 345
African	---	126	499
<i>Total</i>	<i>72 534</i>	<i>69 387</i>	<i>49 442</i>

The table shows the number of foreign language students studying in Australia between 1996 and 1998.

The statistics are divided into four groups based on nationality.

Throughout the period by far the largest number of students came from Asia, Asian students making almost 90% of the total. However, the number of Asian students declined from 64 814 in 1996 to 43 220 in 1998, a decrease of around 30%. Consequently, the overall number of students also decreased dramatically.

In contrast, the number of Central and South American and African students rose, although they still made up an insignificant proportion of the overall total.

It is interesting to note that the number of European students peaked at 8 012 in 1997 before almost halving to 4 378 in 1998.

To summarise, there was a major decline in the number of international students from 1996 to 1998. This was mainly due to the lower number of Asian students. (156 words)

### Sample 34 (Table/Trend)

The table below shows the worldwide market share of the mobile phone market for manufacturers in the years 2005 and 2006.

Company	2005 % Market Share	2006 % Market Share
<b>Nokia</b>	32.5	35
<b>Motorola</b>	17.7	21.1
<b>Samsung</b>	12.7	11.8
<b>Sony Ericsson</b>	6.3	7.4
<b>L.G.</b>	6.7	6.3
<b>BenQ Mobile</b>	4.9	2.4
<b>Others</b>	19.2	16.2
<b>Total</b>	100.0	100.0

The diagram gives information on the market share of mobile phone manufacturers for two consecutive years, 2005 and 2006.

In both years Nokia was clearly the market leader, selling 32.5 % of all mobile phones in 2005, and slightly more (35%) in 2006. This is greater market share than its two closest competitors, Motorola and Samsung and added together.

Motorola increased its market share from 17.7% in 2005 to 21.1% in 2006. In contrast, Samsung saw its share of the market decline slightly from 12.7 % to 11.8%.

The other companies listed each had a smaller share of the market. Sony Ericsson's share increased from 6.3% in 2005 to 7.4% in 2006, whereas L.G.'s decreased slightly from 6.7% to 6.3%. BenQ Mobile share halved from 2005 to 2006; from 4.9% of the market to only 2.4%.

Other mobile phone manufacturers accounted for 19.2% of the market in 2005- more than all the companies mentioned except Nokia. However, in 2006 the other companies only made 16.2% of mobile phone sales-less than both Nokia and Motorola. (176 words)



## Sample 35 (Table/Trend)

The table below gives information about the use of different modes of transport in Shanghai in 1996, and one possible projection (high motorization scenario) for their use in 2020.

Mode of transport	1996	2020 (projection)
walking	7%	3%
bicycle	27%	3%
scooter	12%	7%
bus	39%	22%
train	-	13%
car	15%	52%

The table predicts changes in the types of transport used in Shanghai between 1996 and 2020. The figures show that in 1996 the most popular form of transport was public bus, accounting for 39% of passenger kilometres. This was followed by bicycles with 27 % whereas cars and scooters were used less, representing only 15% and 12% of passenger travel respectively. Predictably walking made up the smallest percentage. It is expected that in 2020 the use of cars will increase dramatically and account for over half of all distance travelled (52%). In addition, trains will probably account for 13% of passengers kilometres, while the use of all other means of transport will decrease. Bus journeys, for example, will only represent 22% of distances travelled, while bicycle trips will drop to as little as 3 %, similar to the figure for walking. Overall, the table predicts a massive increase in the use of cars by 2020, at the expense of other forms of transport. (163 words)

## Sample 36 (Table/Trend)

The table gives information on how internet users spend their time online in 2007 and 2009.

Rank	Activity	Share of time 2007 (%)	Share of time 2009 (%)
1	Social networking	14	24
2	Watching videos	10	11
3	E-mailing	16	9
4	Instant messaging	11	6
5	Downloading music	4	5
6	Searching for information	4	4
7	Online banking	3	3
8	Accessing news	2	2
	Other	36	36

The table shows that there were significant changes in how Internet users spend their time online over a two-year period. The most significant change was in the way users communicated online. The use of social networking increased significantly from fourteen percent to twenty-four percent. However, this appears to be at the expense of other forms of online communication, namely email and instant messaging, which both declined sharply to only nine percent and six percent respectively of total activity. Another noticeable trend was the relatively small increase in entertainment-related activities, such as watching videos and downloading music, with each climbing one percentage point. Other activities, which can be seen as more practical, such as searching for information, online banking, and accessing the news remained constant at a relatively low four, three, and two percent respectively. Overall, in 2009 users continued to spend a large share of their time online interacting with others (nearly forty percent in total); however, their preferred way of doing so had changed. (167 words)

## Sample 37 (Table/Trend)

The table below shows the results of surveys in 2000, 2005 and 2010 about one university.

Percentage of students giving good ratings for different aspects of a university			
	2000	2005	2010
Teaching quality	65	63	69
Print resources	87	89	88
Electronic resources	45	72	88
Range of modules offered	32	30	27
Buildings/ teaching facilities	77	77	77

The table shows the change in attitude, over ten years, of at a particular university to different aspects of its academic provision.

Firstly, the most striking set of statistics relate to approval for electronic resources. There was a sharp increase in the number of students giving these resources a good rating, particularly in the first five years: from 45 percent in 2000, to 72 percent in 2005, and 88 percent in 2010. There was also an overall improvement in ratings for teaching quality, though the increase was relatively small (65 percent in 2000 rising to 69 percent in 2010) and there was a decline in the interim (63 percent in 2005). There was also a fluctuation in attitudes to print resources, rising from 87 percent to 89 percent in the first five years and then falling by one percent in 2010. Good ratings for the university's buildings and teaching facilities were identical throughout, at 77 percent. Finally, there were poor ratings at the beginning of the period for the range of modules offered (32 percent in 2000 and they got worse, falling steadily from to 30 percent in 2005 and 27 percent in 2010. (195 words)

## Sample 38 (Table/Trend)

The table below shows the consumer durables (telephones, refrigerators, etc) owned in Britain from 1972 to 1983.

Consumer durables	1972	1974	1976	1978	1979	1981	1982	1983
Percentage of households with								
central heating	37	43	48	52	55	59	60	64
television	93	95	96	96	97	97	97	98
video								18
vacuum cleaner	87	89	92	92	93	94	95	
refrigerator	73	81	88	91	92	93	93	94
washing machine	66	68	71	75	74	78	79	80
dishwasher				3	3	4	4	5
telephone	42	50	54	60	67	75	76	77

The chart shows that the percentage of British households with a range of consumer durables steadily increased between 1972 and 1983. The greatest increase was in telephone ownership, rising from 42% in 1972 to 77% in 1983. Next came central heating ownership, rising from 37% of households in 1972 to 64% in 1983. The percentage of households with a refrigerator rose 21% over the same period and of those with a washing machine by 14%. Households with vacuum-cleaners, televisions and dishwashers increased by 8%, 5% and 2% respectively. In 1983, the year of their introduction, 18% of households had a video recorder.

The significant social changes reflected in the statistics are that over the period the proportion of British houses with central heating rose from one to two thirds, and of those with a phone from under a half to over three-quarters. Together with the big increases in the ownership of washing machines and refrigerators, they are evidence of both rising living standards and the trend to lifestyles based on comfort and convenience. (174 words)

## Sample 39 (Table/ Trend)

Tourism in the United Kingdom contributes billions of pounds sterling to the UK economy. The table below identifies the twelve most visited paid-admission attractions in the UK in 1999 and 2000. (E= Estimated, N/A=Not applicable)

**The top most visited paid-admission attractions in the UK 1999 &2000**

Attraction	Location	Visits 2000	Visits 1999	% Change
Millennium Dome	London	6, 516, 874	Not open yet	N/A
British Airways London Eye	London	3,300,000	Not open yet	N/A
Alton Towers	Alton	2450,000	2,650,000	-7.5
Madam Tussaud's	London	2,388,000	2,640,000	-9.5
Tower of London	London	2,303,167	2,428,603	-5.2
Natural History Museum	London	1,577,044	1,696,725	-7.1
Chessington World of Adventures	Chessington	1500,000	1,550,000	-3.2
Legoland Windsor	Windsor	1,490,000	1,620,000	-8.0
Victoria &Albert Museum	London	1,344,113	1,251,396	7.4
Science Museum	London	1,337,432	1,483,234	-9.8
Flamingo Land Theme Park &Zoo	Kirby Misperton	1,301,000	1,197,000	8.7
Canterbury Cathedral	Canterbury	1,263,140	1,318,065	-4.2

The table identifies the twelve most popular tourist attractions in the United Kingdom in 1999 and 2000. The table clearly shows that the two newest paid-admission attractions. The Millennium Dome and The British Airways London Eye, were the most popular in 2000 with an estimated 6,516,874 and 3,300,000 visitors respectively.

In 2000, all of the other attractions with the exception of The Victoria and Albert Museum and Flamingo Land had lower numbers than in 1999. The most significant decrease was experienced at the Science Museum (-9.8%) followed closely by Madam Tussaud's (-9.5%). However, Madam Tussaud's still remains one of the top for UK paid attractions with over two million visitors in 2000. The least significant change was experienced at Chessington World of Adventures which had 1,500,000 paid visitors in 2000 and 1,550,000 in 1999.

There does not appear to be any correlation to falling numbers in city or regional areas. (150 words)

## Sample 40 (Table/Trend)

The table below gives the results of two surveys, in 1997 and 2006, in which people were asked which communication skills were essential in their jobs.

Communication: External	Percentage of people asked	
	1997	2006
Knowledge of particular products or services	35	41
Selling a product or service	24	21
Advising or catering for customers or clients	36	39
Dealing with people	60	65
Communication: Internal ( within company)	1997	2006
Instructing or training people	25	30
Persuading or influencing others	16	21
Making speeches or presentations	7	11
Analysing problems together with others	20	26
Planning the activities of others	14	15
Listening carefully to colleagues	38	47

The table shows changes in the percentages of people who considered that various communication skills were essential in their jobs between 1997 and 2006. The skills were divided into two categories; external (with people outside the company) and internal.

The most common skill required was dealing with people and the highest percentage of people in both years said that this was essential. This was the only skill considered essential by more than half of the people in both years. The next most essential external skill in 2006 was communicating knowledge of particular products and services, which was essential for 35% of people in 1997 and 41% of people in 2006.

The highest figure for communication with people within the company or organisation was listening carefully to colleagues, which nearly half of people in 2006 said was essential. This figure was 9% higher than the one for 1997. Other important skills were advising or caring for customers or clients, instructing or training people and analysing problems together with others. The least required skills involved making speeches or presentations and planning the activities of others.

For all skills except selling a product or service, the percentage increased between 1997 and 2006, meaning that more people saw these skills as essential in 2006. So, the requirement for almost all these skills grew over the period, the biggest rise being in listening to colleagues. (231 words)

## Sample 41 (Table/Trend)

The table below shows how many tourists from five countries visited Australia in different years from 2006 to 2010.

Country of residence	2006	2007	2008	2008	2010
New Zealand	979	976	1030	1006	1011
Japan	631	582	505	396	335
Canada	99	104	113	117	118
China	267	319	346	352	360
Germany	143	144	148	153	159
France	61	65	71	83	93

The table shows that the number of visitors to Australia from most countries increased from 2006 to 2010. There was a significant increase in tourists from New Zealand, China and France over this period while numbers from Canada and Germany rose gradually. However, visitors from Japan to Australia dropped dramatically. The biggest increase in tourism was from China and numbers went up significantly by approximately 100,000 to reach 360,000 in 2010. Although visitors from New Zealand to Australia fell slightly from 2006 to 2007, over the whole period this country had the most visitors with a notable increase from 979,000 to over a million. There were fewer visitors from France but numbers rose considerably. Contrary to the general trend, visitors from Japan to Australia almost halved over this period with a significant decrease. Overall, the table indicates that Australia increased in popularity as a tourist destination for most countries in this five year period. (154 words)

## Sample 42 (Table/Comparison)

The table below shows the proportion of different categories of families living in poverty in Australia in 1999.

Family type	Proportion of people from each household type living in poverty
single aged person	6% (54,000)
aged couple	4% (48,000)
single, no children	19% (359,000)
couple, no children	7% (211,000)
sole parent	21% (232,000)
couple with children	12% (933,000)
<b>all households</b>	<b>11% (1,837,000)</b>

The table gives a breakdown of the different type of family who were living in poverty in Australia in 1999.

On average, 11% of all households, comprising almost two million people, were in this position. However, those consisting of only one parent or a single adult had almost double this proportion of poor people, with 21% and 19% respectively.

Couples generally tended to be better off, with lower poverty levels for couples without children (7%) than those with children (12%). It is noticeable that for both types of household with children, a higher than average proportion were living in poverty at this time.

Older people were generally less likely to be poor, though once again the trend favoured elderly couples (only 4%) rather than single elderly people (6%).

Overall the table suggests that households of single adults and those with children were more likely to be living in poverty than those consisting of couples. (154 words)

## Sample 43 (Table/Comparison)

The table below shows social and economic indicators for four countries in 1994, according to United Nations statistics.

Indicators	Canada	Japan	Peru	Zaire
Annual income per person (in \$US)	11100	15760	160	130
Life expectancy at birth	76	78	51	47
Daily calorie supply per person	3326	2846	1927	1749
Adult literacy rate (%)	99	99	68	34

A glance at four indicators of economic and social conditions in four countries, Canada, Japan, Peru and Zaire, in 1994 reflects the great differences that exist between wealthier and poorer nations.

The table shows that Japan and Canada had annual incomes of \$15 760 and \$11 100 per person, respectively. These figures were overwhelmingly greater than the corresponding figures of \$160 in Peru and \$130 in Zaire. Health indicators, too, reflected overall levels of affluence in the four nations. Life expectancy at birth, for example, was higher among the more economically developed countries. Japan reported the highest life expectancy, 78. This was followed by Canada, 76; Peru, 51; and Zaire, 47. This suggests that richer societies are able to put more money into health care than poorer ones.

The amount of calories consumed daily per person roughly followed the same ranking. Canadians each consumed some 3 326 calories per day while the Japanese took 2846 calories. The corresponding figures for Peru and Zaire were 1927 and 1749, respectively.

Literacy rates among adults, too, were higher in wealthier countries, no doubt a reflection of ability to invest in education. Canada and Japan both reported literacy rates of 99%, while Peru claimed 68%. Zaire, the least economically developed of the four countries, had a literacy rate of 34%.

The data appear to confirm the often cited link between national wealth and health and education standards. (233 words)

## Sample 44 (Table/Comparison)

The table below shows the results of a survey to find out what members of a city sports club think about the club's activities, facilities and opening hours.

Range of activities	Very satisfied	Satisfied	Not satisfied
Female members	35%	35%	30%
Male members	55%	40%	5%
<b>Club facilities</b>			
Female members	64%	22%	14%
Male members	63%	27%	10%
<b>Opening hours</b>			
Female members	72%	25%	3%
Male members	44%	19%	37%

The table compares the opinions of male and female club members about the services provided by a city sports club.

We can see from the responses that the male members are generally happy or satisfied with the range of activities at the club, with only 5% dissatisfied. In contrast, however, only about two-thirds of female members were positive about the activity range and almost a third were dissatisfied.

The genders were more in agreement about the club facilities. Only 14% of women and 10% of men were unhappy with these, and the majority (64 and 63% respectively) were very positive.

Finally, the female respondents were much happier with the club opening hours than their male counterparts. Almost three-quarters of them were very satisfied with these and only 3% were unhappy, whereas nearly 40% of the men expressed their dissatisfaction.

Overall, the table indicates that female members are most unhappy with the range of activities, while male members feel that opening hours are the least satisfactory aspect of the club. (171 words)

## Sample 45 (Table/Comparison)

The table below summarises some data collected by a college bookshop for the month of February 2000.

	Non-Book Club Members			Book Club Members	Total
	College staff	College Students	Members of public		
Fiction	44	31	-	76	151
Non-fiction	29	194	122	942	1287
Magazines	332	1249	82	33	1696
<b>Total</b>	<b>405</b>	<b>1474</b>	<b>204</b>	<b>1051</b>	<b>3134</b>

The table shows the sales figures of fiction books, non-fiction books, and magazines in a college bookshop for February 2000. The figures are divided into two groups: sales to non-Book Club members and to Book Club members.

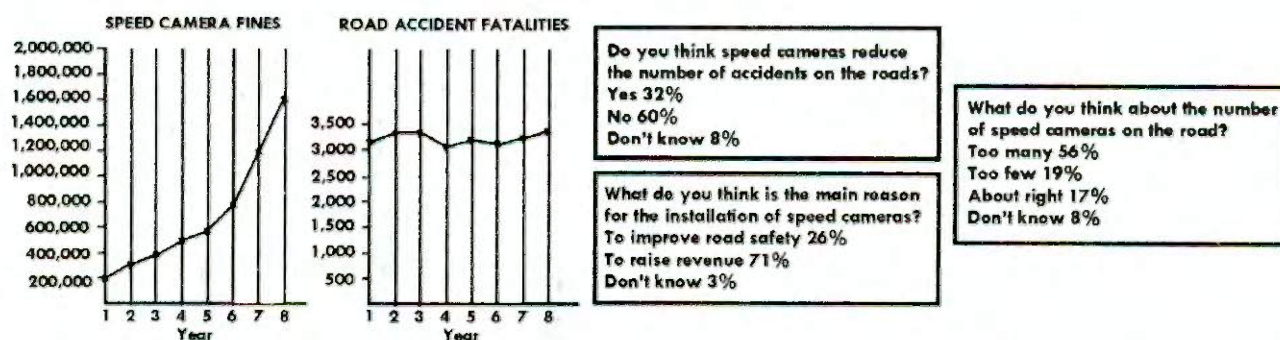
The non-Book Club member figures comprise sales to college staff, college students, and members of the public. College staff bought 332 magazines, 44 fiction and 29 non-fiction books. College students bought 1249 magazines, 194 non-fiction and 31 fiction books. More magazines were sold to college students than to any other group of customers. Although no fiction books were sold to members of public, they purchased 122 non-fiction books and 82 magazines.

Book Club members bought more fiction (76) and non-fiction books (942) than other customers. On the other hand, magazines sales to Club members (33) were fewer than four any other type of customer.

The total number of publications sold for the month was 3134 (1474 to college students, 405 to staff, 204 to the public, and 1051 to Book Club members). Of this figure, 151 items were fiction books and 1287 were non-fiction. Therefore, magazines accounted for the greatest numbers of sales (1696). (194 words)

## Sample 46 (Line graph/Trend) - (Table/Comparison)

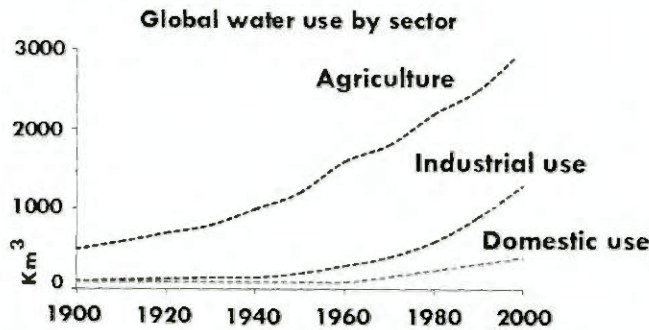
The graphs below show the number of drivers in Britain who have been caught driving too fast by speed cameras placed on roads, and the number of people killed in road accidents, over an eight-year period since the introduction of speed cameras. The tables show the results of a survey on people's opinions on speed cameras.



The first graph shows that 200,000 drivers were caught speeding in the first year of speed cameras. After that, the number rose steadily until the fifth year, when it began to rise dramatically. Between the fifth and eighth years, it rose from about 450,000 to over 1.5 million. However, the number of road accident fatalities over the same period hardly changed at all. Although it fell slightly during the fourth year, it remained fairly constant at just over 3,000 per year. It would therefore appear that giving people fines for speeding had no effect on the number of serious road accidents. This is the view of the people in the survey. The majority of them felt that speed cameras did not reduce the number of road accidents, and 71% of them felt that the purpose of them was to get money from fines, rather than to improve road safety. Just over half thought that there were too many speed cameras, and the rise in the number of fines indicates that more and more cameras were installed over the eight-year period. (180 words)

### Sample 47 (Line graph/Trend) - (Table/Comparison)

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



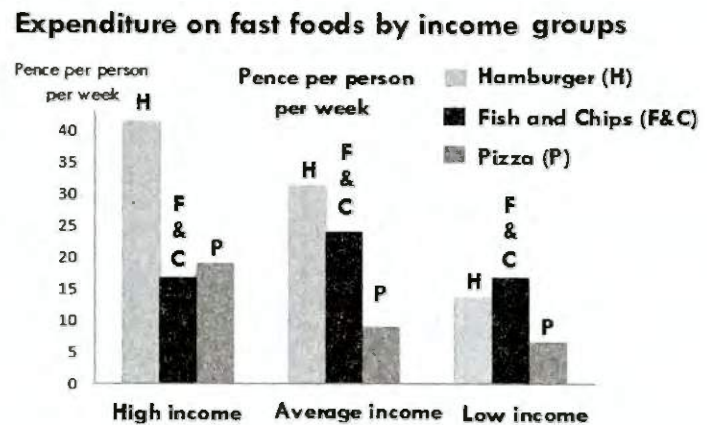
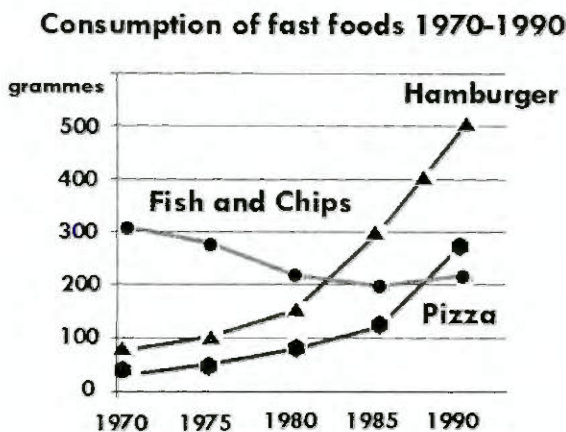
Country	Population	Irrigated land	Water consumption per person
Brazil	176 million	26,500 km <sup>2</sup>	359 m <sup>3</sup>
Democratic Republic of Congo	5.2 million	100 km <sup>2</sup>	8 m <sup>3</sup>

The graph shows how the amount of water used worldwide changed between 1900 and 2000. Throughout the century, the largest quantity of water was used for agricultural purposes, and this increased dramatically from about 500 km<sup>3</sup> to around 3,000 km<sup>3</sup> in the year 2000. Water used in the industrial and domestic sectors also increased, but consumption was minimal until mid-century. From 1950 onwards, industrial use grew steadily to just over 1,000 km<sup>3</sup>, while domestic use rose more slowly to only 300 km<sup>3</sup>, both far below the levels of consumption by agriculture.

The table illustrates the differences in agriculture consumption in some areas of the world by contrasting the amount of irrigated land in Brazil (26,500 km<sup>2</sup>) with that in the D.R.C. (100 km<sup>2</sup>). This means that a huge amount of water is used in agriculture in Brazil, and this is reflected in the figures for water consumption per person: 359 m<sup>3</sup> compared with only 8 m<sup>3</sup> in the Congo. With a population of 176 million, the figures for Brazil indicate how high agriculture water consumption can be in some countries. (180 words)

### Sample 48 (Line graph/Trend) - (Bar chart/Comparison)

The chart below shows the amount of money per week spent on fast foods in Britain. The graph shows the trends in consumption of fast foods.

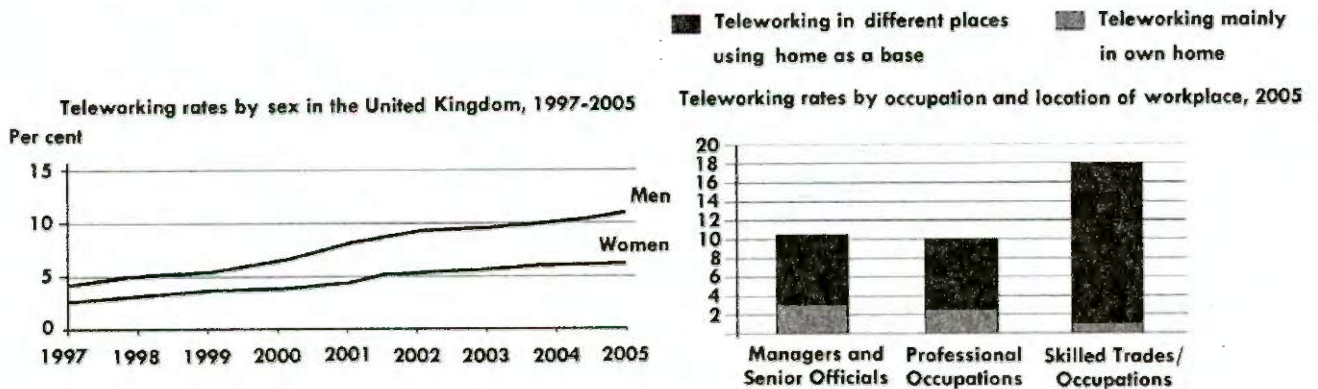


The chart shows that high income earners consumed considerably more fast foods than the other income groups, spending more than twice as much on hamburgers (43 pence per person per week) than on fish and chips or pizza (both under 20 pence). Average income earners also favoured hamburgers, spending 33 pence per person per week, followed by fish and chips at 24 pence, then pizza at 11 pence. Low income earners appear to spend less than other income groups on fast foods, though fish and chips remains their most popular fast food, followed by hamburgers and then pizza.

From the graph we can see that in 1970, fish and chips were twice as popular as burgers, pizza being at that time the least popular fast food. The consumption of hamburgers and pizza has risen steadily over the 20 year period to 1990 while the consumption of fish and chips has been in decline over that same period with a slight increase in popularity since 1985. (165 words)

### Sample 49 (Line graph/Trend)-(Bar chart chart/Comparison)

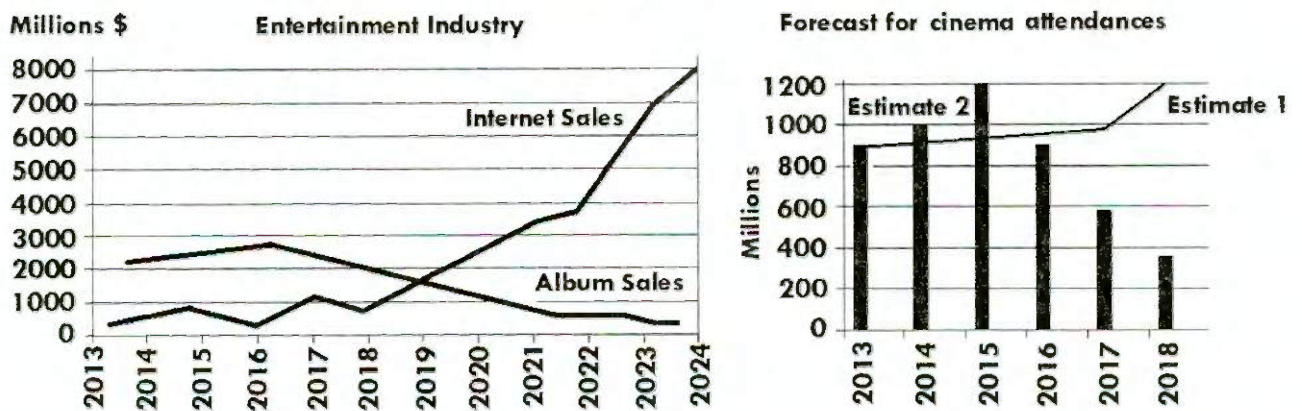
The graph shows the teleworking rates by sex in the United Kingdom between 1997 and 2005 and the rates by occupation and location of workplace in 2005.



The data compares the involvement of both genders in teleworking and of various professions by location in the United Kingdom between 1997 and 2005. It is clear that the participation of workers generally in teleworking increased steadily over the period with men being more involved than women. In 1997, for example, just under 5 per cent of men did teleworking, but by the end of the period that proportion increased more than twofold to approximately 12 per cent. A similar pattern is seen for women where there was also an approximate twofold rise from about 3 per cent to about 6 per cent. As regards the bar chart, a greater proportion of workers are involved in teleworking away from home but using home as a base, than those working mainly at home. This is clearly seen among skilled trades/occupations, with about 17 per cent teleworking in different places and about 1 per cent working mainly from home. For managers and senior officials and professional occupations, the pattern is the same, about 7 per cent compared to 3 per cent in both cases. (182 words)

### Sample 50 (Line graph/Trend) - (Bar chart & line graph/Trend)

The figures below show the changing trends in leisure in Europe for certain industries.

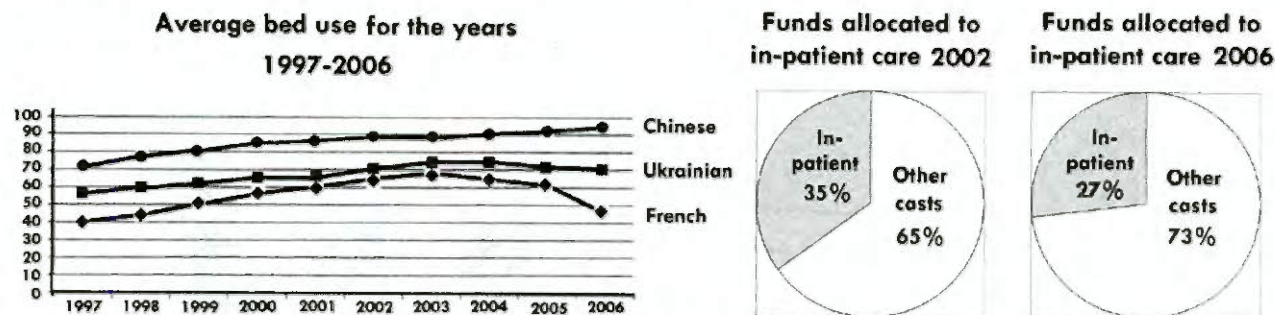


It is predicted that European Internet music sales will increase dramatically over the period covered by the graph. Rising fitfully at first, the sales will then leap in two stages to reach a high of \$3900 million in 2022, before rocketing to a new peak of \$8000 million at the end of 2024. Album sales, on the other hand, initially climbing until the end of 2016, are then set to drop steadily throughout the next five years, before bottoming out to end the period considerably below the \$1000 million mark. As regards attendances at European cinemas, there are two diverging forecasts. The first estimate is for numbers to rise steadily between the year 2013 and 2018, increasing from just below 900 million people to 1200 million with the largest rise in numbers going to cinemas expected to be in the year 2018. By contrast, the second forecast paints a different picture. The projection for the first three years of the period shows a rise, but after that cinema attendances are forecast to fall to below 400 million people. (180 words)



### Sample 51 (Line graph/trend) – (Pie chart/Trend)

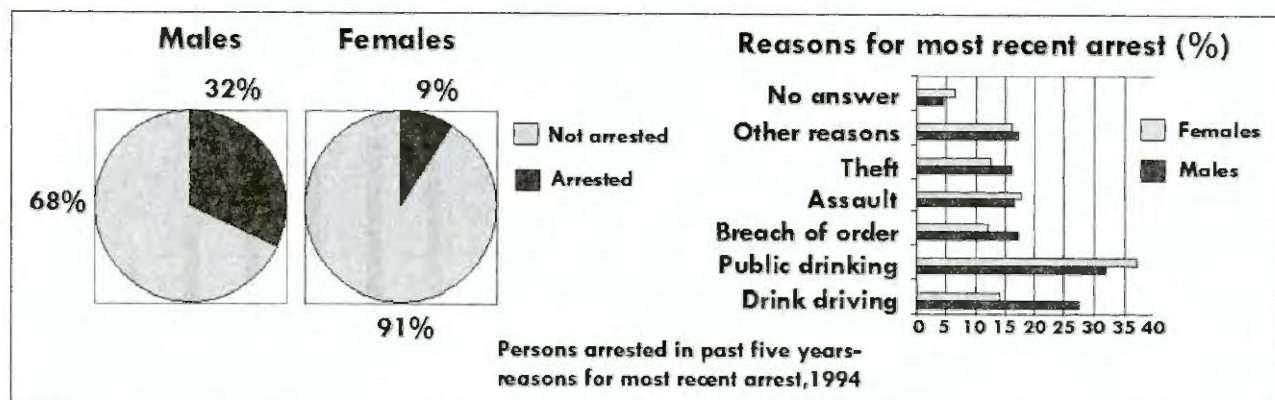
The charts below show the average bed use in three typical hospitals internationally and the proportion of hospital budgets allocated to in-patient care before and after day-surgery was introduced in 2003.



The graph provides details about the average beds in use each year in three similar hospitals before and after the introduction of day-care surgery. Day-care surgery seems to have had an impact on bed use in all three hospitals. At the French hospital, the figures show an upward trend over the period from 40 beds to 46. However, in 2003 bed occupancy had reached a peak of just under 70 beds before falling back. A similar pattern was repeated for the Ukrainian hospital, except that the decline in bed use after 2003 was not so marked (76 beds in 2003 as against 71 in 2006). The Chinese hospital, by comparison, experienced a continual rise in bed use between 1997 and 2006; 71 and 93 respectively. However, we see that after 2004 the rate of increase was significantly slower than in previous years. It is clear that the fall in bed use coincides with the reduction in the average budget at the three hospitals for in-patient care (35 per cent compared to 27 per cent) between 2002 and 2006. (178 words)

### Sample 52 (Pie chart/Comparison) - (Bar chart/Comparison)

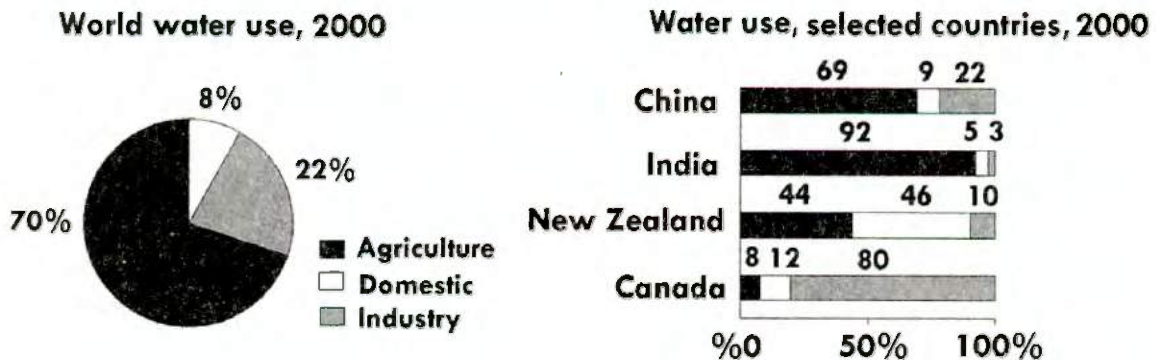
The charts show the proportion of persons arrested in past five years, and the reasons for most recent arrest, 1994.



The two pie charts show the proportion of males and females arrested and the bar chart shows reasons why they were arrested. In general females were arrested much less frequently than males and were arrested mostly for public drinking and assault, whereas males were more likely to be arrested for a range of other crimes. The pie chart shows that about one third of the male population was arrested in 1994, while only nine per cent of the female population was arrested. The highest percentage of arrests of men, which was approximately 32%, was for public drinking. However, this percentage was less than the percentage of females arrested for the same reason, which was approximately 37%. Males were more commonly arrested for drink driving, which constituted just over 25%, breach of order (about 17%), other crimes (approximately 17%) and theft (16%). Other offences in which females were more commonly arrested than males were for assault, where it constituted just under 18% of the arrests. Five per cent of men and about 6.5% of women refused to say why they were arrested. It appears that women are either more law-abiding than men or that law enforcement officers are more reluctant to arrest women. (200 words)

**Sample 53 (Pie chart/Comparison) - (Bar chart/Comparison)**

The charts below give information about the way in which water was used in different countries in 2000.



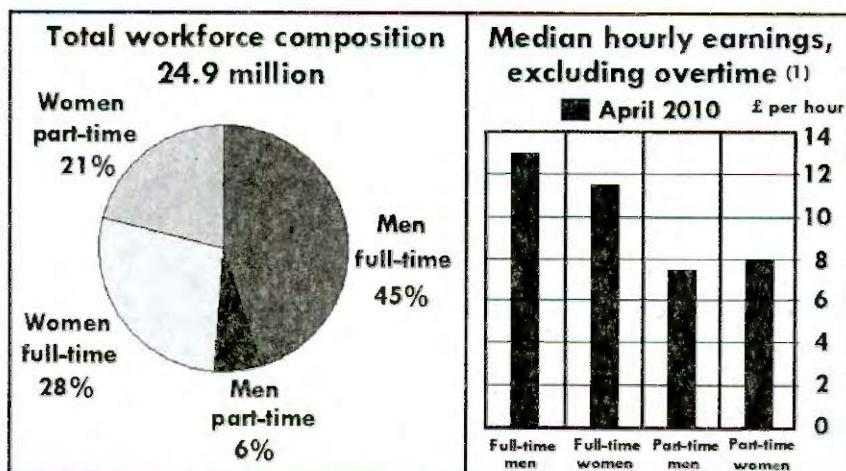
The two diagrams give figures for water use in different parts of the world in 2000. The first indicates that almost three-quarters of world consumption (70%) was for agriculture while 22% was used for industry and a mere 8% for domestic purposes.

This pattern is almost identical to that for China in 2000, whereas India used even more water (92%) for agriculture and only 8% for industrial and domestic sectors. In contrast, New Zealand used almost equal proportions for agriculture and household use, 44% and 46% respectively and a slight higher 10% was consumed by industry. The pattern in Canada is almost the reverse of the world average, with a mere 8% of water consumed by agriculture and a massive 80% by industry. Only 12% was used by the domestic sector, which was almost a quarter of the NZ industrial consumption. Overall, the data shows that water use in the two developing countries is closer to the world patterns of consumption. (161 words)

**Sample 54 (Pie chart/Comparison) - (Bar chart/Comparison)**

The charts below give information about workforce composition in the UK, and about average hourly earnings.

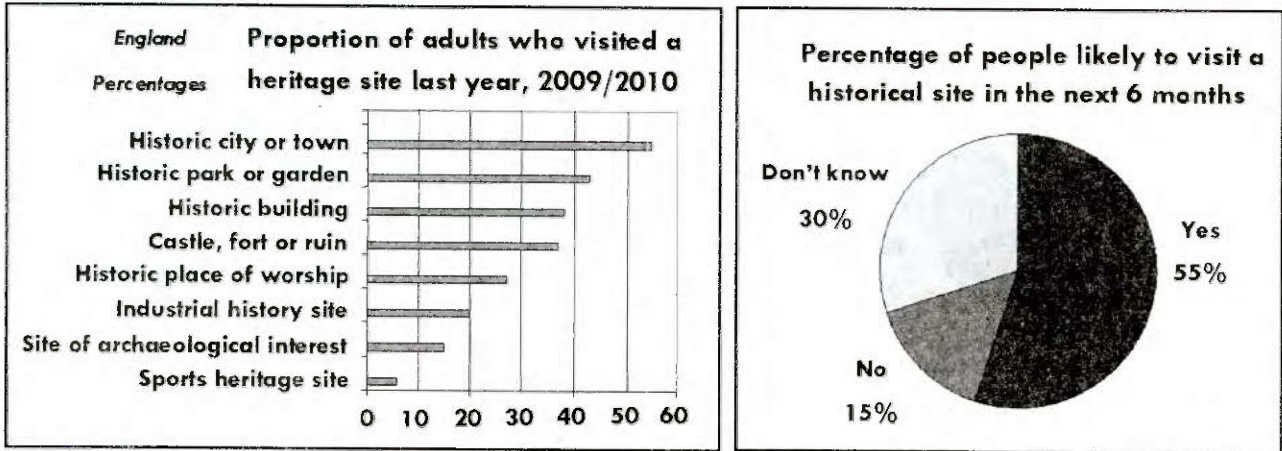
(1) Employees on adult rates, pay unaffected by absence



The pie chart and bar chart show the proportion of men and women doing full-and part-time work in the UK, comparing the amount earned by each of these groups in 2010. Of a total workforce of nearly 25 million, just over half are men, the majority working in full-time employment. In contrast, women make up 49% of the workforce and are more likely than men to have a part-time job, 21% of the total compared to only 6% of the total for men. The figures for average hourly pay are noticeably greater for full-time work than part-time work. Interestingly, men with full-time jobs earn slightly more than women, £13 an hour compared to almost £12 an hour. However, for part-time work the opposite is true, with women earning an average of £8 an hour, a little more than part-time men. Overall, the information in the charts shows small but significant differences between the different groups in the workforce. (158 words)

**Sample 55 (Bar chart/Comparison) – (Pie chart/Comparison)**

The bar chart shows the proportion of adults who visited a heritage site last year, 2009/2010. The pie chart shows the percentage of people likely to visit a historical site in the next 6 months



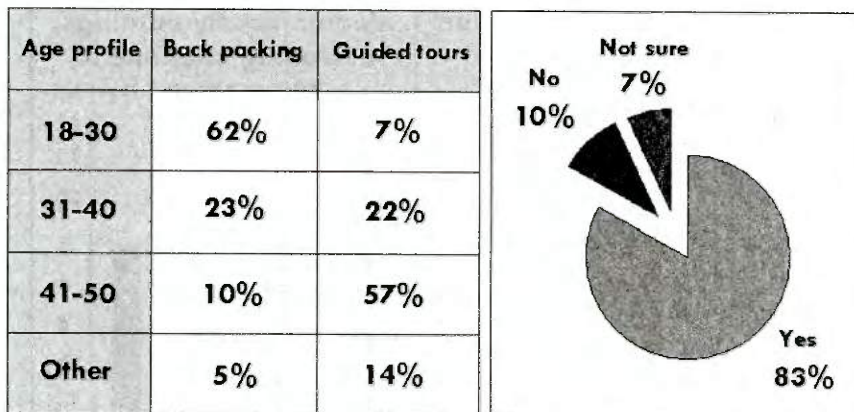
The bar chart shows the proportion of adults who made visits to different places of historical interest in England in 2009/10.

Generally speaking, visits to heritage sites appear to be popular. The sites that interested people most were historic cities or towns, with 55 per cent of those surveyed visiting such sites. These were followed by historic gardens; historic buildings; and castles, forts or ruins, at approximately 43, 38 and 37 per cent respectively. A smaller proportion visited historic places of worship (about 27 per cent). The least popular places to visit were industrial history sites, sites of archaeological interest and sports heritage sites (approximately 20, 15 and 5 per cent respectively).

The pie chart reflects the continued interest in visiting historical places in the near future. The majority (55 per cent) said they are likely to visit historical sites in the next six months with only 15 per cent saying they would not and 30 per cent undecided. (161 words)

**Sample 56 (Table/Comparison) - (Pie chart/Comparison)**

The diagram below shows the age profiles of tourist on backpacking holidays and guided tours in New Zealand in 2005, and the pie chart gives the satisfaction rating of their stay.



The table provides a breakdown by selected age group of those on backpacking and guided tours in New Zealand in 2005, with the pie chart indicating whether they enjoyed their holiday.

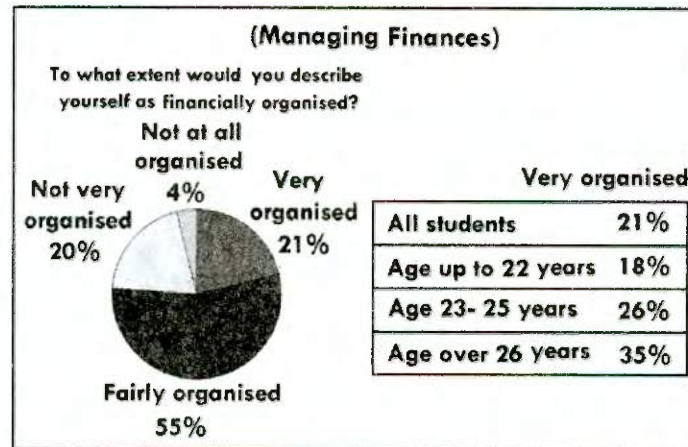
As can be seen from the table, the age profile of people on the two different types of holiday varies considerably. For example, the majority (62 percent) on those on backpacking holidays belong to the 18-30 age range, but the same age group accounts for a small proportion (seven percent) of those on guided tours. However, the pattern is the complete reverse when it comes to 41-50 year-olds. These people make up 57 percent of those on guided tours, despite accounting for only ten percent of backpackers.

By contrast, the profile for both backpacking and guided tours include roughly equal proportions from the 31-40 age group; 23 and 22 percent respectively.

It is clear from the pie chart that New Zealand is rated as a popular holiday destination among the majority of all holiday-makers, with a massive 83 percent from both groups stating they enjoyed their holiday. (178 words)

## Sample 57 (Pie chart/Comparison) - (Table/Comparison)

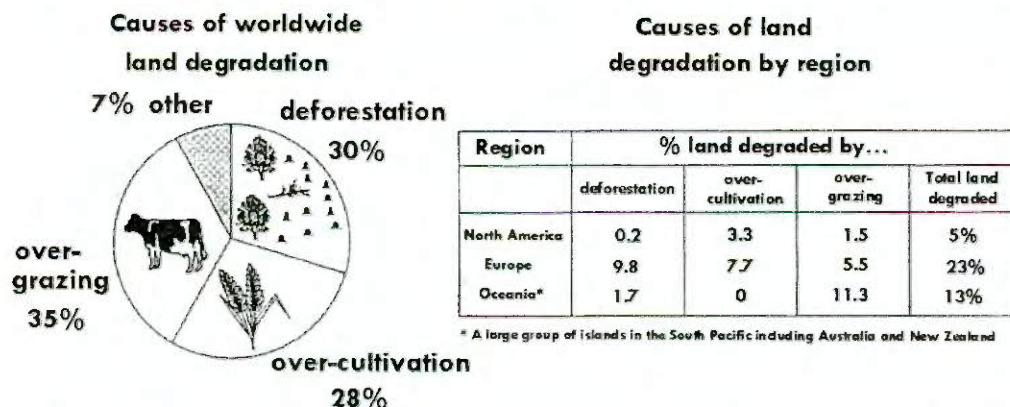
The diagrams give information on how financially organised the UK students are, and their age groups.



The two diagrams show students' responses to the question of how good they are at managing their finances. The pie chart shows the ability of UK students to manage their finances at University overall and the table shows the proportion of students by age who think they are very organised at managing their finances. The majority of students- just over half of the total number-think they are fairly organised financially, while slightly over a fifth of the total believe they are very organised. Exactly a fifth of the students do not think they are very good at organising their finances, while approximately 5% of students are not at all organised. If we look at the table showing the figures for the very organised section of the pie chart, we can see that older students think they are more organised than younger students, with over a third of students above 26 saying they are very organised, around a quarter of 23-25 year olds saying they are very organised and just under 20% saying they are very organised. From the information we can conclude that most students in Britain think they are in control of their finances and are managing them at least fairly well or, for roughly a quarter of the students, very well. (213 words)

## Sample 58 (Pie chart/Comparison) - (Table/Comparison)

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.



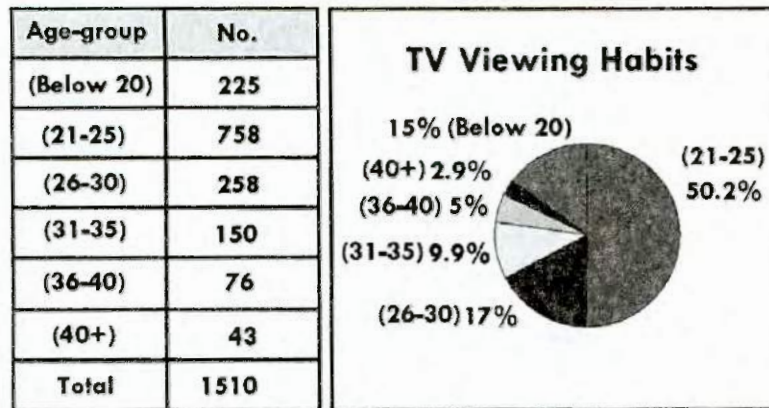
The pie chart shows that there are four main causes of farmland becoming degraded in the world today. Globally, 65% of degradation is caused by too much animal grazing and tree clearance, consisting 35% and 30% respectively. A further 28% of global degradation is due to over-cultivation of crops. Other causes account for only 7% collectively.

These causes affected different regions differently in the 1990s, with Europe having as much as 9.8% of degradation due to deforestation, while the impact of this on Oceania and North America was minimal, with only 1.7% and 0.2% of land affected respectively. Europe with the highest overall percentage of land degraded (23%), also suffered from over-cultivation (7.7%) and over-grazing (5.5%). In contrast, Oceania had 13% of degraded farmland and this was mainly due to over-grazing (11.3%). North America had a lower proportion of degraded land at only 5% and the main causes of this were over-cultivation (3.3%) and, to a lesser extent, over-grazing (1.5%).

Overall, it is clear that Europe suffered more from farmland degradation than the other regions, and the main causes there were deforestation and over-cultivation. (184 words)

### Sample 59 (Table/Comparison) - (Pie chart/Comparison)

The diagrams below show the results of a survey carried out on 1,510 viewers; namely 'TV Viewing Habits'.

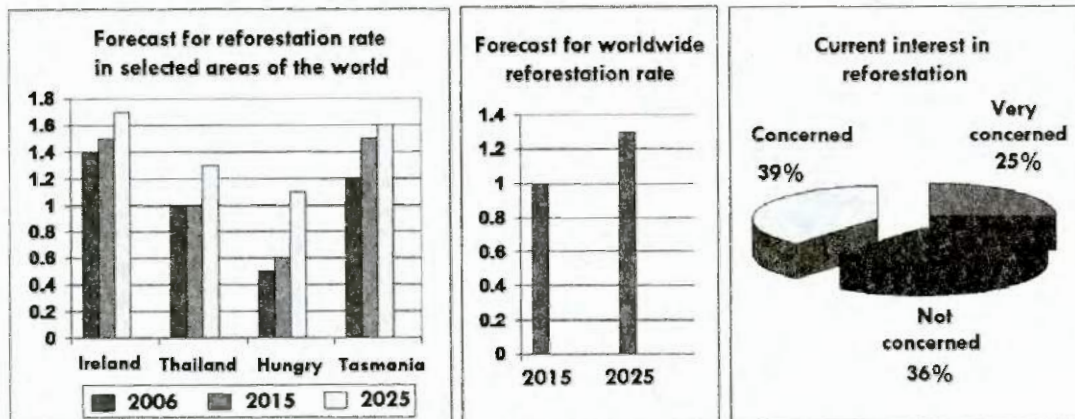


The pie chart provides a clear visual image of how the total responses divided into age-groups. The table provides more detailed information on actual numbers.

According to the diagrams, a total of 1,510 people said they watched the soap opera. Just over half these people were in the 21-25 age-group which comprised a total of 758 viewers. This was the largest age-group. Seventeen percent of the viewers were in the second-largest age-group (26-30), which had a total of 258 people. There was a similar number of viewers aged below 20. After the age of 30, the number of viewers fell significantly. The 31-35 age-group made up only 10 percent of the viewers and there were 76 people in the 36-40 age-group who said they watched the programme. Only three percent of the viewers were over 40. Obviously, it can be concluded that the programme appeals to young people most. (150 words)

### Sample 60 (Bar charts/Trend) - (Pie chart/Comparison)

The diagrams below give information about reforestation programmes.



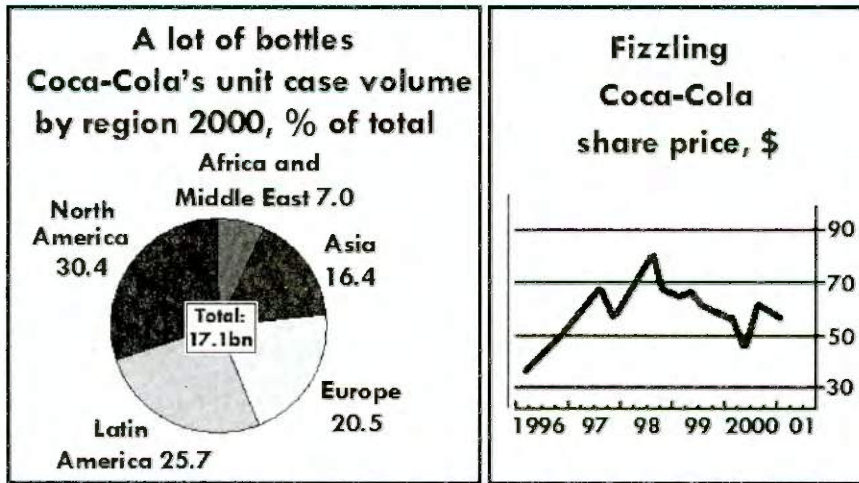
The charts show forecasts for the annual reforestation rate in selected regions and worldwide together with the current attitude towards concern for tree loss.

Generally it forecast that the reforestation rate in the four regions will grow until 2025, though at varying rates. It is projected that Ireland will have the highest rate in 2025 at 1.7 per cent followed closely by Tasmania. The forecast for both regions for 2015 is the same at 1.5 per cent. Hungary, by contrast, with the lowest projected rate throughout the period will experience the greatest overall increase. It is anticipated that the figure will climb from 0.5 per cent in 2006 to 0.6 per cent and then rise more sharply to 1.1 per cent. It is also worth noting that reforestation rate in Thailand is anticipated to be exactly in line with the worldwide average for both 2015 and 2025, 1.0 per cent and 1.3 per cent respectively. Meanwhile, Hungary will be below the international rates, while both Ireland and Tasmania will exceed them.

From the pie chart, can be seen that there is some obvious concern about the need for planting more trees ('concerned' 39 per cent, and 'very concerned' 25), while at the same time there is a sizable proportion of people who are not concerned. (218 words)

**Sample 61 (Pie chart/Comparison) - (Line graph/Trend)**

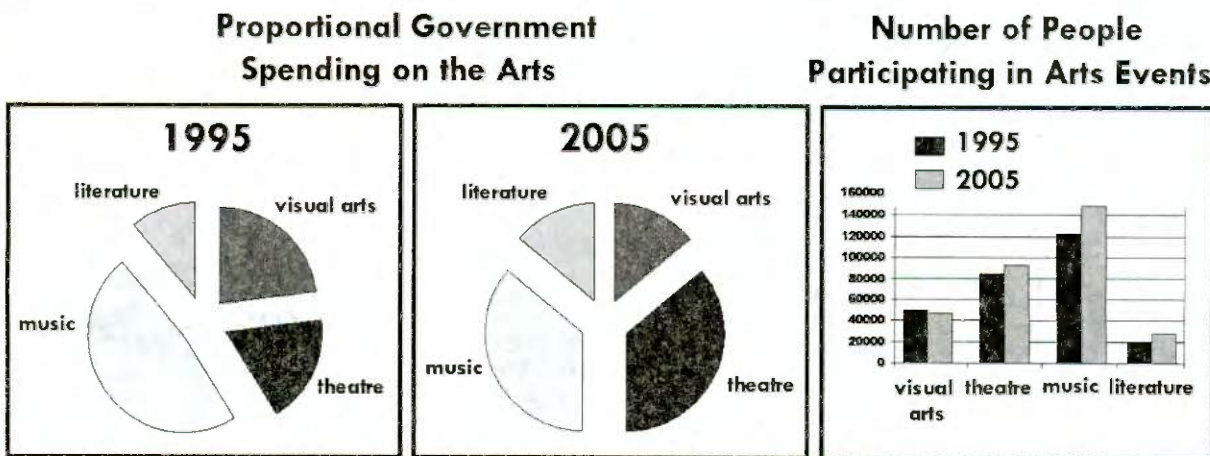
The chart and graph above give information about sales and share prices for Coca-Cola.



The pie chart shows the worldwide distribution of sales of Coca-Cola in the year 2000 and the graph shows the change in share prices between 1996 and 2001. In the year 2000, Coca-Cola sold a total of 17.1 billion cases of their fizzy drink product worldwide. The largest consumer was North America, where 30.4 per cent of the total volume was purchased. The second largest consumer was Latin America. Europe and Asia purchased 20.5 and 16.4 per cent of the total volume respectively, while Africa and the Middle East remained fairly small consumers at 7 per cent of the total volume of sales. Since 1996, share prices for Coca-Cola have fluctuated. In that year, shares were valued at approximately \$35. Between 1996 and 1997, however, prices rose significantly to \$70 per share. They dipped a little in mid-1997 and then peaked at \$80 per share in mid-98. From then until 2000 their value fell consistently but there was a slight rise in mid-2000. (163 words)

**Sample 62 (Pie chart/Trend) - (Bar chart/Trend)**

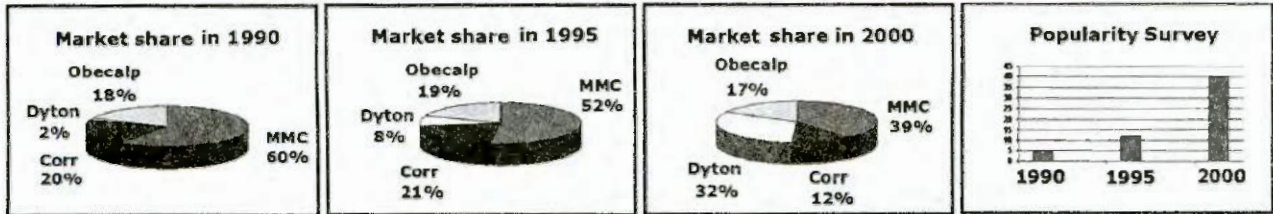
The charts below show one government's spending on culture and education in 1995 and 2005 and the number of people participating in Arts events in the same years.



The proportion of money that the government spent on the various Arts changed between 1995 and 2005 but this did not always reflect the number of people who went to Arts events. Music is the most popular art form and in 1995 the government spent most money on this but the amount they spent dropped slightly in 2005. However, the number of people attending music events rose between 1995 and 2005. Theater received a relatively small proportion of money from the government in 1995 and this rose substantially in 2005 to a similar amount as that spent on music. The number of people participating in theatre event rose only slightly, although this was the second most popular art form. In 2005 far less money was spent on the visual arts than in 1995 and the number of people participating dropped as well. The amount spent on literature in 1995 and 2005 was more or less the same and this was the least popular art form, although the number of people participating did rise slightly. (174 words)

### Sample 63 (Pie chart/Trend) - (Bar chart/Trend)

The pie charts below show the sale of washing machines in Dyton Company in one decade. The bar graph is based on a survey conducted to measure the popularity of the products in this company between 1990 and 2000.



The pie charts show the market share of washing machines made by four companies over the period 1990 to 2000 and the results of a survey on whether customers would consider buying the new Dyton washing machine over the same period.

During the first year of sales of the new Dyton machine in 1990, its market share stood at 2 percent as opposed to 60 percent for the MMC product, 20 for the Corr washing machine and 18 for that of Obecalp.

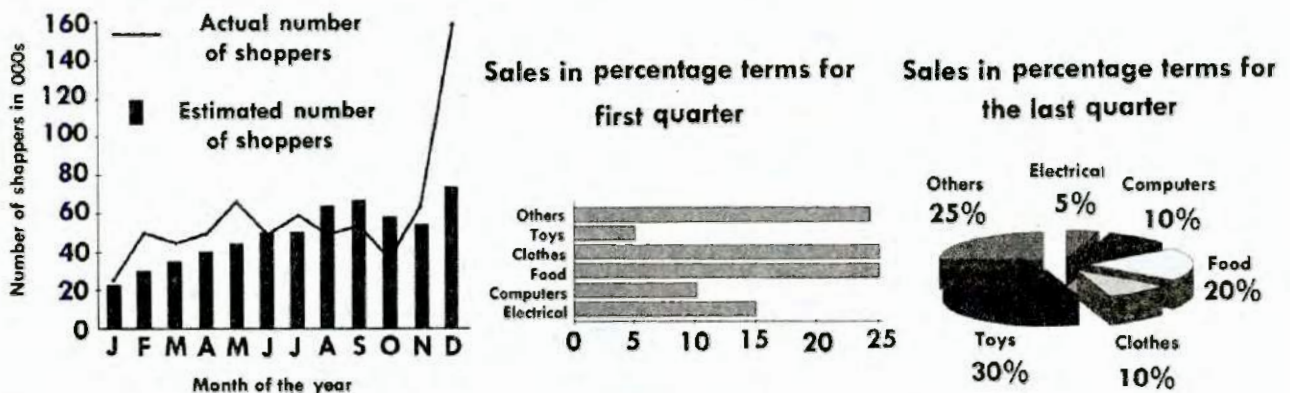
In 1995, however, MMC Ltd lost ground to its three other competitors. While Corr Ltd and Obecalp Ltd both increased their market share to by one percentage point each in 1995, Dyton Ltd captured 8% of the market. In 2000, Dayton's market share had increased to 32% at the expense of its three main competitors with MMC Ltd, Obecalp Ltd and Corr Ltd falling to 39 percent, 17 percent and 12 percent respectively.

The bar chart shows the Dyton machine exceeded its popularity rating in each year, rising from 5 in 1995 to 40 percent in the year 2000.

It is clear that the sales of the Dyton washing machine were on the increase over the period. (199 words)

### Sample 64 (Bar chart & Line graph/Trend) - (Bar chart & Pie chart/Trend)

The diagram below shows the number of shoppers who visited a new shopping complex in its first year of operation and the estimated number of shoppers over the same period. Below the diagram, there are two charts, which show the sales at the centre in the first and last quarter of the year.

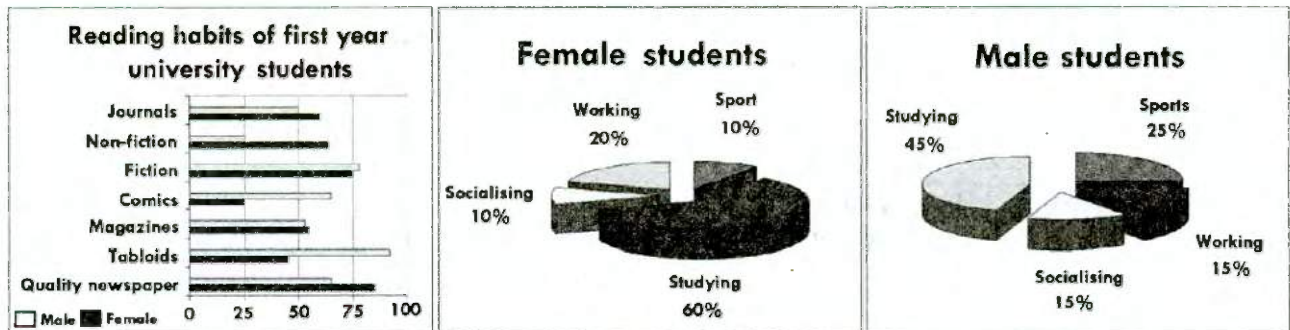


As can be seen from the chart, in the first two months after the opening of the new shopping complex, the number of shoppers reached by nearly 50,000 double the estimate for the period. During March, however, the number of shoppers dropped slightly before picking up during April and May, once again outstripping projections by a wide margin. The summer months proved not only rather erratic with the shopper numbers at the end of August being no higher than those at the end of February, and also falling well below the numbers forecast for the period. During September and October, the number of actual shoppers declined further, but November saw a noticeable turnaround with the volume of shoppers rising dramatically, during which time they did better than the figures predicted. December saw this spectacular rise continue with the number of people shopping at the centre for the year hitting a peak of nearly 160,000 visitors per month.

The sales figures revealed a marked shift in spending patterns at the complex over the year with greater expenditure on Toys, Computers and Other items at the expense of Food and Clothes. For example, Toy sales soared from 5% to over 30% while at the same time Clothes sales experienced a hefty fall. (210 words)

### Sample 65 (Bar chart/Comparison) – (Pie charts/Comparison)

The bar chart shows the results of a survey of the reading habits of first year female and male university students at a university in the UK. The pie charts show the amount of time male and female students spend on various activities.



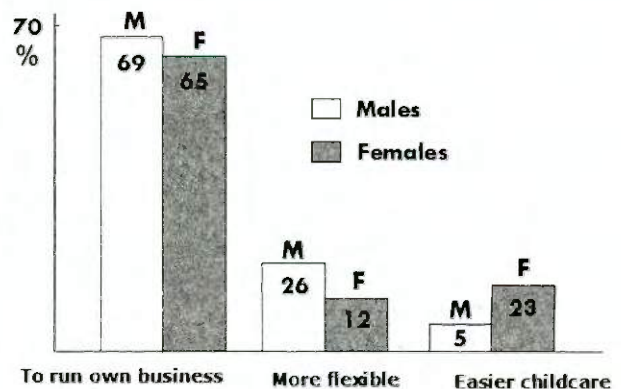
The bar chart shows how many first year male and female university students read a range of publications. Whereas the female students appear to read more quality newspaper than their male counterparts by a margin of roughly 20%, male first year students read more tabloids. When it comes to non-fiction, the same pattern is repeated; only this time the difference is more pronounced with approximately 65% of female students reading non-fiction as opposed to 25% of the males. The pattern is reversed for comics. While over 60% of males read comics, only 25% of female students claim to do so. Where fiction is concerned, however, male students are ahead of females by a narrow margin, roughly 78% for the former and 75% for the latter. As regards magazines, both sexes are almost equal. From the pie charts, a number of differences between the two groups can be seen. Although female students work more (20% of their time rather than 15% for males), they devote 15% more of their time to studying. Females also spend less time socialising and much less than men on sport, allowing them more time for studying. (190 words)

### Sample 66 (Table/Comparison) - (Bar chart/Comparison)

The charts below show the main reasons workers chose to work at home, and the hours males and females worked at home for the year 2005.

**Main reasons for working at home - 2005**

Hrs worked Per week	Males (%)	Females (%)
Under 10	2	73
10 – 30	16	22
31+	82	5

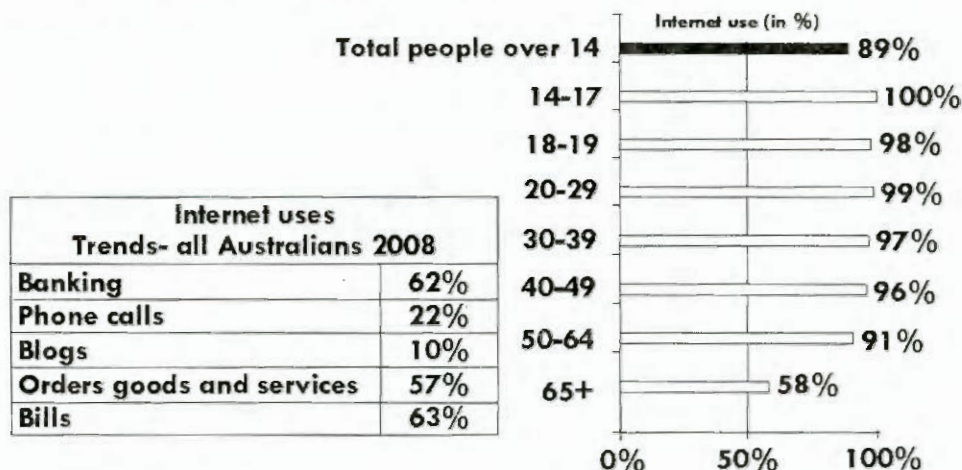


The first diagram illustrates the reasons men and women chose to work at home in 2005. Overall, running their own businesses was the main reason for both males and females (69% and 65% respectively). In contrast, approximately a quarter of males put flexibility as a reason, which was twice as high as the female responses (26% and 12% respectively). For childcare, the pattern was different again with almost a quarter of females giving this reason compared to very few males (5%). The second diagram shows the hours men and women worked at home in 2005. The vast majority of males worked over 31 hours per week (82%) contrasting with a minority of females (5%) doing similar hours. This pattern is reversed when examining the under ten hours category with almost three quarters of females working this amount compared to only 2% of males. The 10-30 hours per week category shows fewer marked differences. To sum up, it can be seen that men and women do not always give the same reasons for home working and, in general, men work longer hours at home. (184 words)



## Sample 67 (Table/Comparison) - (Bar chart/Comparison)

The table and chart give the results of surveys in Australia about the use of the Internet. The table provides information on the reasons for use. The chart shows use in relation to age.



The table and chart provide details about who uses the Internet in Australia and what is used for. First, the chart indicates that an average of 89 percent of Australians use the Internet. However, all 14-17-year-olds go online, and 99 percent of the 20-29 age group. This figure is a few percent lower between these two age groups and then decreases to 91 percent up to the age of 64. After that age, the percentage of people who use the Internet dips to 58.

According to the table, people use the Internet most for paying bills and banking, at 63 and 62 percent respectively. The next most popular reason why the Internet is used is to purchase products and services. In contrast, only 22 percent of use is for making phone calls, and even less for writing blogs.

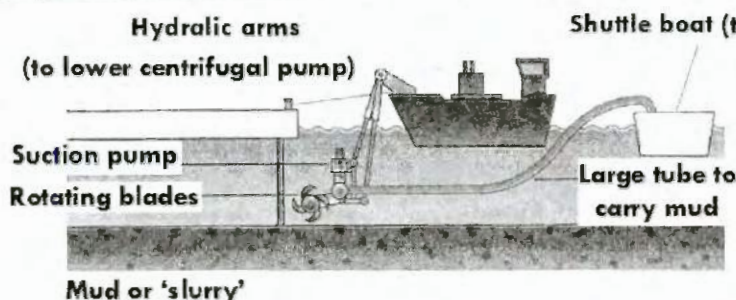
Overall, Internet use is very high among most age groups, but it is less popular among older people. Among adults its highest level of use is related to financial activities. (168 words)

## Sample 68 (System/Data flow analysis) - (Table/Comparison)

The diagram below shows how a dredging boat works.

New technology plans to save Venice

A new silent dredging boat means in future there will be no need to drain canals for cleaning



	Canal dredger	Coastal dredger
Hull length	22 m	85 m
Hull breadth	6.69 m	14 m
Depth	1.87 m	35 m
Area of operation	Canal / lagoon	North sea

The diagram and table provide information on different types of dredger that are used to clean up dirty water. Canals and coastal dredgers perform a similar function but they differ considerably in terms of their size and power.

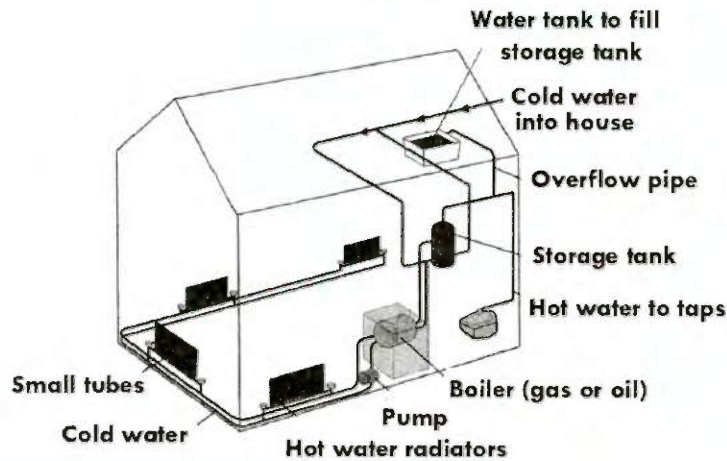
A canal dredger carries a suction pump with rotating blades, which are lowered into the canal by two hydraulic arms. These stir up the mud, called slurry, on the bottom of the canal, and this is then sucked up by the centrifugal pump. From the pump, the mud is discharged through a large tube into a shuttle boat located behind the dredging boat. When the shuttle boat is full of mud, it is towed away and the mud is dumped.

Compared to coastal dredger, a canal dredger is a lot smaller. It is only 22 metres long, rather than 85 metres and is also less broad. Coastal dredgers are made to be used in the sea and can suck up sand and mud from a depth of 35 metres, while canal dredgers are made for much shallower waters.

Clearly dredgers have to be specially designed to suit the environment in which they will operate. (193 words)

## Sample 69 (System/Data flow analysis)

The diagram below shows how a central heating system in a house works.



This diagram provides an overview of a domestic central heating system. It shows how the tank, boiler and pipes ensure a constant flow of hot water to both the radiators and the taps.

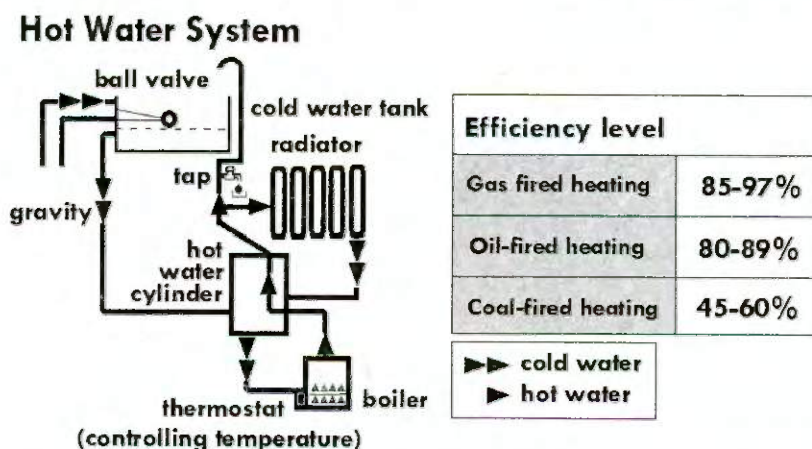
The cold water enters the house and is stored in a water storage tank in the roof. From there it flows down to the boiler, located on the ground floor of the house.

The boiler, which is fuelled by gas or oil, heats up the water as it passes through it. The hot water is then pumped round the house through a system of pipes and flows into the radiators, located in different rooms. The water circulates through the radiators, which have small tubes inside them to help distribute the heat, and this warms each of the rooms. Some of the water is directed to the taps to provide hot water for the house.

Once the water has been through the pipes and radiators, it is returned to the boiler to be re-heated and circulated round the house again. (172 words)

## Sample 70 (System/Data flow analysis) - (Table/Comparison)

The diagram below shows how a hot water system in a house works. The table gives information about the efficiency levels.

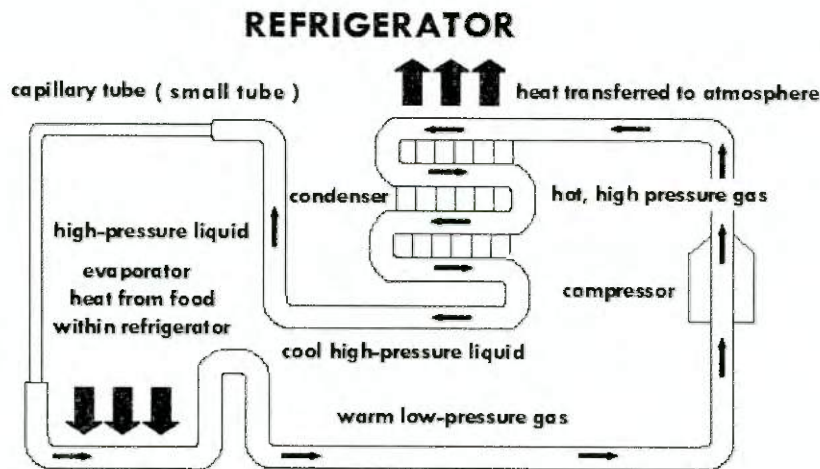


The diagram graphically illustrates how a hot water system functions. A hot water system consists of a boiler and tanks for storing water. Other parts include taps and a thermostat which is fitted on the boiler. The boiler is situated at the bottom of the system and serves to heat the water. As the diagram shows the function of the thermostat is to control the temperature. When the hot water tap is turned on, water comes from the top of the hot water cylinder. Simultaneously, the flow of water into the cold water tank is controlled by means of a ball valve which is connected by a bar to a ball-shaped float. As the tank is filled with water, the ball rises and the valve closes. As indicated, the cold water tank is situated above the hot water cylinder. Cold water flows out of the tank as a result of gravity and heated by the boiler and circulated through the pipes and radiators. A radiator is rectangular in cross-section with flat sides. This shape gives it a large surface area in proportion to its volume. Consequently, it gives out more heat.

According to the table, the most efficient system is gas-fired heating ranging from 85-97%. The second most efficient system is oil-fired heating and coal-fired heating is in the last place in terms of efficiency. (225 words)

## Sample 71 (System/Data flow analysis)

The diagram below shows how a refrigerator works.



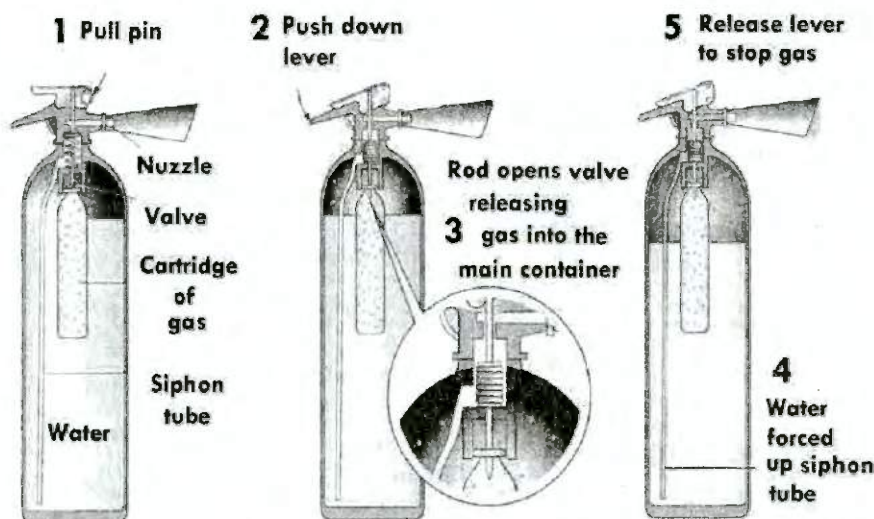
The diagram illustrates different parts of a refrigerator and how it works. This system can be described as follows:

A refrigerator is made up of a compressor, connected by a tube to a condenser, which is connected by a capillary tube to an evaporator. The compressor compresses the warm/low-pressure gas in the tube and this resultant hot/high pressure gas enters the condenser. Here, heat is transferred to the atmosphere by the radiation and the gas condenses to become a cool high pressure liquid which passes/ flows through the capillary tube to the evaporator. Heat from food within the refrigerator is absorbed by the liquid, so the temperature within the refrigerator decreases, and the liquid leaves the evaporator as a warm/ low pressure gas. This gas now enters/ passes into the compressor and the process begins again.

To sum up, it can be said that the condenser, compressor and evaporator are the most important components of the system. (158 words)

## Sample 72 (System/Data flow analysis)

The diagram below shows how a fire extinguisher works.



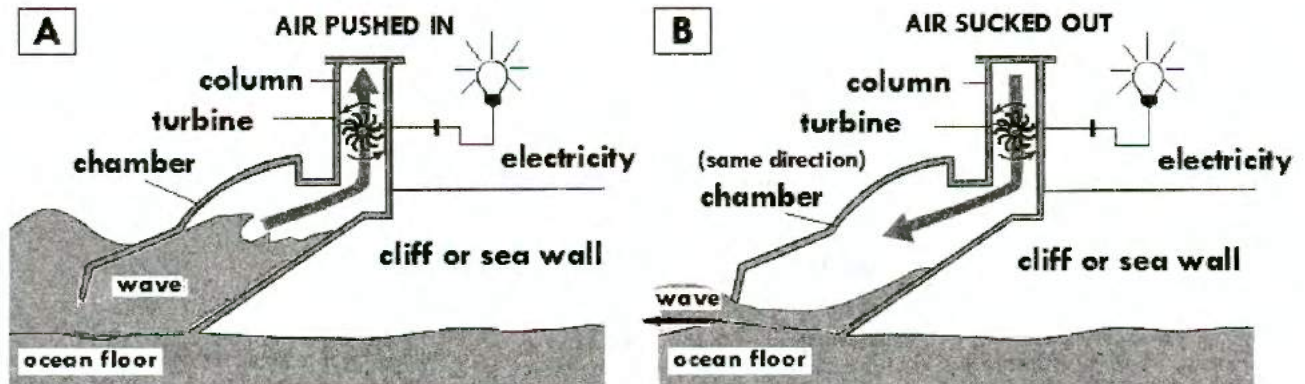
The fire extinguisher is a strong metal container filled with water used to put out fires. Inside this is a cartridge containing gas. Near the lever of the extinguisher, there is a pull pin to prevent the handle being depressed accidentally.

In order to use the extinguisher, first the pin must be removed. Secondly, the lever is pressed. This pushes a rod into the valve of the cartridge and opens it. The gas is then released at high pressure from the cartridge into the main container, putting pressure on the water within it. This pressure causes the water to be forced up the siphon tube and out of the nozzle to extinguish the fire. If the lever is released, the rod will move upwards. This closes the valve on the cartridge of gas and removes the pressure on the water. Therefore the water will stop rising up the siphon and out of the nozzle.

The fire extinguisher is a useful device which can save lives. (165 words)

## Sample 73 (System/Data flow analysis)

The diagrams below show a structure that is used to generate electricity from wave power.



The two diagrams below show how electricity can be produced from the power of sea waves.

The process involves a structure which is built onto the side of a cliff or sea wall. This structure consists of a large chamber. One end is open to the sea, and the other leads into a closed vertical column. A turbine is positioned inside this column and this is used to generate the electricity in two phases.

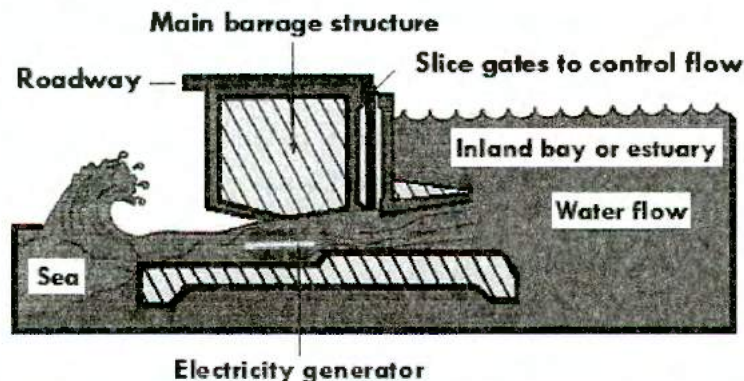
The first diagram indicates that when a wave enters the mouth of the chamber, air is forced up the column. This movement of air turns the turbine, thereby producing electricity.

The second diagram shows that when the wave retreats, air is sucked out of the column and chamber. This movement similarly turns the turbine in the same direction, and this generates electricity.

To sum up, this process produces electricity from waves as they both advance and retreat. (151 words)

## Sample 74 (System/Data flow analysis)

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



**Barrage:** a wall or barrier built across a river to store water, prevent a flood, etc.

**Sluice gate:** a sliding gate for controlling the flow of water out of or into a canal, etc.

**Estuary:** the wide part of a river where it flows into the sea.

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

A structure which houses turbine is built across a bay or somewhere where a large body of water can be contained. As can be seen, the structure can also have a roadway built on top of it, thus providing dual services. When the water level on one side of the structure is significantly higher than the other side, i.e. at high tide or low tide, the sluice gates are opened to allow the water to flow. As indicated, the water passes through tunnels where the generators are housed and causes them to spin. This creates electricity, which is then harnessed for use.

It can be concluded that although this method is a clean and perpetual source of energy, it appears to be rather inefficient as it is dependent on the tidal changes, which have a rather slow cycle. (152 words)

## Sample 75 (System/Data flow analysis)

The bicycle is a relatively recent invention. It is by far the most economical and environmentally-friendly mechanical mode of transport yet invented. Describe how the illustrated two-wheeled bicycle below functions, and be sure to mention in your description the machine's environmentally-feature.



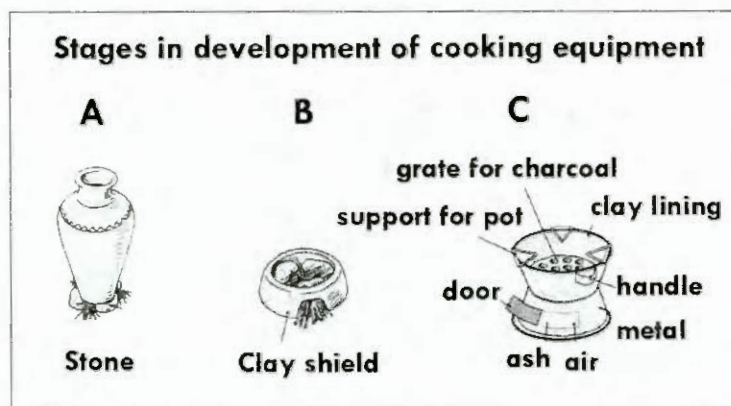
A bicycle is a machine designed to transport a person by means of his or her own physical efforts. It is, therefore, almost entirely environmentally-friendly. Since the amount of friction generated is much reduced, it is also extremely efficient.

It consists of four main sections: the two spoked wheel, a set of handlebars, and a revolving cog, held together by a metal frame. The cyclist, who is balanced on the top of a seat covered by a soft saddle, leans forward and grips the handlebars, pushing down with his or her feet on the pedals which rotate up and down. They drive a central notched cog which is connected by a metal chain to the back wheel hub. Alternative gear positions are available by operating a gear lever at hand level. Also on the handlebars is the brake lever, which is linked by a cable to a set of brakes on the back wheel.

Accessories include an air pump, with which the rubber tyres are filled periodically with air, a speed meter, and a headlamp for use at night. (183 words)

## Sample 76 (System/Analysis/Development)

The diagram below shows stages in the development of simple cooking equipment.



The three diagrams illustrate how basic cooking devices developed from simple fires to more complex equipment.

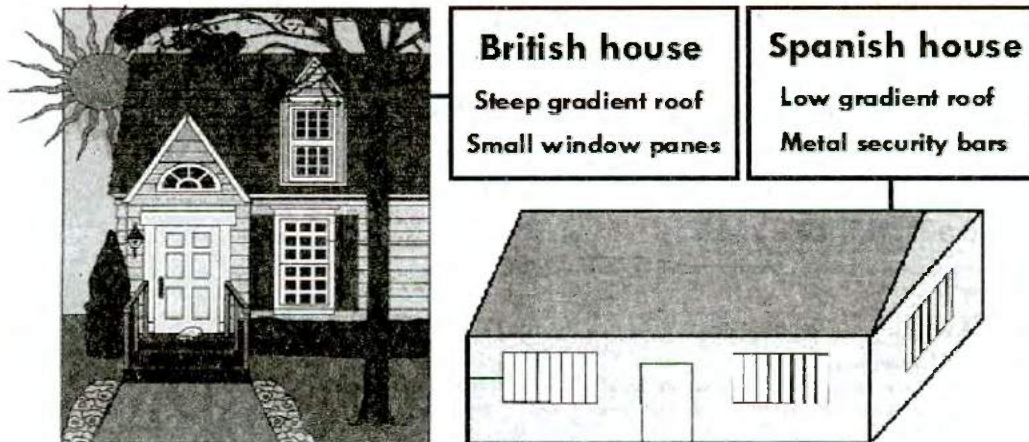
The first stage was a simple cooking pot balanced on three stones over a fire of twigs and grass. The second shows how the same equipment was improved by building a shield made of clay around the fire. This was obviously to prevent heat loss and to protect the fire from winds.

The final diagram shows a further stage in which the fire is completely enclosed by a metal base in order to increase the control of the heat and the level of protection. There is a door at the front where air can enter and ashes can be removed. Charcoal is used as the fuel and it is burnt on a grate that sits inside a shield lined with clay. In addition there are metal supports so that a pot can balance on the stove and a handle for easy transportation.

Overall, the features of the stove in diagram C indicate that the efficiency of the cooking equipment was greatly improved. (178 words)

## Sample 77 (Object/Comparison)

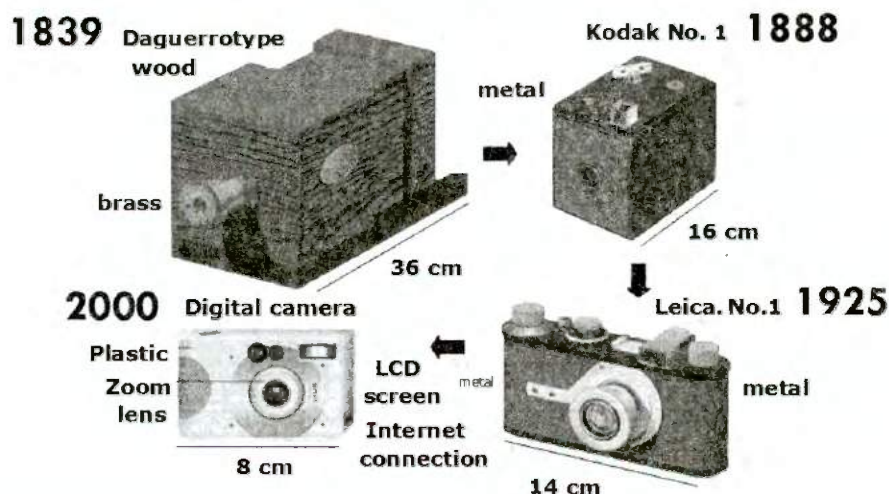
The illustrations below show two different houses.



The illustrations below show differences between typical houses in Britain and Spanish. There are two immediate notable differences between the buildings. The British house has two storeys whereas the Spanish house only one, and the roof of the Spanish house is considerably lower and therefore at much less of a gradient than that of the British house. Again related to climate, it can be seen that although both buildings have the same number of windows, the window frames are wider in the Spanish house, allowing for greater ventilation in hot weather. Another difference can be identified in the size of the panes of glass where the windows in the British house have been constructed of smaller panes; the Spanish house has full-size windows with metal bars running vertically on the exterior of the building. To summarise, both houses have been designed with climate and security in mind, yet their locations have led to different solutions. (153 words)

## Sample 78 (System & Object/Trend/Comparison)

The diagrams below show stages in the development of the camera since its invention in 1839.

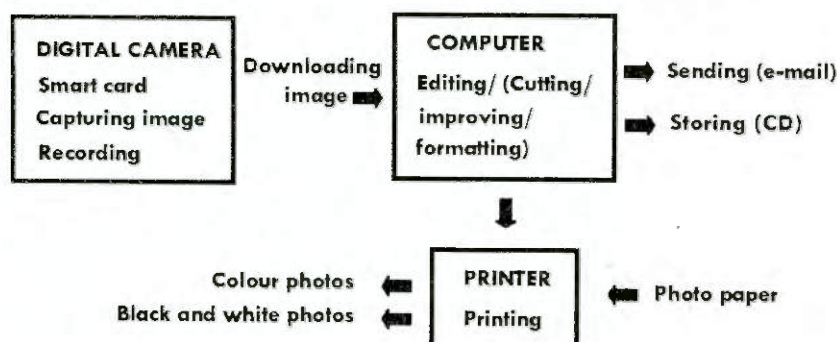


All cameras shown have the same basic structure, consisting of a body and a lens. The Daguerrotype invented in 1839, was a large device made of wood. It consisted of three box shaped sections with a brass lens in front, and was about 36 cm long. Towards the end of the century, the Kodak No.1 was introduced. This rectangular metal box was smaller and simpler in design, measuring less than half the length of Daguerrotype. The first modern -looking camera was the Leica 1, which appeared in 1925. The Camera body was much thinner than the body of the Kodak, and it had a number of knobs/controls along the top. Finally, in 2001, a credit card sized digital camera became available. Although only a fraction of the size of the original Daguerrotype, it provided a wide range of technical features, including internet access. Overall, the development of the camera has been one of decreasing size and increasing sophistication. (158 words)

## Sample 79 (Process/Data flow analysis)

The diagram below shows how photographs can be produced using digital photographic equipment.

### Production of photographs using digital equipment



In order to produce photographs from a digital camera, three pieces of equipment are needed: the camera, computer and a printer.

In the first part of the process, the image is recorded by the digital camera using a smart card. The image is then downloaded onto a computer. Here the image can be shown on the screen and edited. The picture may be cut so that less interesting parts are removed, and the quality of the picture can be improved. In addition, the sizing of the picture can be changed so that it is larger or smaller.

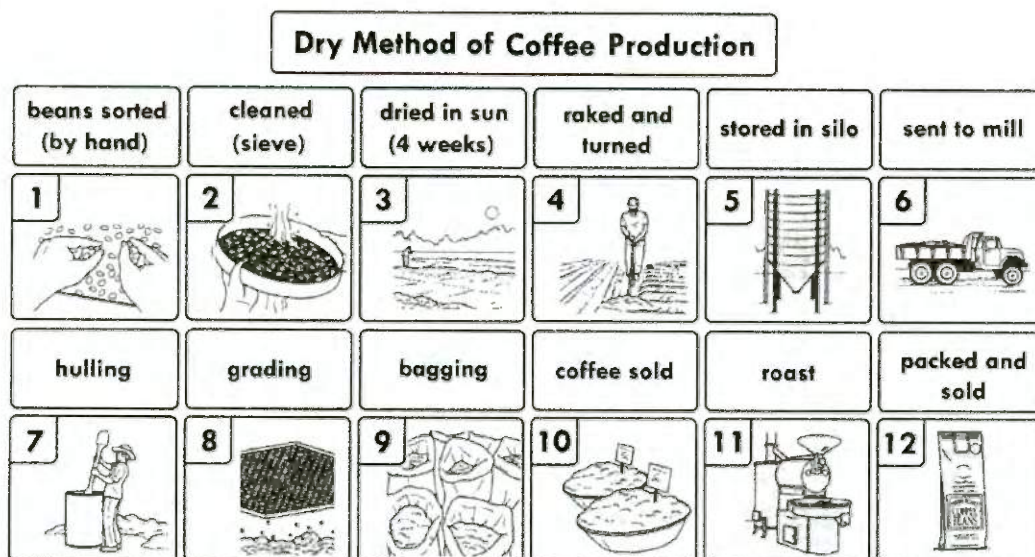
When the editing has been completed, the picture can be transmitted in three different ways. It could be sent to other people electronically in an e-mail, or it could be stored on the computer itself or on a CD.

Alternatively, the image can be sent to a printer for printing on photographic paper. The image may be printed either in colour or in black and white in order to produce the finished photograph on paper.

Overall, the diagram shows that this process is carried out in three main stages, using the camera, the computer and the printer. (195 words)

## Sample 80 (Process/Data flow analysis)

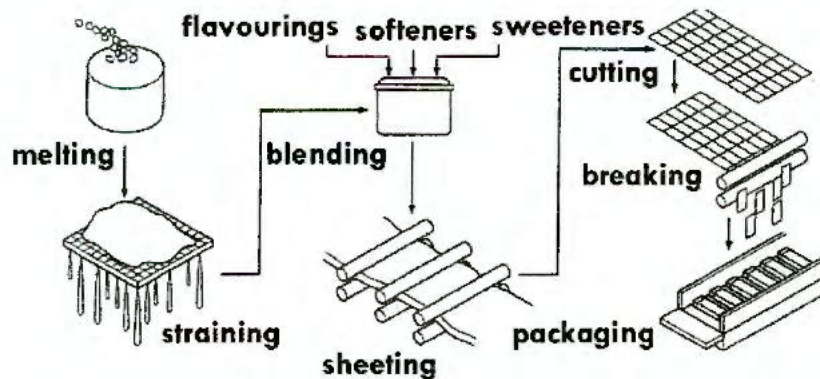
The process below shows how coffee is sometimes produced.



These stages show the method by which coffee can be produced. This is the dry method. First the beans are stored by hand and then cleaned using a sieve, next they are laid out on concrete or bricks to be dried in the sun. While they are drying, they are raked and turned to get an even drying process. This process can take up to four weeks. After this, they are stored in a silo before being sent to the mill. Once they are transported to the mill, they are hulled by a machine so that the outer layers are removed. Then they are graded for quality, as not all the beans will be the same. Once they have been graded, they are bagged and sent to companies which sell the coffee commercially. It is at this stage, when they have been sent to the commercial companies, that the beans are roasted and packaged for sale to the general public. (160 words)

## Sample 81 (Process/Data flow analysis)

The diagram below illustrates how chewing gum is made.

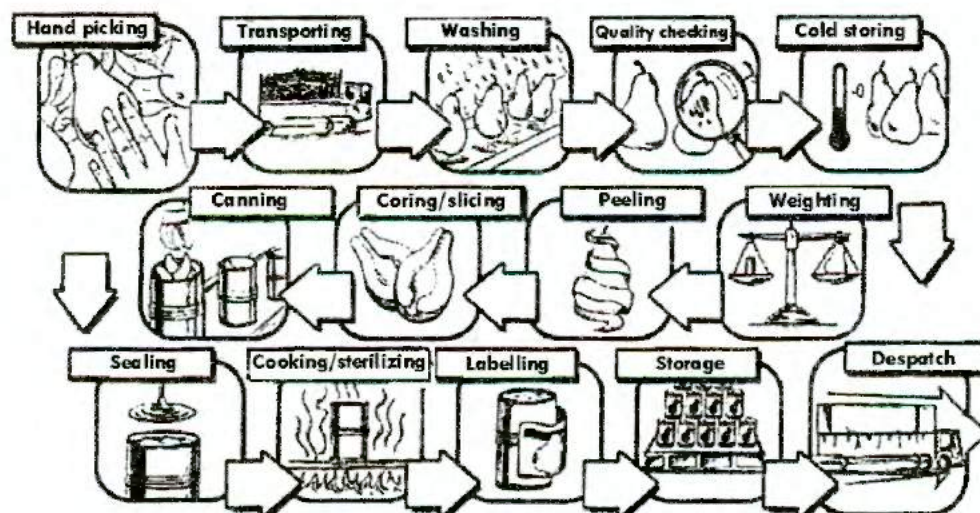


The diagram clearly depicts how chewing gum is produced. As illustrated, there are seven stages involved in order to make gum.

According to the production line, first, the process commences with melting; the pieces of gum are put into a container and heated until they form a single mass. This is then strained until all of the liquid has been eliminated. Next, the gum is placed into another container, and depending on the end product, the desired flavourings, sweeteners and softeners are added. This mixture is blended until all of the ingredients are mixed together. The gum then passes to a different machine which uses rollers to flatten out the gum. The diagram shows a further stage in which the thin sheets of gum are cut into rectangular shapes and broken into separate pieces. Finally, the gum passes conveyor belt where it is enclosed in packaging ready for distribution. (150 words)

## Sample 82 (Process/Data flow analysis)

The diagram below shows how fruit is canned.



The diagram shows how fresh fruit is canned. First the fruit is picked from trees by hand. It is then transported to the cannery by large trucks. At the cannery the fruit is washed and quality checked, and any poor quality fruit is rejected. The good quality fruit is put into cold storage. When it is ready for canning the fruit is weighted and graded. The grading ensures that fruit of a similar size is kept together. After this the fruit is peeled and the cores are removed. It is then sliced into the required sizes and put into cans. Juice or syrup is also added to the cans. Once the cans have been filled they are sealed and cooked over heat to ensure that the cans are sterilised. When the cans are cool, a label is attached and they are placed into storage. The canned fruit is now ready to be dispatched to supermarkets and sold. (157 words)



### Sample 83 (Process/Data flow analysis)

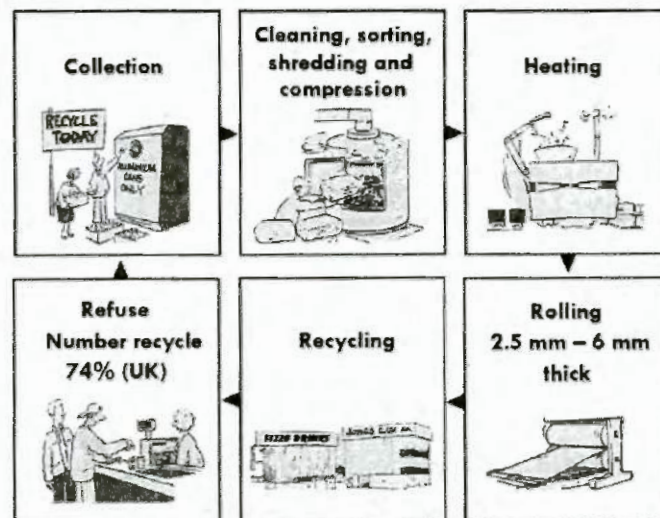
The diagram below shows how sugar is produced from sugar beets.



The diagram shows the process of extracting sugar from beets. First, the sugar beets arrive at the plant and are unloaded from the trucks. They are dirty because they have come straight from the farm, so they are shaken in order to remove the dirt and then washed in a machine called a beet washer. Next, the beets are cut up into small pieces, which are called cosettes. After this, sugar is drawn from the beets using hot water, which makes a kind of sugar 'juice'. As this juice may still be dirty, milk of lime is added in order to clean it. The mixture is then filtered so that the milk of lime can be removed. Following this, the sugar juice is heated several times, which evaporates the water. This results in a purer sugar solution. Finally, the sugar is boiled and spun in a centrifuge to create crystals. (150 words)

### Sample 84 (Process/Data flow analysis)

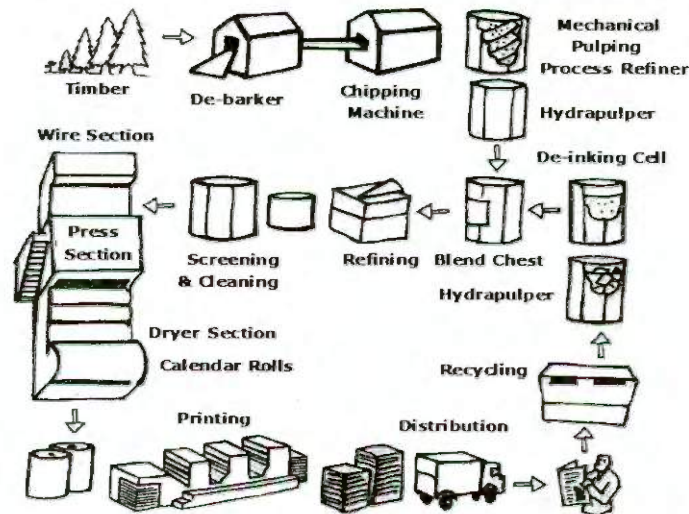
The diagram shows the recycling process of aluminum cans.



The flowchart shows how aluminum cans are recycled. First, the cans need to be taken to special collection centres instead of being thrown away with the normal refuse. The cans are collected from here and taken to a factory where they are first sorted and then cleaned. Next, the cans are shredded and crushed in a special machine until they form one solid block. The metal is then heated to a high enough temperature to allow the aluminum to melt. It is then rolled out flat to a thickness of between 2.5 mm and 6 mm, depending on what it is going to be used for. The aluminum is now ready to be recycled into new packaging, such as drink containers. Finally, the new cans are delivered to a soft drinks factory where they are filled. The cans can now be sold to the public and reused. In the UK, 74 percent of aluminum cans that are sold are recycled. (160 words)

## Sample 85 (Process/Data flow analysis)

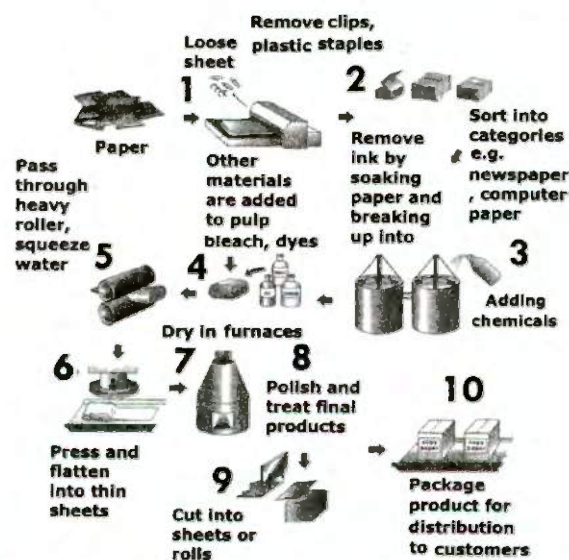
The diagram below shows how a daily newspaper is made.



To create a daily newspaper the necessary material is taken from two sources, timber and recycled paper, and then passed through a series of machines. Trees are cut down to provide timber. In the first machine, the bark is removed and then the timber is chopped up into small pieces. These chippings are put into a mechanical refiner, and subsequently a Hydrapulper where they are mixed with water and made into a pulp. At the next stage, the pulp is put into a blend chest where it is mixed with pulp from recycled paper. The mixture is then refined, cleaned and screened, before going into a large piece of machinery where it is made into rolls of paper. Once the newspaper has been printed, it is distributed, after the reader has finished with the paper, it is recycled. The recycling process first involves the paper being put into Hydrapulper to turn it into a pulp. A de-inking cell then extracts the ink. After that, the solution is put into the blend chest; and the whole process is repeated (178 words)

## Sample 86 (Process/Data flow analysis)

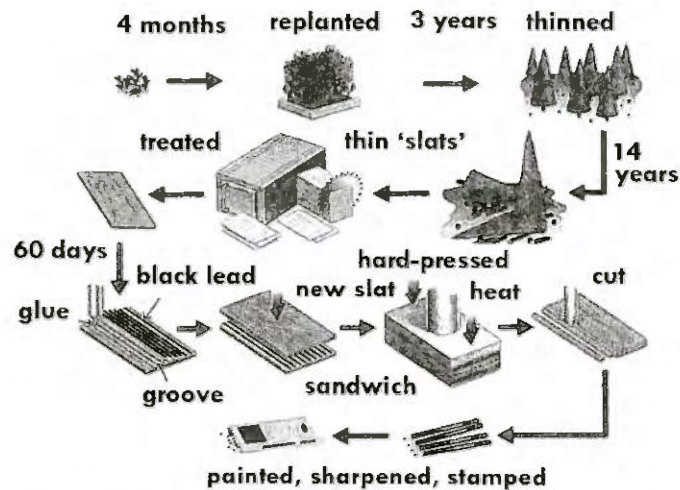
The diagram below shows how waste paper is recycled to make better quality paper.



In order to make better quality paper from waste paper, the following process takes place: First of all, the paper is collected. After this it is very important that paper clips, plastic and staples are removed. The waste paper is then sorted into specific categories such as newspapers, computers paper and magazines. Next, the ink must be removed. This is done by soaking the paper and then breaking it up in large washers and adding chemicals. Depending on the end paper product, other materials are added such as bleach or dyes as well as other chemicals. The materials are then passed through a heavy roller which squeezes out all the water before the pulp is pressed and flattened into thin sheets. After that these sheets are dried in furnaces and the final paper product is polished, treated before cutting into sheets or rolls. Finally, the product is packaged for distribution. (150 words)

## Sample 87 (Process/Data flow analysis)

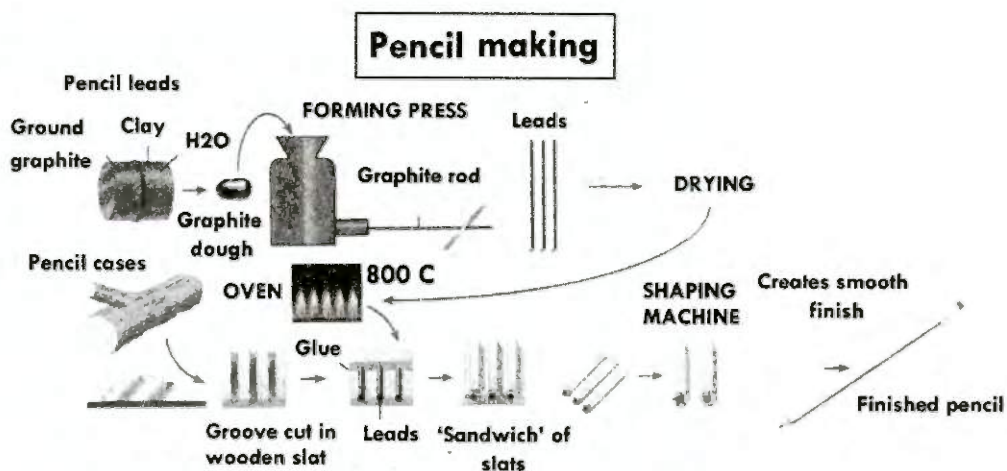
The diagram below shows the production of a lead pencil.



The picture shows how pencils are produced from logs and leads. On the whole, the process is not only efficient, because all parts of the tree are used but also eco-friendly. First, the seeds are cultivated in nurseries before being planted four months later. After three years the plantation is thinned facilitating the growth and improving the quality of the wood. Once the trees are fourteen years old, they are now ready to be used for the manufacturing of pencils and so are cut down to make logs. The wood obtained is cut into thin pieces, treated to become dry; and then left sixty days before being used for the production of pencils. At this stage, a groove is cut into the slat and a special glue is injected. After that, a black lead is put into the slat followed by the placement of an empty slat on top to form a sandwich which is heated and hard-pressed. By this action the two slats are converted into one piece which is then cut to produce individual pencils which in turn are finally printed, sharpened and stamped before reaching the consumers. (190 words)

## Sample 88 (Process/Data flow analysis)

The following diagram shows how pencils are manufactured.

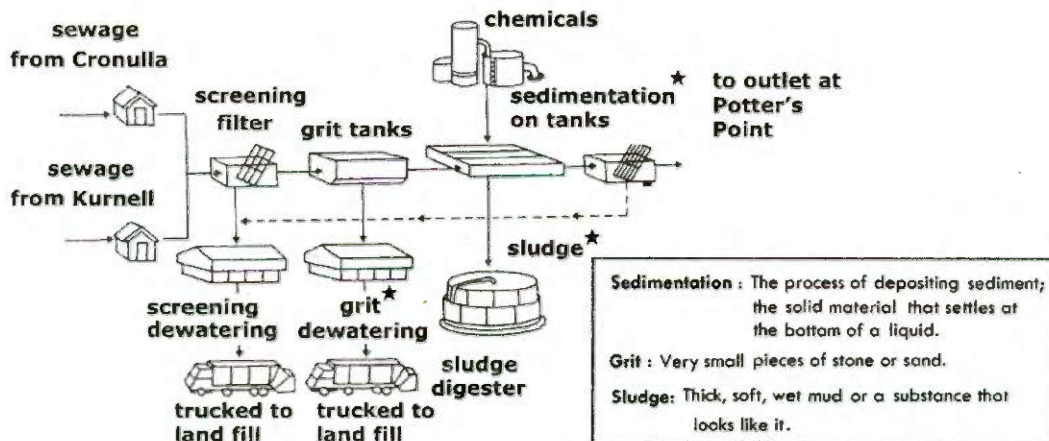


Pencils are made from graphite and wood. During the manufacturing process, ground graphite is first mixed with clay and water to make dough. Once the dough has reached the required consistency, it is passed through a forming press and emerges as a long, thin rod. This rod is then cut into pencil-length pieces called leads, and these are allowed to dry. After drying, the leads are placed in an oven and heated to 800 degrees Celsius.

Meanwhile, the pencil case is prepared, wood is sawn into wide slats, and a number of grooves are cut lengthwise into each one. Next, a layer of glue is applied, and a pencil lead is placed in each groove. Another slat is then placed on top, making a sandwich. Finally, the slats are separated into individual pencils, and these are sent through a shaping machine to create a smooth finish. The pencils are then ready for use. (154 words)

## Sample 89 (Process/Data flow analysis)

The diagram below shows how sewage passes through a sewage treatment unit.



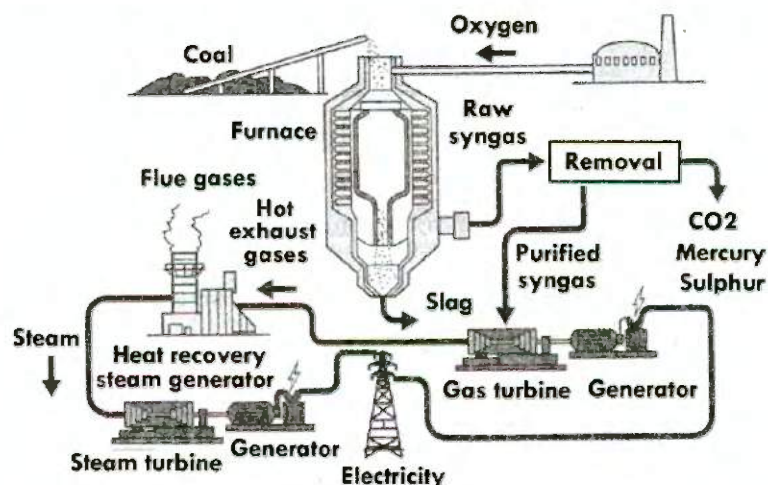
The sewage passes through a number of treatment procedures after it enters the sewage treatment plant. Firstly, sewage from Cronulla and Kurnell passes through screens which separate large objects or debris from the water. These screens are then transferred to tanks where the water is removed, and are taken by truck to a landfill site.

Sewage that has passed through the first screen enters the grit tanks where grits, or fine particles, is removed. The grit is then taken to be dewatered and subsequently trucked to a landfill site. Meanwhile, the sewage still in treatment flows from the grit tanks to sedimentation tanks in which chemicals are added to assist the separation of sludge from waste water. The sludge is then transferred to a sludge digester.

From the sedimentation tanks the waste water continues through fine screens which filter out any remaining solids. The solids are sent back to the screenings dewatering unit and also trucked to a landfill site. The treated waste water is released at Potter's Point. This completes the process of sewage treatment at Cronulla. (178 words)

## Sample 90 (Process/Data flow analysis)

The diagram below shows how energy is produced from coal.



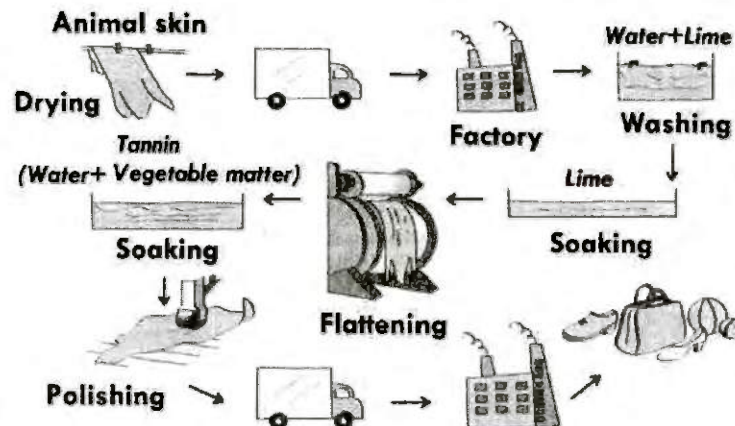
The diagram shows various stages in the production of clean energy from coal.

First of all, the coal is mined in deep pits undergrounds and then carried to the surface. After that it is carried along a conveyor belt to a power plant, where it is burned in a large furnace to which oxygen is added. From this, raw syngas is produced. At the next stage of the process, harmful substances like carbon dioxide, mercury, and sulphur are removed. Following that, the purified gas is used to drive a gas turbine. The turbine in turn powers a generator, producing electricity. The gas turbine also produces hot exhaust gases. These are then piped to a heat recovery steam generator, which converts the heat into steam. The steam is subsequently used to power a steam turbine, which again used to generate electricity.

The energy is clean because harmful products are removed and the coal is not transported to another site to produce electricity. (161 words)

## Sample 91 (Process/Data flow analysis)

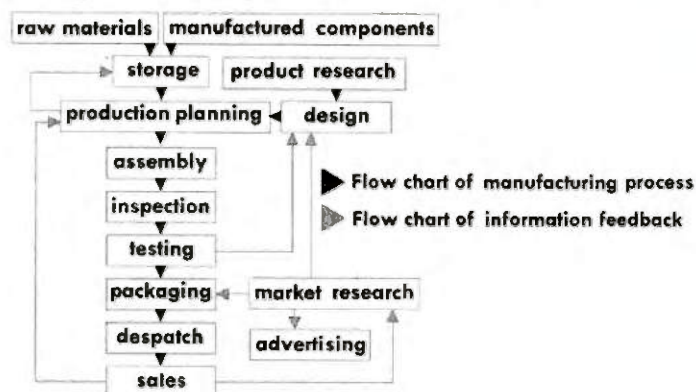
The diagram below shows how leather goods are produced.



The diagram shows the different stages in the process of converting an animal hide into leather goods. The first stage is to hang out the hide on a line, in the open air to dry. After this, it is transported by lorry to the factory for processing. On arrival, it is submerged in vats of soap and water, and washed and then transferred to another vat where it is soaked in lime. Having been cleaned in this way, the hide is then sent to a large rolling machine where it is smoothed and flattened. In the next stage it is submerged in liquid called tannin, which is a mixture of vegetable matter and water. This is followed by the polishing stage where small rollers are moved over the surface to produce a shine. The leather is then transported to a different factory where it is manufactured into the leather products we see in the shops, for example, shoes, handbags and sports equipment. (164 words)

## Sample 92 (Process/Data flow analysis)

The diagram below shows the typical stages of consumer goods manufacturing, including the process by which information is fed back to earlier stages to enable adjustment.



Most consumer goods go through a series of stages before they emerge as finished products ready for sale. Raw materials and manufactured components comprise the initial physical input in the manufacturing process. Once obtained, these are stored for later assembly. But assembly first depends upon the production planning stage, where it is decided how and in what quantities the stored materials will be processed to create sufficient quantities of finished goods. The production planning stage itself follows the requirements of the goods' design stage that proceeds from extensive research. After assembly, the products are inspected and tested to maintain quality control. Those units that pass the inspection and testing stages are then packaged, despatched and offered for sale in retail outlets. The level of sales, which is the end point of the manufacturing process, helps determine production planning. A product's design is not only the result of product research, but is also influenced by testing and market research. If the testing stage (after assembly and inspection) reveals unacceptable problems in the finished product, then adjustments will have to be made to the product's design. Similarly, market research, which examines the extent and nature of the demand for products, has the role of guiding product design to suit consumer demands which may change with time. Market research, while influenced by product sales, also serves to foster future sales by devising suitable advertising for the goods. Thus the reality of consumer goods manufacturing goes well beyond a simple linear production process. (249 words)

## Sample 93 (Process/Data flow analysis)

The diagram below shows how a straw bale house is constructed.

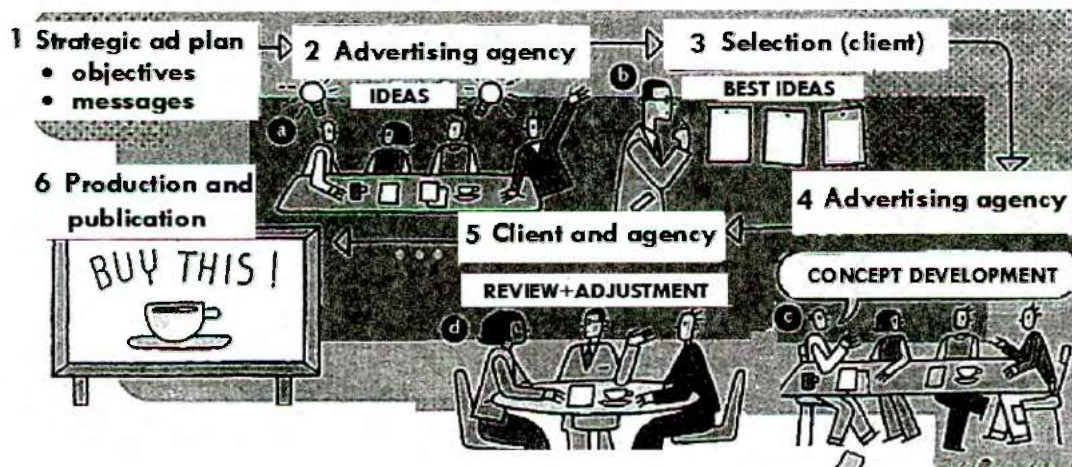


The diagram shows the different stages involved in the construction of a straw bale house. The process commences with the demolition of the previous building and the preparation of the ground in order to give a solid base for the new building. After this the bales are positioned and secured. At this point the roof is installed and the external finish completed.

Following that, work commences on the inside of the house with several steps happening simultaneously. Electrical and plumbing work is completed to provide heat, light and water, and the house is insulated to reduce energy loss. The next stage of the process is when the structure is inspected by the buildings officer to ensure safety requirements are met. Before the property can be furnished it must be decorated. This step involves painting and carpeting as well as putting up curtains and other decorative fittings. Finally, the construction is finished and the new house is ready for sale. (160 words)

## Sample 94 (Process/Data flow analysis)

The below shows the process by which advertisements are produced.

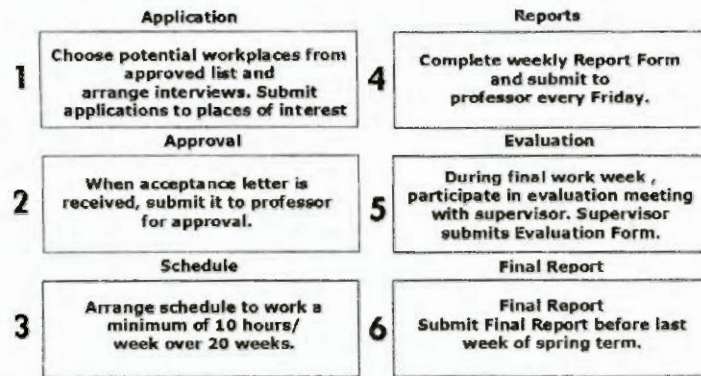


The diagram shows the process which advertising agencies follow in order to produce advertisements. First, a strategic advertising plan is written which contains the objectives of the advertising campaign and the messages which the company wants to send to the customer through the advertisements, following this, the client looks at the best ideas and chooses the one which he or she considers most suitable. Next, the creative team at the agency take this idea or concept and develop it further. In the next stage, the plan is passed to the advertising agency's creative team. These people then work together to produce a number of possible ideas for the client to choose from. The client and the agency then review, or look at the advertisement again and more adjustments or changes are made.

After that, it is put into production and when the definitive version of the advertisement has been produced, it is finally published. (154 words)

## Sample 95 (Process/Data flow analysis)

The flowchart below shows the process involved in completing the work experience requirement for university students. (Fulfilling the Work Experience Requirement credits will be awarded when the final report is submitted)



Gaining work experience prior to graduation helps university students to succeed in getting their first job. For this reason, some universities insist that all students must complete a Work Experience Requirement. Completing the following six stages results in the requirements' fulfillment.

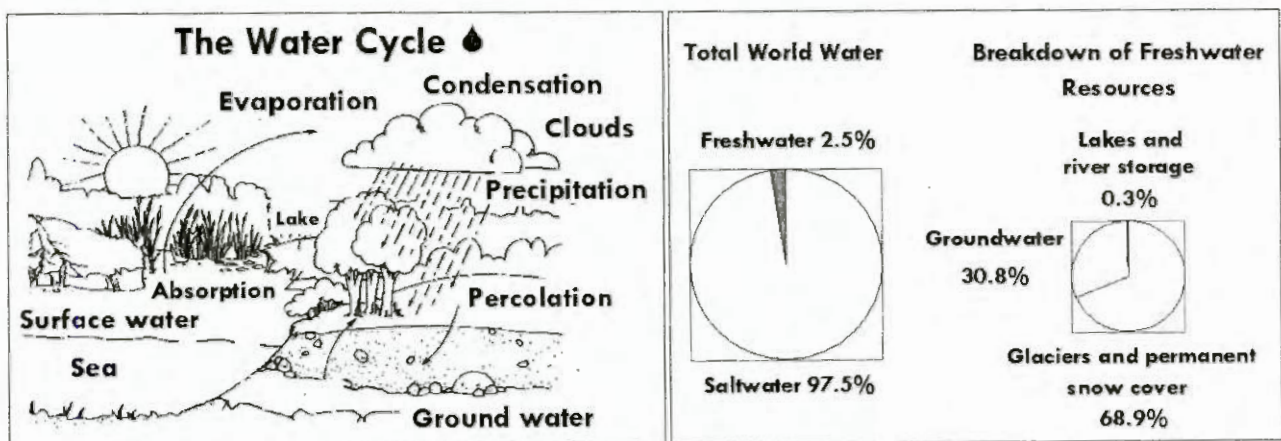
The process begins with the Application stage. A student reviews an approved list of workplaces and submits applications to places where he would like to work. Next, is the Approval stage, when a student receives an acceptance letter, he gives it to the professor for approval. The third stage, Schedule, requires a student to arrange his work schedule. The student should work at least 10 hours/week over 20 weeks. Reports are next; the student must complete a Weekly Report Form and turn it in to the professor every Friday.

The fifth stage, Evaluation, takes place during the final work week. A student participates in an evaluation meeting with his work supervisor, who submits an Evaluation Form. The last stage requires that a student submit a Final Report before the last week of spring semester.

By following these stages and subsequently submitting the final report, the student receives credit from the university. (192 words)

## Sample 96 (Natural process/Data flow analysis)

The illustration below shows how the water cycle works and the pie charts provide some statistical information.



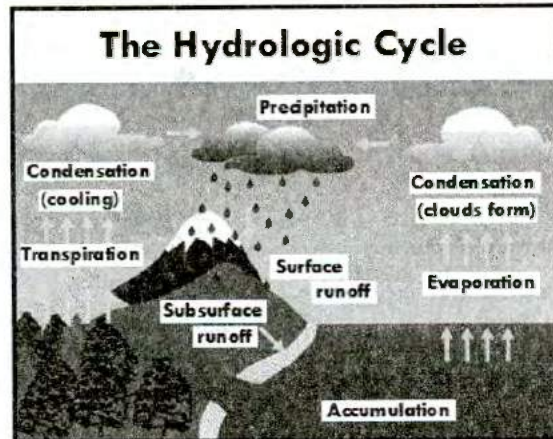
The diagram clearly shows the stages involved in water cycle. These stages occur as follows:

As can be observed, the sun's energy works on the surface water changing the water to vapour. This process is called evaporation. As the water vapour rises into the atmosphere, water molecules group together to form clouds. As shown in the illustration, this stage is called condensation. At this stage, the clouds are blown by winds until they reach high ground. During this process, clouds become saturated and then precipitation occurs. After rain has fallen on land, it either evaporates into the air or it is absorbed by soils and plants. When water reaches the earth, the drops disperse. Some drops run off as surface water and some percolate through the ground to form groundwater supply or reach the sea. As indicated, water moves in an endless cycle from the sea and land to the atmosphere and back again.

According to the pie charts, the volume of freshwater resources is 2.5% of the total. Of these freshwater resources, about 70% is in the form of permanent snow and around 30% of the world's freshwater stored in the form of groundwater. Lakes and rivers contain 0.3% of the world's freshwater. (205 words)

## Sample 97 (Natural process/Data flow analysis)

The diagram below shows how the hydrologic cycle (water cycle) works.



The diagram illustrates the movement of water around our environment and the way it changes from a liquid, into a gas and then back into a liquid once more.

When water is heated by the sun, it evaporates from the ocean into the atmosphere. It also rises into the atmosphere from plants and trees. As the diagram shows the process of water passing out from the surface of a plant is called transpiration.

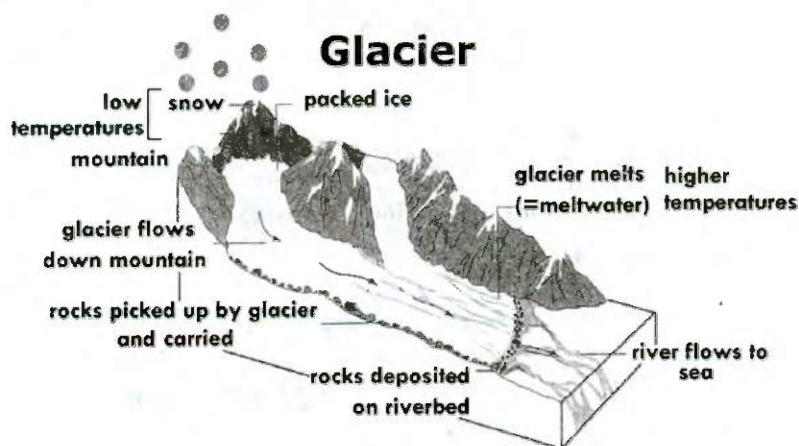
As the water rises into the atmosphere it cools and forms clouds. This process in which water vapour becomes cool and changes to water is called condensation.

Eventually, the water in the clouds falls back down to earth; a natural process which is called precipitation. Some of the water goes into the ground and after that runs into the seas and lakes. Some of the water runs straight from the surface of the ground into the seas and lakes. The rest of the water is used by trees and plants.

Once the water reaches the seas, lakes and forests, the process of evaporation starts again. (178 words)

## Sample 98 (Natural process/Data flow analysis)

The diagram below shows how a glacier is made.



This diagram shows how a glacier is formed and how it moves and changes. The major stages involved in this process are as follows:

First of all, a large amount of snow falls on the top of mountain because the temperature at the top of the mountain is very low, this snow never melts.

After more snow falls on top of it, the snow turns to ice. Eventually, a lot of ice is packed together, and then it forms a glacier. The glacier becomes very heavy and it starts to move slowly down the mountain.

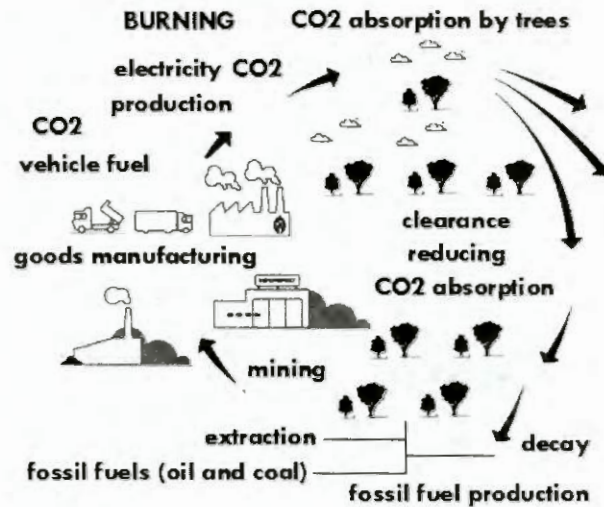
Rocks underneath the glacier are picked up and carried along. When the glacier reaches the bottom of the mountain, it starts to melt. The ice from the glacier is turned into meltwater. Next, this meltwater becomes a river and the rocks from the glacier are deposited on the riverbed. Finally, the river flows to the sea.

(152 words)



## Sample 99 (Natural process/Data flow analysis)

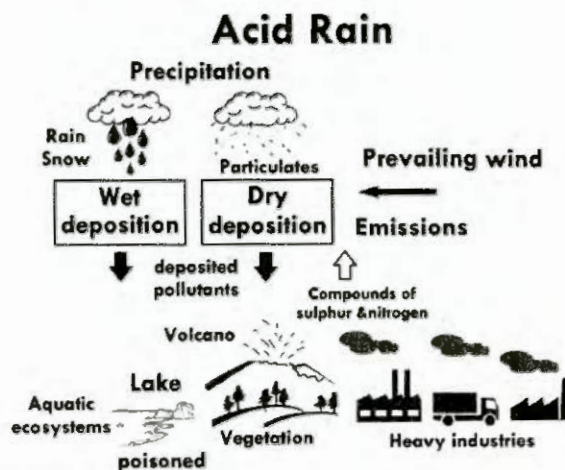
The diagram below shows part of the carbon cycle.



The diagram shows the different changes carbon goes through as it is transported from fossil fuel to atmospheric gas and back again. To begin with, carbon, in the form of coal and oil, is extracted from within the earth by mining. After this stage is complete, these fossil fuels are burnt, so as to provide energy for goods manufacturing, the production of electricity, and transport, in fuels such as petrol and diesel. As a result of burning fossil fuels, CO<sub>2</sub> is released into the atmosphere, which causes pollution and contributes to global warming. The negative effects of this step in the cycle are balanced by the CO<sub>2</sub> being absorbed by trees. Any reduction in trees, caused by forest clearance, reduces CO<sub>2</sub> absorption and adds to global warming. The final stage of the process is when trees decay and gradually form back into coal and oil. Once the final stage has been completed, the carbon returns to its original state as a fossil fuel and the cycle continues again. (167 words)

## Sample 100 (Natural process/Data flow analysis)

The diagram below shows how 'Acid Rain' occurs.

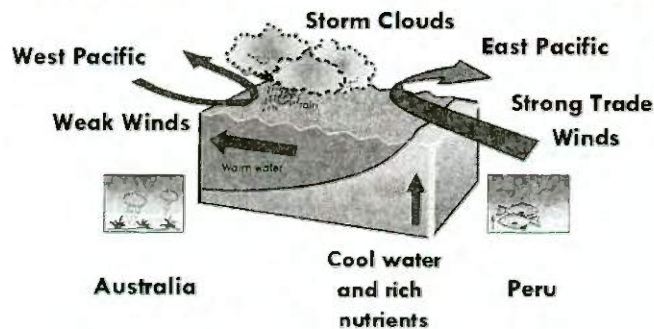


The diagram clearly shows how acid rain is formed. As indicated in the diagram, this process has two types; 'Wet deposition' which refers to acidic rain and snow, and 'Dry deposition' is a term used to describe gaseous and particulate matters in atmosphere. Acid rain occurs by two sources; man-made sources-mainly caused by the release of sulphur and nitrogen compounds during fossil fuel combustion, and natural sources -mainly occurs via natural processes such as volcanoes when sulfurous gases are discharged from erupted volcanoes. As can be seen, initially, these pollutants are mainly emitted by the heavy industries and environmental factors. These substances can rise very high into the atmosphere, and carried away far from their origins by prevailing winds where they mix and react with water vapour, oxygen, and other chemicals to form more acidic pollutants, known as acid rain or acid deposition. Eventually, water resources, aquatic ecosystems and vegetation are acidified and poisoned. (154 words)

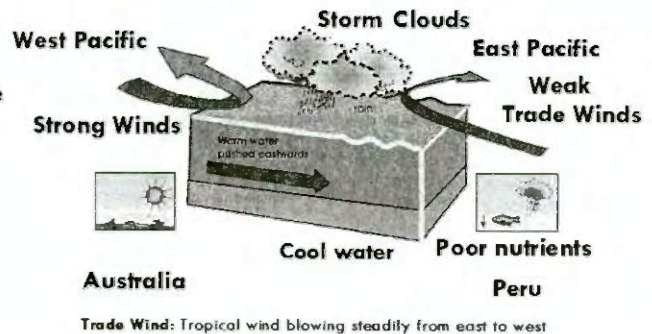
## Sample 101 (Natural process/Data flow analysis)

*El Nino is the name of a warm ocean current that affects weather patterns on both sides of the Pacific Ocean. The diagrams compare normal conditions in the Pacific with El Nino conditions.*

### Normal Conditions



### El Nino Conditions



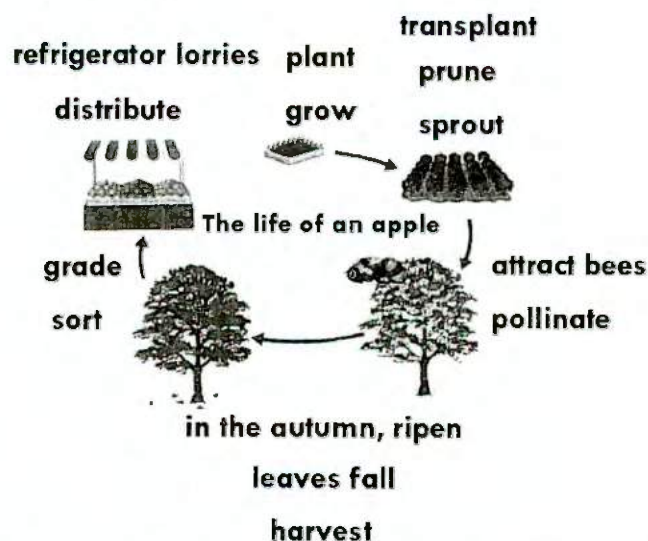
The diagrams illustrate differences in the wind conditions over the Pacific Ocean can affect the weather in Peru and Australia.

The first diagram shows that in normal conditions the trade winds blowing from the east are stronger than the weak winds from the west. Consequently, they blow the warm surface water westwards, bringing rain to Australia, while at the same time allowing cool water to rise from the deep ocean in the east. This water brings rich nutrients, enabling the numbers of fish to increase in the waters off Peru. It also brings good weather to Peru and the Pacific.

The second diagram indicates that when the wind from the western Pacific is stronger than the trade winds, the second currents are changed. In these conditions warm surface waters flow eastwards, bringing rain to Peru, while the rainfall in Australia is greatly reduced. The cold water from the deep does not rise to the surface in the east, so there are fewer nutrients available and the fish decline. (168 words)

## Sample 102 (Natural process/Data flow analysis)

*The diagram below shows the life of an apple.*

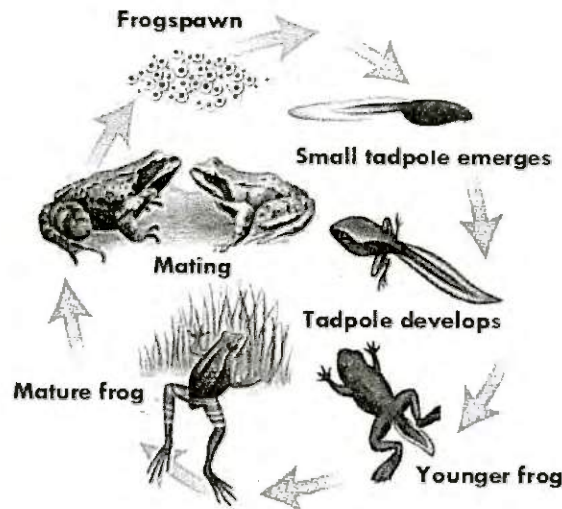


The diagram clearly shows the stages involved in the life of an apple. These stages are as follows: As can be seen, first the seeds of the apple tree are planted in trays where they grow until they reach a certain size. Then they are transplanted into the fields. When they reach a certain height, the saplings are pruned to increase the production of apples. As the trees grow taller, the branches become bigger, and then the branches sprout leaves. As indicated, at this stage the tree blossoms attract bees that in turn pollinate the flowers. In the autumn, the fruit begins to ripen and then the leaves fall. The fruit is then harvested and the apples are graded, sorted and taken in special refrigerator Lorries for storage or distribution to the market.

In conclusion, it can be said that the production of apples involves a relatively simple process. (150 words)

## Sample 103 (Natural process/Data flow analysis)

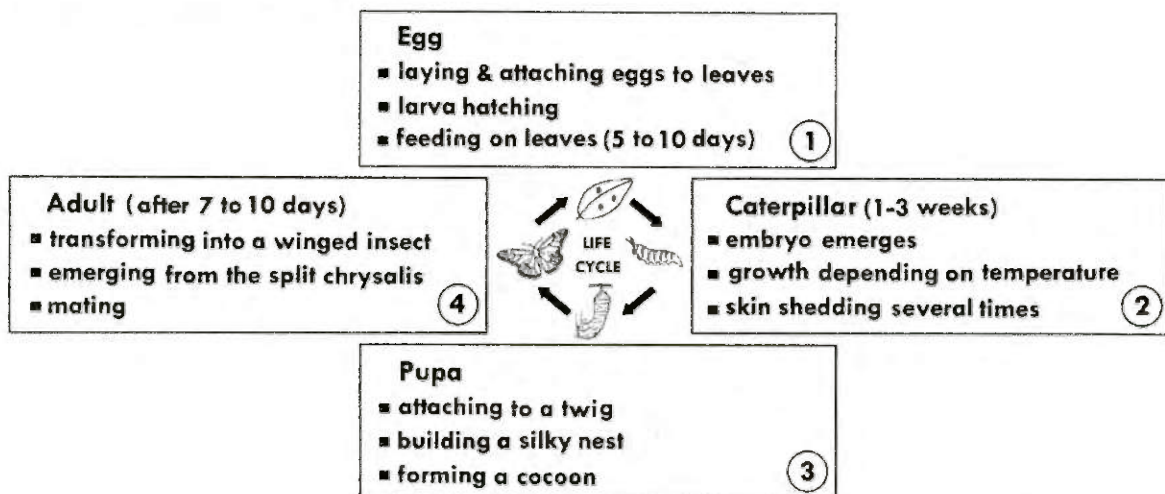
The diagram below shows the life cycle of a frog.



The diagram shows the life cycle of a frog from egg to mature frog. Initially, the eggs, which are called frogspawn, float on the surface of the pond. The step after this is emergence of the small tadpole, which has a small body and a long tail. At this point in the cycle the tadpole develops and its body enlarges while the tail becomes longer. Gradually, the legs appear in order to prepare the tadpole for its future life on land. Eventually, the tadpole starts to change into a young frog with a wider mouth, a reduced tail and bigger legs. At this point the young frog continues to live in the pond. Over time the frog matures and moves onto the land. As a result of being on land, it breathes air and it loses its tail. The final stage of the cycle is when the frog finds a mate so as to produce eggs. Having completed all these steps the lifecycle begins again. (164 words)

## Sample 104 (Natural process/Data flow analysis)

The diagram below shows the life cycle of a butterfly.



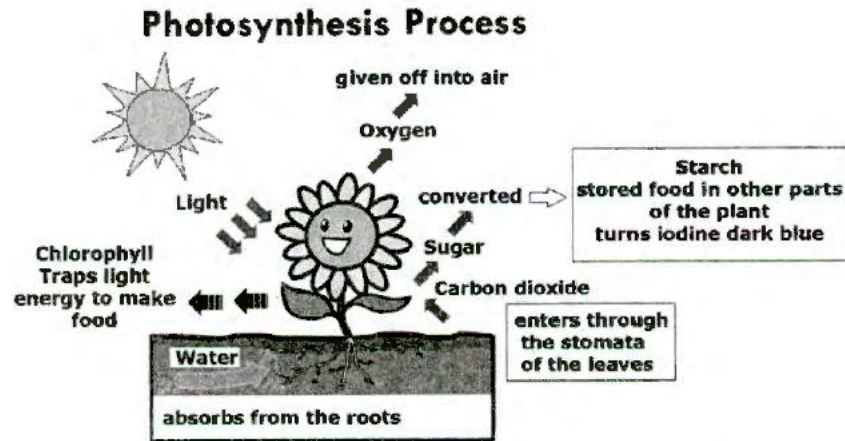
As the diagram shows a butterfly's life consists of four stages-egg, larva, pupa, and adult; each of which completely different and serves a different purpose in the life cycle of the insect.

Initially, the life cycle starts when the female butterfly lays eggs on the leaves of the host plant. Then the larva hatches and feeds for 5 to 10 days before pupating. Depending on the temperature, the embryo emerges and develops to a caterpillar within 1-3 weeks. At this stage, the caterpillar sheds its skin several times. When the caterpillar grows to the right size, it attaches itself to a twig hanging in a J-shape and produces a cocoon of silk thread for protection.

After a period of 7 to 10 days, the adult stage occurs-the transformation stage- the time at which the caterpillar tissues are broken down and the fully-grown insect emerges from the chrysalis. As can be seen, mating happens at the end of the process where the cycle is repeated again. (165 words)

## Sample 105 (Natural process/Data flow analysis)

This figure shows the process of photosynthesis where trees use light to convert water and carbon dioxide to starch and oxygen.



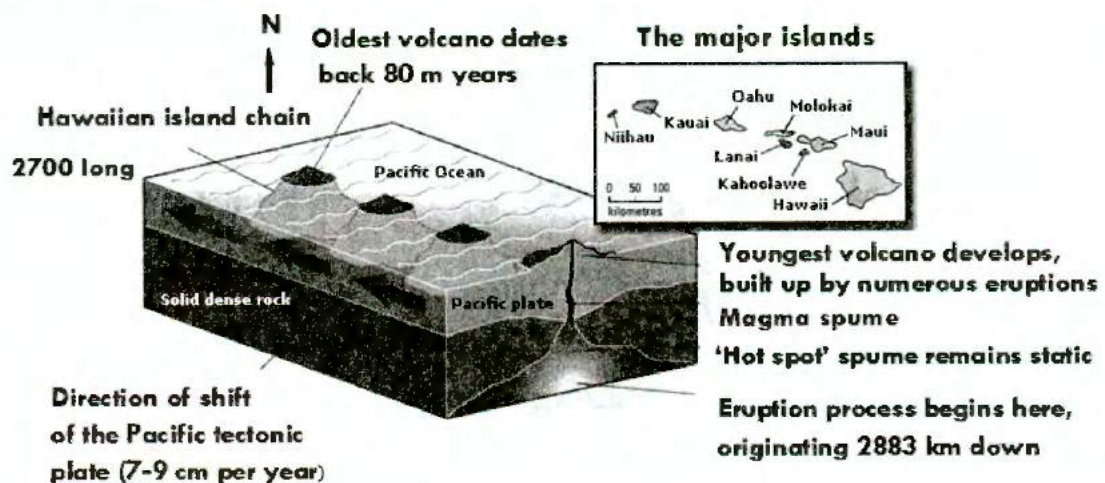
The diagram describes the process of photosynthesis, in which plants and trees create starch and oxygen from water and carbon dioxide.

Trees and plants absorb water through their roots and collect carbon dioxide through the stomata in their leaves. Meanwhile, sunlight is trapped by chlorophyll in the trees' leaves to form light energy, which is used to process the absorbed water and carbon dioxide to make food. When the food is created, it is in the form of sugars. These sugars are converted to starch and stored in other parts of the plants. This starch can be tested for by adding it iodine, which will turn bright blue in its presence oxygen, is released into the air as a by-product of this process.

Trees and plants feed by using sunlight to convert carbon dioxide and water into sugars, which are processed into starch and oxygen, which is released into the atmosphere. (151 words)

## Sample 106 (Natural process/Data flow analysis)

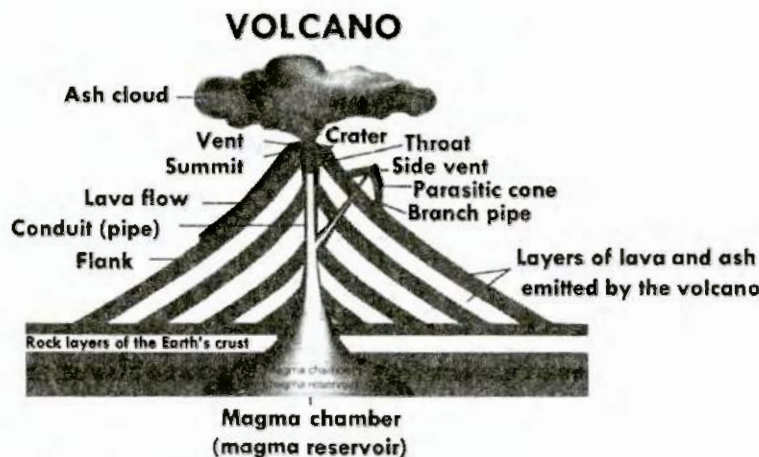
The diagram below shows how the Hawaiian island chain was formed.



The Hawaiian island chain, in the centre of the Pacific Ocean, is approximately 2,700 km in length. It is formed of volcanoes and the active ones are at the south-east tip of the archipelago, where Hawaii itself is located. It is believed that the chain began to form nearly 80 million years ago. Each island started to evolve after an eruption on the sea floor. First, a 'hot spot' existed on the ocean bed, which let out a plume of material called magma. This magma may originate as deep as 2,883km below the ocean bed. Next, further eruptions took place, which built up the volcano. Eventually, it emerged above the surface of the ocean. Since that time, the spume of magma has remained static as the Pacific tectonic plate moves in a north-west direction across it at a speed of 7-9 cm per year. As it moves, a volcano forms as it passes over the hotspot and then become inactive when it has passed it. (164 words)

## Sample 107 (Natural process/Data flow analysis)

The figure below shows a cross-section of an erupting volcano.



The image represents a volcano in cross-section during the eruption process.

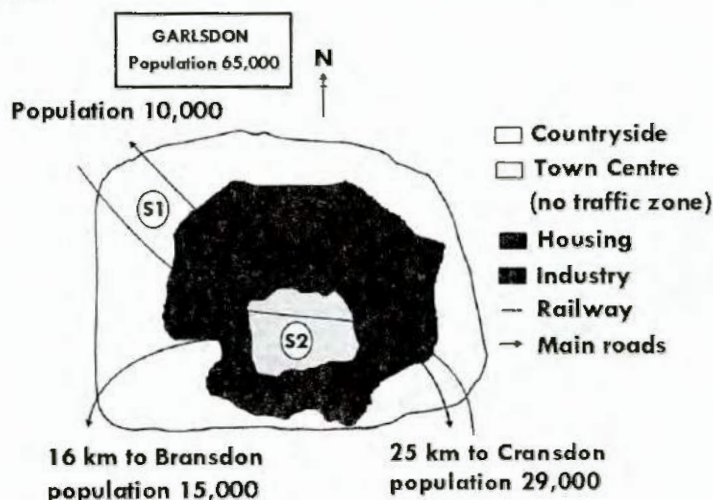
As the diagram shows, the volcano is formed from a reservoir of magma stored in a magma chamber located in rock layers deep in the Earth's crust. The magma reaches the surface through a conduit pipe where it escapes the volcano through the crater. The volcano is enlarged by the layers of lava and ash that are emitted during the eruption.

During an eruption lava will flow down the flanks of the volcano and a large ash cloud will gather above the volcano. Branch pipes may split off from the main conduit and either store lava in sills under the surface of the cone or form a parasitic cone that also produces a lava flow.

The eruption of a volcano has a major effect on the geography of the surrounding area, creating a cone formed from lava and ash. (150 words)

## Sample 108 (Map/Analysis & 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.



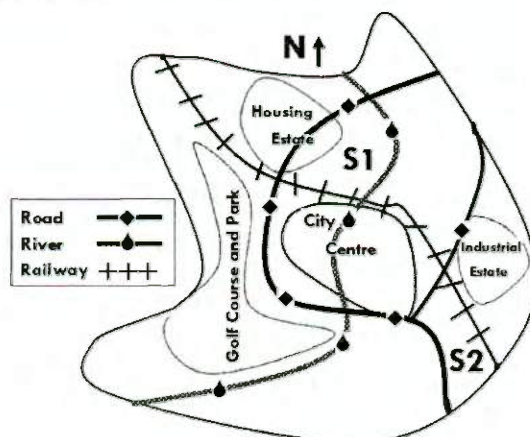
The first potential location (S1) is outside the town itself, and is sited just off the main road to the town of Hindon, lying 12 kms to the north-west. This site is in the countryside and so would be able to accommodate a lot of car parking. This would make it accessible to shoppers from both Hindon and Garlsdon who could travel by car. As it is also close to the railway line linking the towns to Garlsdon (25 km to the south-east), a potentially large number of shoppers would also be able to travel by train.

In contrast, the suggested location, S2, is right in the town centre, which would be good for local residents. Theoretically the store could be accessed by road or rail from the surrounding towns, including Bransdon, but as the central area is a no-traffic zone, cars would be unable to park and access would be difficult.

Overall, neither site is appropriate for all the towns, but for customers in Cransdon, Hindon and Garlsdon, the out-of-town site (S1) would probably offer more advantages. (179 words)

## Sample 109 (Map/Analysis & Comparison)

Below is a map of the city of Brandfield. City planners have decided to build a new shopping mall for the area, and two sites, S1 and S2 have been proposed.



The map illustrates plans for two possible sites for a shopping mall in the city of Brandfield. It can be seen that the two sites under consideration are in the north and the south east of the town.

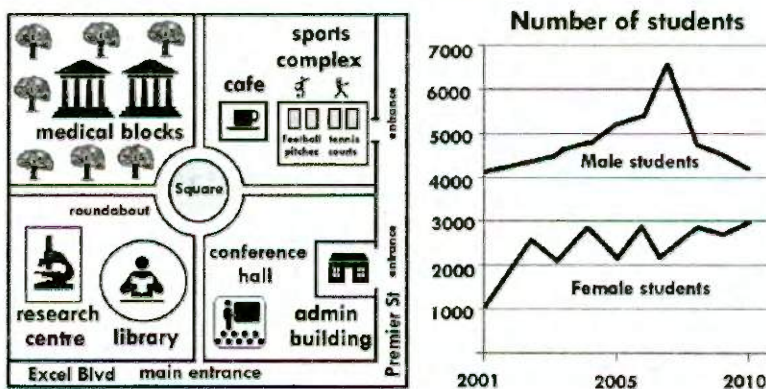
The first possible site for the shopping mall, S1, is just north of the city centre, above the railway line, which runs from the south east of the city to the north west. If it is built here, it will be next to a large housing estate, thus providing easy access for those living on the estate and in the city centre. It will also be next to the river, which runs through the town.

The site in the south east, S2, is again just by the railway line and fairly close to the city centre, but it is near to an industrial estate rather than housing.

There is a main road that runs through the city and is close to both sites, thus providing good road access to either location. A large golf course and park in the west of the town prevents this area from being available as a site. (190 words)

## Sample 110 (Map/Analysis) – (Line graph/Trend)

The map below shows the campus plan of a medical college. The graphs show the numbers of students (2001/10)

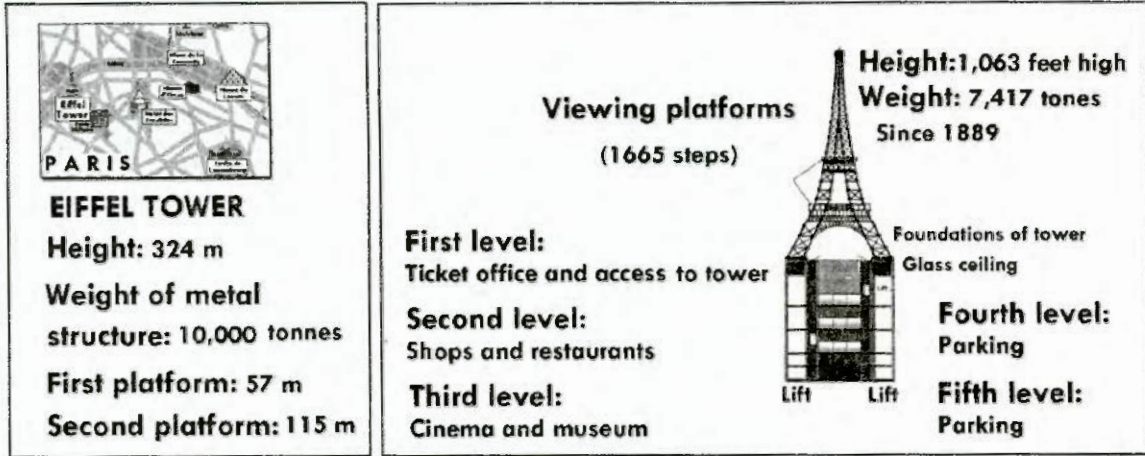


As can be seen, the university campus is divided into four equal sections. The main way by which the campus can be accessed is Excel Boulevard. It is located at the bottom of the map where the entrance to the university is. On the left of the entrance, there is a library which is circular in shape directly facing a research centre. On the other side of the entrance is the location of conference hall where scientific seminars are held. Next to that, the admin building is located; opening on to Premier Street. When entering a roundabout; in the centre of the campus, there is a square, with paths radiating north, south, east and west to the different areas of the campus. In the top left-hand corner of the plan, medical blocks are situated and surrounded by trees. In the top right-hand corner just by the Premier Street entrance, there is a large sports complex with facilities including two football pitches and two tennis courts; leading to Premier Street. Beside this location, the campus restaurant is situated. In general, it can be said that this campus has been specifically designed to provide scientific as well as recreational activities.

According to the graph, the number of male students started the period at just over 4000 and reached a peak of 6500. As indicated, from 2007 onwards the trend dropped sharply. On the other hand, the trend for female students began lower at 1000, and then fluctuated between 2000 and 3000 but the general trend was upwards. (257 words)

## Sample 111 (Map/Analysis)

The diagrams below give information about the Eiffel Tower in Paris and an outline project to extend it underground.

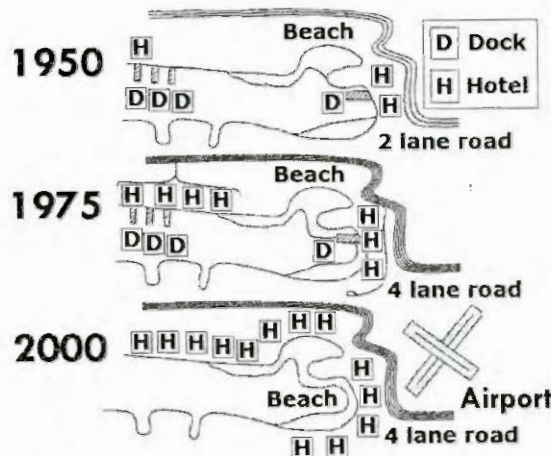


The Eiffel Tower is situated close to the Seine River in Paris. It is a metal structure that is 1,063 feet high and weighs 7,417 tonnes. The tower has been a tourist attraction since 1889, when it was built, and there are 1,665 steps that can be climbed in order to reach the two viewing platforms. There are now plans to build below the foundations of the tower. These plans include the development of five underground levels that will incorporate the tower's ticket office, shopping facilities, a cinema and museum and two floors of underground parking.

Although details have yet to be finalised, the principle is that the five floors will be connected by two vertical passenger lifts on either side of the tower. In addition, the floor immediately below the tower, which is planned to house the ticket office, will also consist of a large atrium with a glass ceiling so that visitors can look directly up at the tower itself. (162 words)

## Sample 112 (Map/Trend)

The three maps show Palm Grove is a coastal town about 450 kilometres from the nearest city. It has recently become a major resort.



The three maps representing changes in Palm Grove between 1950 and 2000 show that the town became a resort as accessibility from the outside improved.

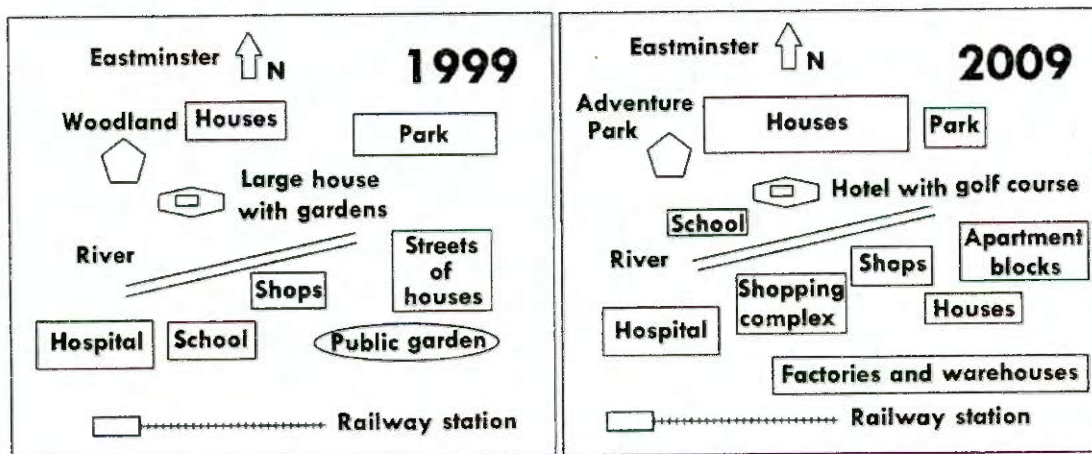
In 1950, Palm Grove was a small fishing village with few hotels. It lies 450 kilometers from the nearest city. Since the only access to the village in 1950 was by a two-lane road, most tourists probably didn't want to make the long trip to get there.

By 1975, a new four-lane highway had brought changes to Palm Grove. It was still a fishing village, but it appears that the new road made it easier for tourists to get there. Several new hotels had been built for them along the beach.

By 2000, an airport had been built just outside Palm Grove. This apparently changed the town into a resort. The hotel district was greatly expanded and the fishing docks removed. Probably most local residents now work in the tourist industry. (156 words)

## Sample 113 (Map/Trend)

The maps show the transformation of the village of Eastminster over a ten year period.

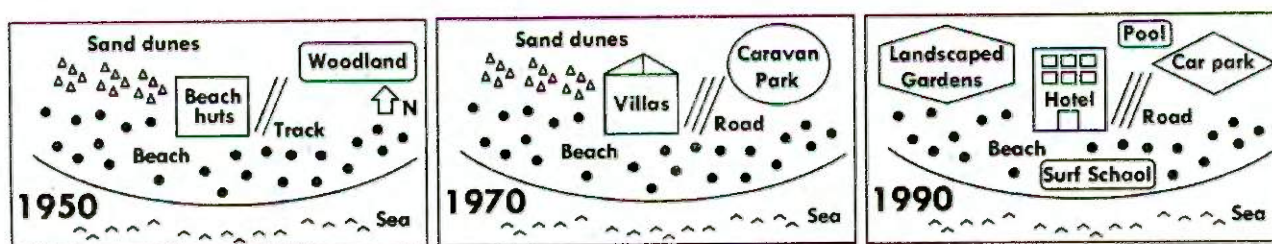


The maps show changes that took place in the town of Eastminster between the years 1999 and 2009. It is clear that Eastminster became more urbanised with less open spaces over the decade. North of the river, which divides the town, the woodland in the northwest was turned into an adventure park. Moreover, by 2009 the large house with gardens had been replaced with a hotel and a golf course. More houses were also built encroaching on the park in the northeast. The other main development north of the river was the relocation of the school from the south bank of the river.

The area south of the river experienced greater urbanisation. To the east, the streets of houses were demolished to make way for blocks of flats. By 2009, where a public garden stood south of the old streets of houses, there were more houses. Further developments that occurred were the construction of factories and warehouses along the railway line together with the conversion of the school on the river into a new shopping complex. The final transformation was the expansion of the hospital west of the old school situated on the river. (199 words)

## Sample 114 (Map/Trend)

The pictures below show the changes that took place at Laguna Beach from 1950 to 1990.



As can be seen from the maps, the area of Laguna Beach witnessed considerable change over the 40-year period from 1950 to 1990.

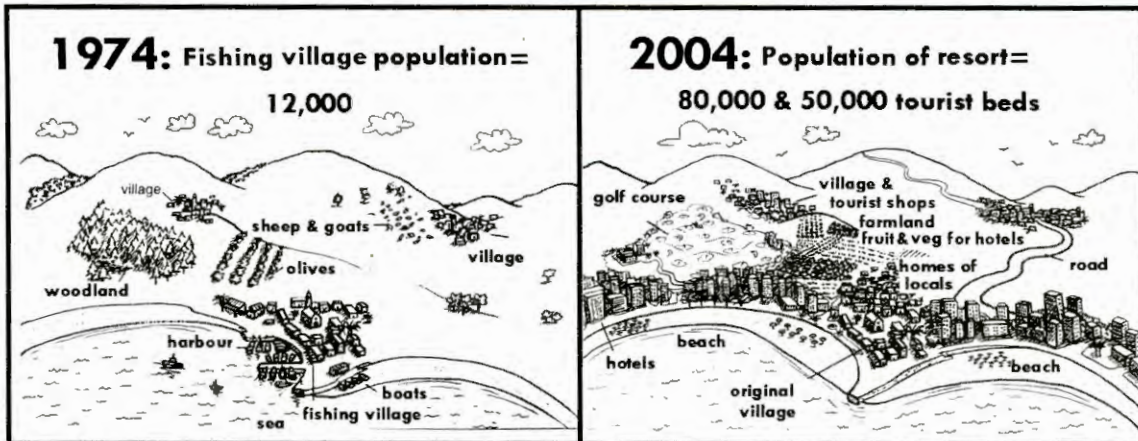
In 1950, there were only a few beach huts at the back of the beach between the sand dunes and the woodland, but by 1970, these had been replaced by villas. By 1990, the villas themselves, in turn, had given way to a hotel with an adjacent swimming-pool. The dunes, which occupied the area on the western side of the beach, remained until 1970. Then between 1970 and 1990, they were replaced with landscaped gardens.

To the east of the beach, the track which originally led to the beach huts became a main road. The woodland, which in 1950 covered the area south of the track, had been cleared by 1970 to make way for a caravan park. This, in turn, had been converted into a car park by 1990, and in addition, a surfing school appeared on the beach itself. (164 words)



## Sample 115 (Map/Trend)

The diagrams below show the development of a small fishing village and its surrounding area into a large European tourist resort.



The two plans illustrate how a small coastal village in Europe grew into a large tourist centre between 1974 and 2004.

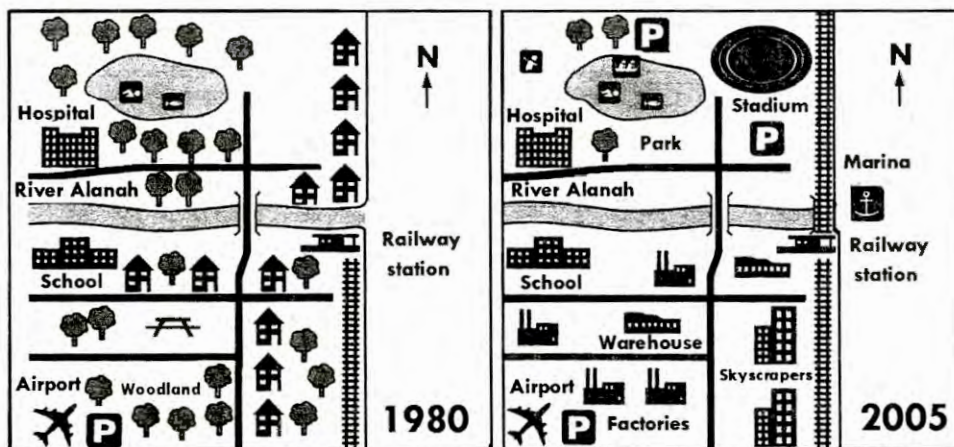
As can be observed, during this period large numbers of high-rise hotels were built along the coastline on both sides of the original village. The harbour and coastal woodlands were replaced by a sandy beach and a golf course for the tourists. Similarly, the olive groves inland were replaced with fruit and vegetable farms for the tourist market.

The original village and those further inland on the hillsides were developed with more homes for locals and more shops for the tourist trade. A main road leading from the hill to the coast was built to cope with the increased traffic to the village.

In conclusion, not only the original village, but also the whole surrounding area had been transformed into a well-populated tourist resort by 2004. (150 words)

## Sample 116 (Map/Trend)

The diagram below shows changes that took place in Youngsville in New Zealand over a 25-year period from 1980 to 2005.

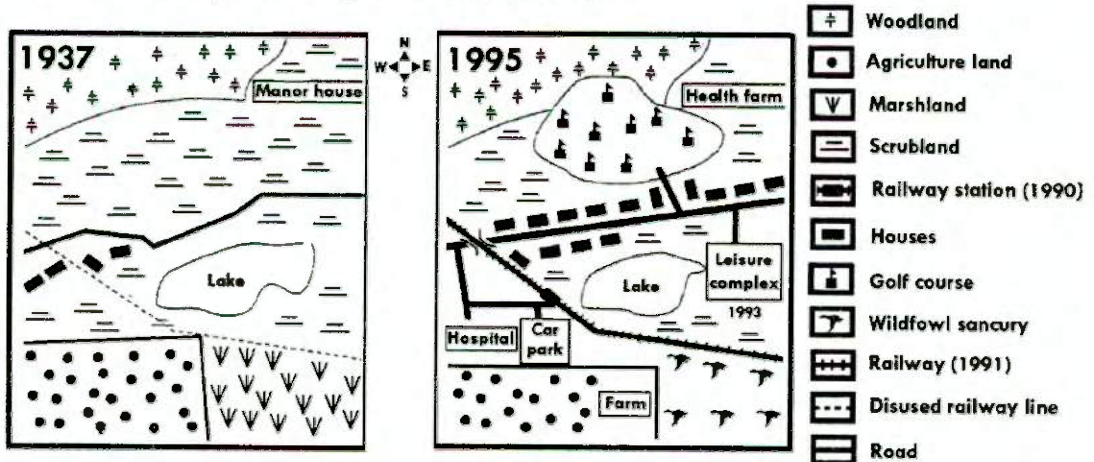


The maps show the developments which took place in the coastal town of Youngsville between 1980 and 2005. In 1980, the town was a much greener residential area with a large number of trees and individual houses, but during the next 25 years the town experienced a number of dramatic changes. The most noticeable is that all of the trees south of the River Alanah were cut, with all the houses along the railway line being knocked down and replaced by skyscrapers. Moreover, a new residential estate with factories and warehouses sprang up around the airport and school. Only a few trees north of the river remained. The woodland was cleared to make way for a park, a golf course, and car parking facilities. Further developments were the construction of a stadium near the north-east corner of the lake and a new stretch of railway from the river running directly north. A marina was also built at the mouth of the river.

Overall, a comparison of the two maps reveals a change from a largely rural to a mainly urban landscape. (181 words)

## Sample 117 (Map/Trend)

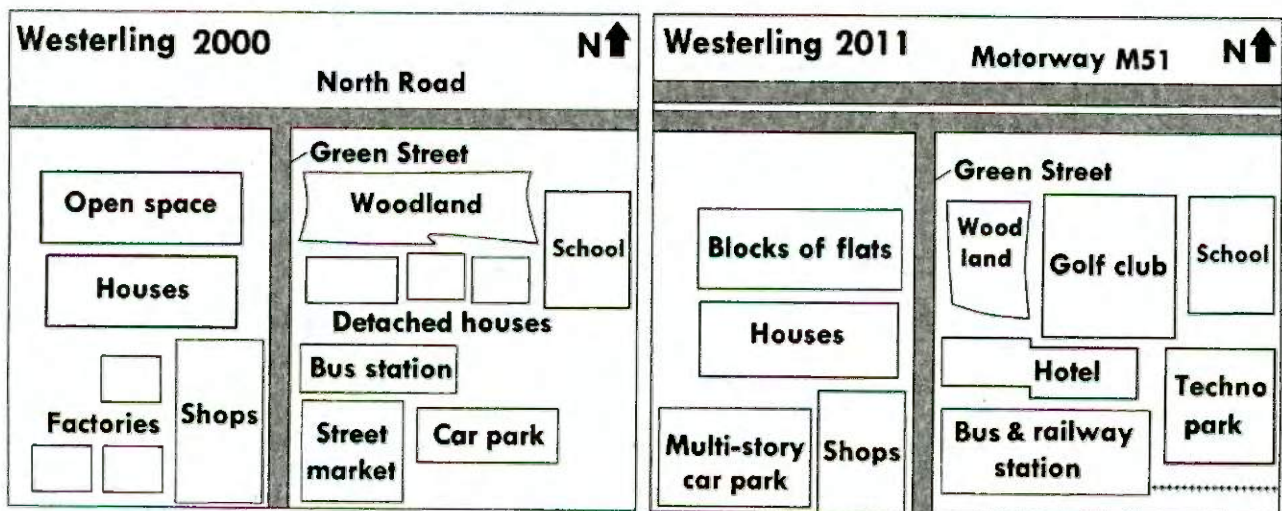
The two maps below show the area of Barton Bingham in 1937 and 1995.



As can be seen, from the maps, the area of Barton Bingham changed significantly between 1937 and 1995. The road bisecting the area was straightened and on both sides various developments took place. On the north side, the manor house was converted into a health farm and part of the surrounding scrubland and adjacent woodland became a golf course. The area immediately adjacent to the road gave way to housing along its entire length. On the south side of the road, a railway station was constructed in 1990, which was connected by a minor road to the main thoroughfare. In 1991, the disused railway line was reopened, with a bridge being built across the road. In the scrubland to the east of the lake, a leisure complex was completed and opened in 1993. In addition, the area of agricultural land which existed in 1937 was halved to make way for the construction of a new hospital and a car park both also with road access to the main highway. A farmhouse was built on the remaining agricultural land. Next to the agricultural land, the marshes that were there in 1937, were turned over to a wildfowl sanctuary. (197 words)

## Sample 118 (Map/Trend)

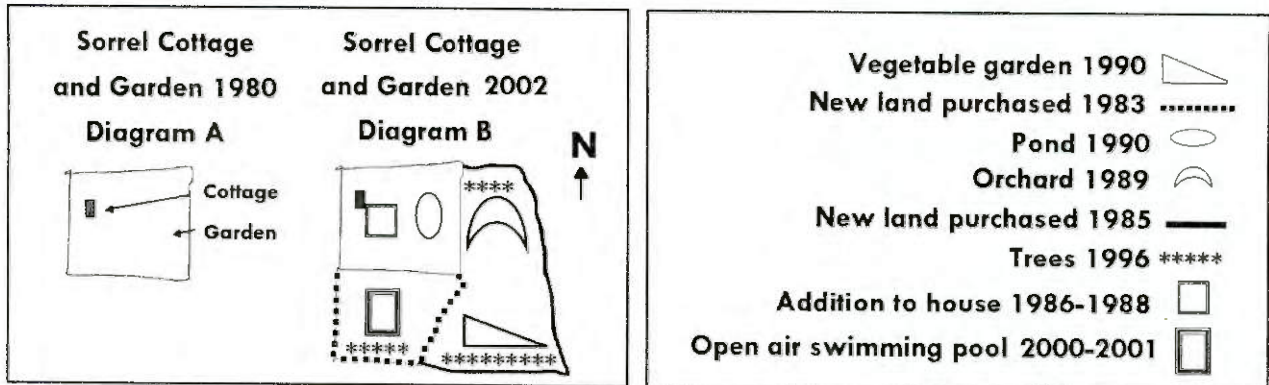
The maps show the changes that took place in Westerling between 2000 and 2011.



The maps illustrate how Westerling developed over a decade up to 2011. A major development is that the road in the north of Westerling converted into a motorway. Looking first at the west of Green street, a number of changes occurred. For example, the open space which was situated in the northwest was replaced with blocks of flats. The factories west of the shops were demolished and turned into multi-storey car park. East of Green Street, even greater changes took place. Most of the woodland was cut down and instead a golf club was built. The detached houses to the south of the woodland were converted into a hotel. The school east of the woodland remained the same, but the street market and the car park disappeared. A further addition to the town by 2011 is the technopark. Overall, Westerling underwent a complete transformation with new additions to the town. (150 words)

## Sample 119 (Map/Trend)

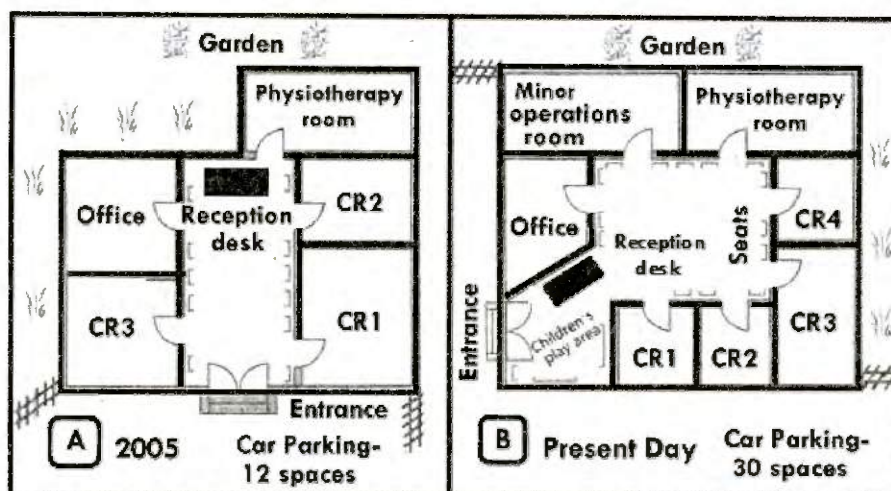
Diagram A below shows Sorrel Cottage and the surrounding land in 1980, diagram B shows the changes that took place from 1980 to 2002 followed by a key.



According to diagrams A and B, a number of changes took place at Sorrel Cottage between 1980 and 2002. The purchase of two plots of land enlarged the garden. The one adjacent to the southern border was bought in 1983 and almost equalled in size the original garden. Then in the year 1985 the area covered by the garden was effectively doubled the acquisition a plot of land on the eastern border. Between 1986 and 1988, the cottage was extended on the southern side and the following year saw planting of an orchard in the northern part of the land acquired in 1985. A pond was added to the garden in 1990 and in the same year a vegetable garden was added on the other side of the garden from the orchard. In 1996, two lines of trees were planted one along the southern edge of the garden and the other above the orchard. Between 2000 and 2001, an open-air swimming pool was built in the land purchased in 1983. (170 words)

## Sample 120 (Map/Trend)

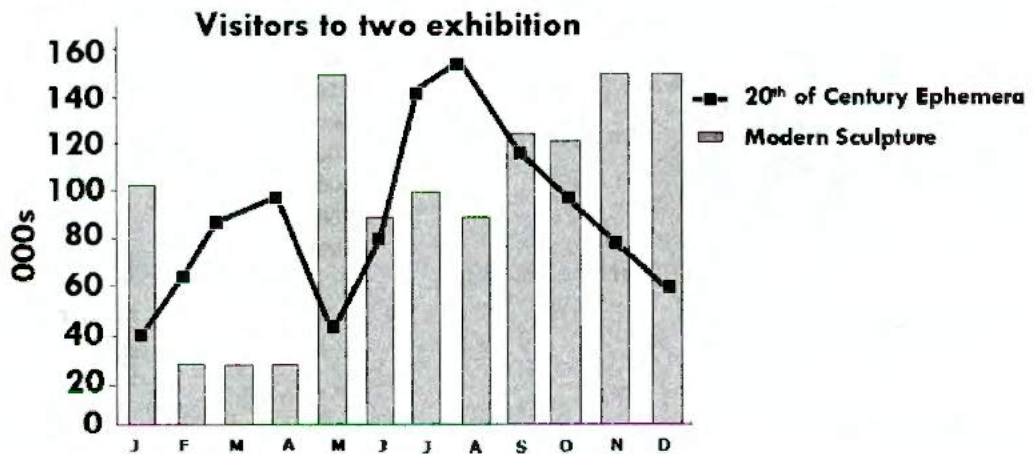
Plan A below shows a health centre in 2005. Plan B shows the same place in the present day. (CR-Consulting Room)



The plans show the changes to a health centre over the last six years. Since 2005, the centre has expanded in a number of different ways. Firstly, an extension has been added to accommodate a minor operations room. Also, the interior has been significantly remodelled. In 2005, there was a large entrance area with wide doors and a lot of open space for waiting, with the reception desk in the middle. There were only three consulting rooms and a physiotherapy room. This room has stayed the same size but the consulting rooms have been made smaller and increased to four in number. The office has been made smaller and the reception desk put in front of it. A children's play area has been added in the corner near the entrance. Outside there have also been changes. The car park has been expanded with room for 18 more cars. The garden is decreased in size to accommodate the extra parking space. (160 words)

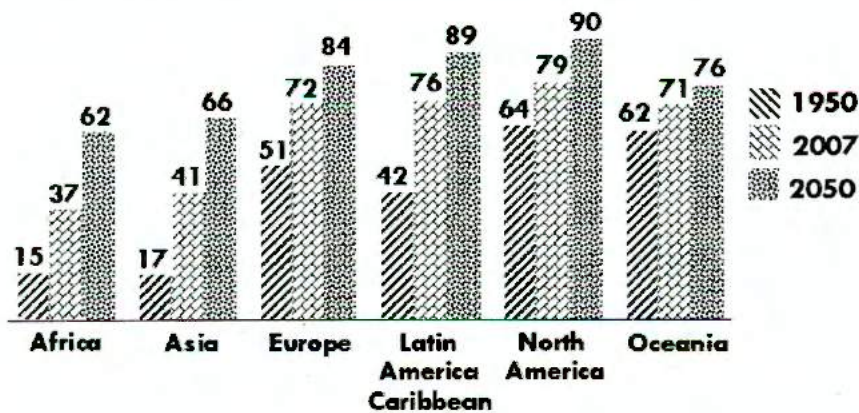
**Exercise 1 (Line graph & Bar chart/Trend)**

The chart below shows the number of visitors each month to two exhibitions namely an exhibition on Modern Sculpture and one on 20th century Ephemera over the last year.



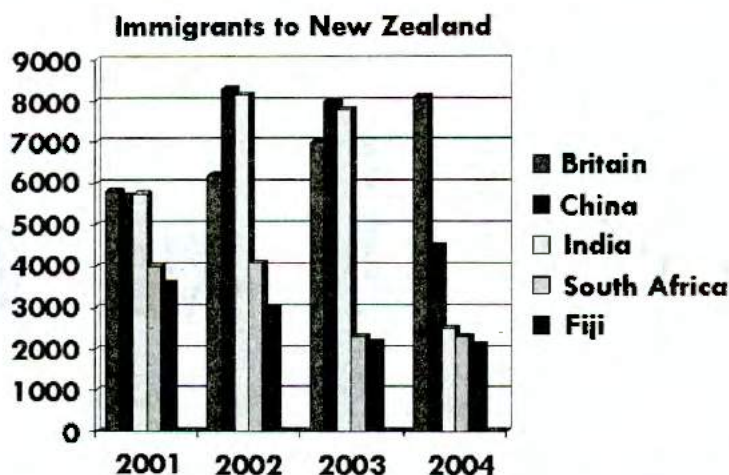
**Exercise 2 (Bar chart/Trend)**

The bar chart below gives information about the percentage of the population living in urban areas in different parts of the world.



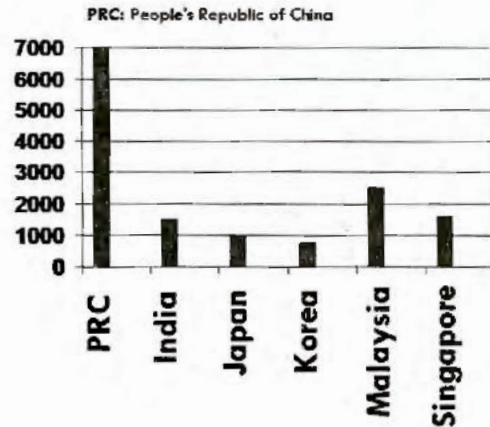
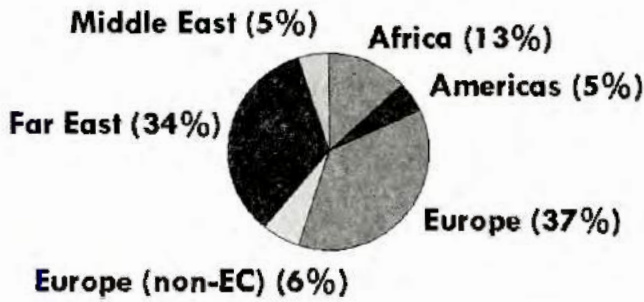
**Exercise 3 (Bar chart/Trend)**

The bar chart below shows the number of immigrants to New Zealand between 2001 and 2004.



**Exercise 4 (Pie chart/Comparison) - (Bar chart/Comparison)**

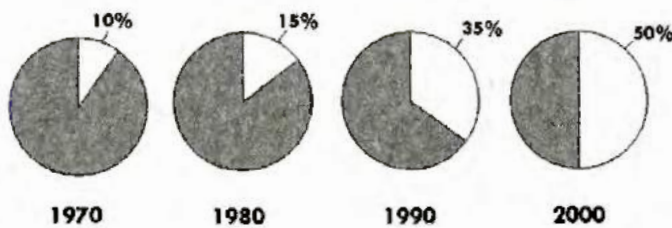
The pie chart below shows the origins by continent of all students who came to England from abroad to study in 2001. The bar chart shows the numbers of students coming to England from seven Far Eastern countries in the same year.



**Exercise 5 (Pie chart/Trend) - (Line graph/Trend)**

The charts below show the percentage of food budget the average family spent on restaurants meals in different years. The graph below shows the number of meals eaten in fast food restaurants and sit-down restaurants.

Percentage of Food Budget Spent on Restaurant Meals  Home Cooking

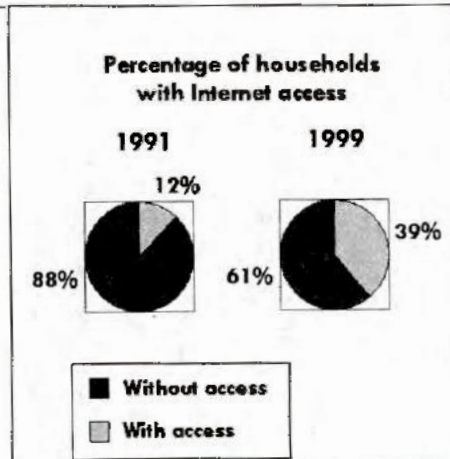
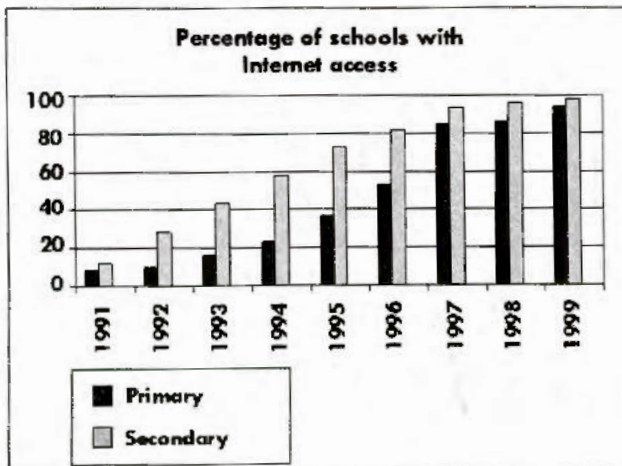


Fast Food vs. Sitdown Restaurant



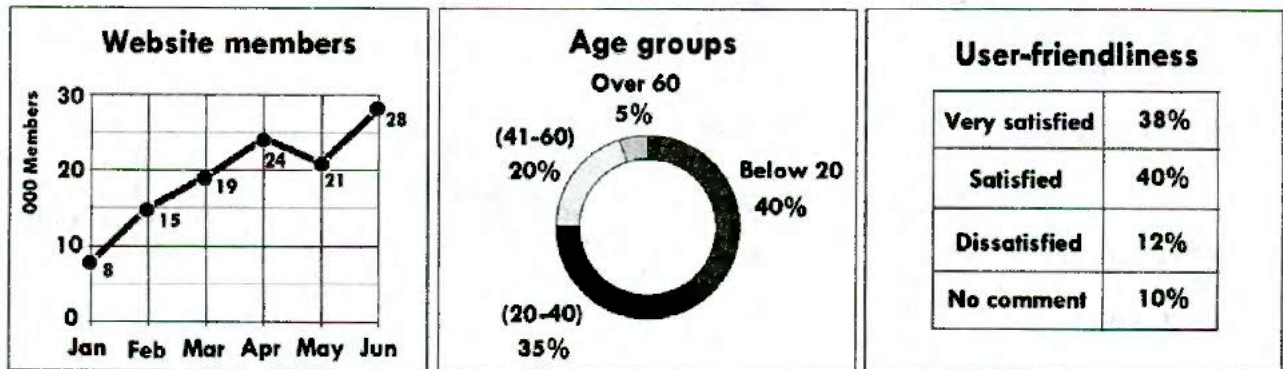
**Exercise 6 (Bar chart/Trend) - (Pie chart/Trend)**

The graphs below show the percentage of primary and secondary schools with Internet access in New Zealand from 1991 to 1999 and the percentage of households with Internet access in 1991 and 1999.



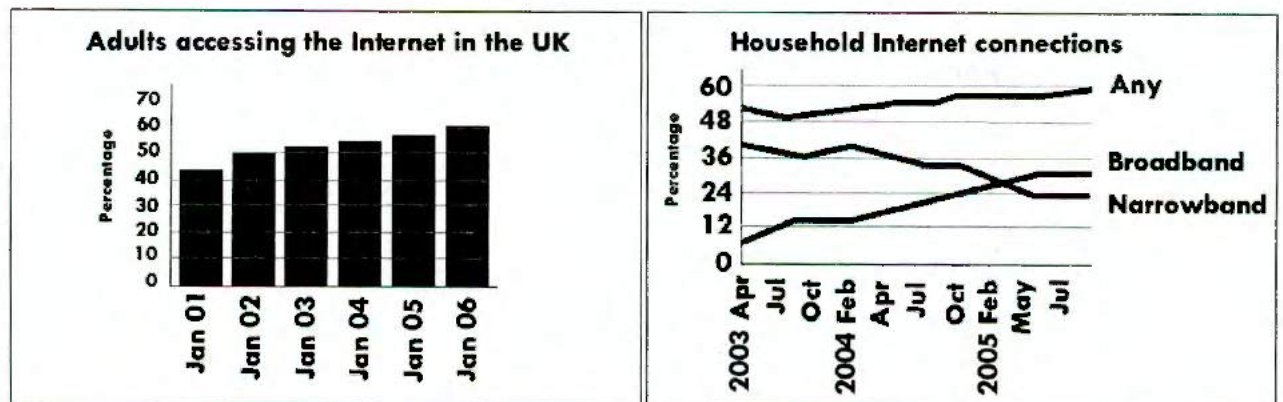
**Exercise 7 (Line graph/Trend) - (Pie chart/Comparison) - (Table/Comparison)**

The line graph below shows the number of people who registered in a website; January to June, and the doughnut chart presents the age groups of the members. The table reflects the results of a survey carried out to assess how the users would think about the user-friendliness of the website.



**Exercise 8 (Bar chart/Trend) - (Line graph/Trend)**

The graphs below show the percentage of adults accessing the Internet in the United Kingdom between January 2001 and February 2006, and the percentage of households with various kinds of Internet connections during part of the same period.



**Exercise 9 (Table/Comparison)**

The table below gives information about the participation of 11-14 year-olds by gender in extreme sports in the UK in 2003.

**Extreme sports that 11-14 year-olds participated in, by gender, 2003**

Extreme sports	Male (%)	Female (%)	Total (%)
Mountain biking	22.7	13.3	18.1
Snowboarding	8.1	4.0	6.1
Mountain climbing	10.6	9.3	10.0
Skateboarding	27.5	13.8	20.8
Rollerblading	21.7	31.7	26.6

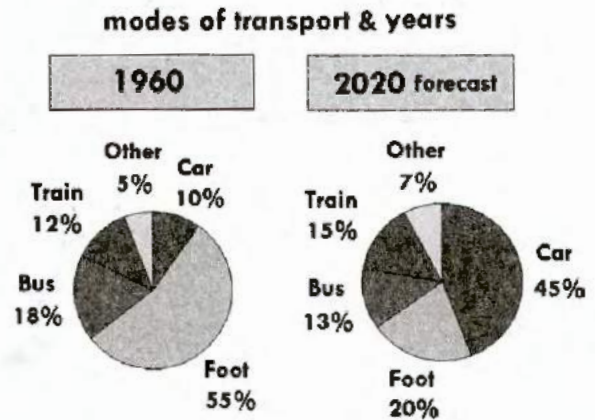
### Exercise 10 (Table/Trend) - (Pie chart/Trend)

The table shows commuting statistics in a European city in 1960, 2010 and 2020.

	1960	2010
Average distance	4 km	20 km
Average duration	18 minutes	45 minutes

	1960	2010
Male commuters	87%	58%
Female commuters	13%	42%



### Exercise 11 (Table/ Comparison)

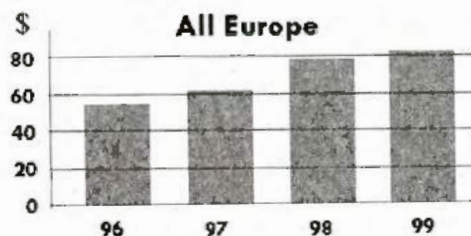
The chart below shows the estimated literacy rates by region and gender for 1999-2004.

	Total	Male	Female
World	82.2	87.2	77.3
Africa	62.5	71.6	53.9
Americas	93.6	94.1	93.2
Asia	79.3	85.9	72.5
Europe	98.8	99.2	98.5
Oceania	93.4	94.2	92.7

### Exercise 12 (Table/Trend) - (Bar chart/Trend)

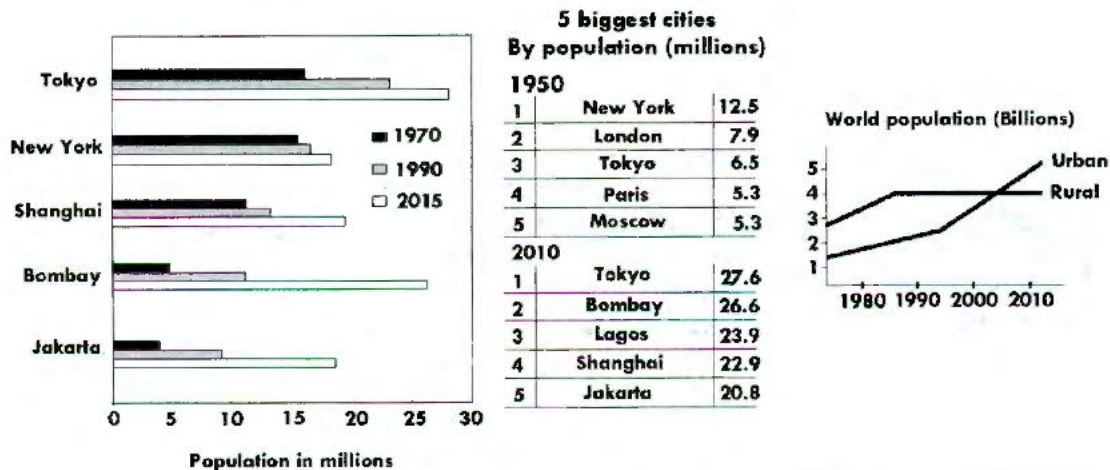
The table and graph below give information about the amount of money in US \$ billions spent on advertising in Europe.

Europe Advertising spending 1996-9 (US billions)				
	Germany	UK	France	Spain
1996	16	14	9	3
1997	17	15	10	3
1998	23	17	11	4
1999	25	19	12	5



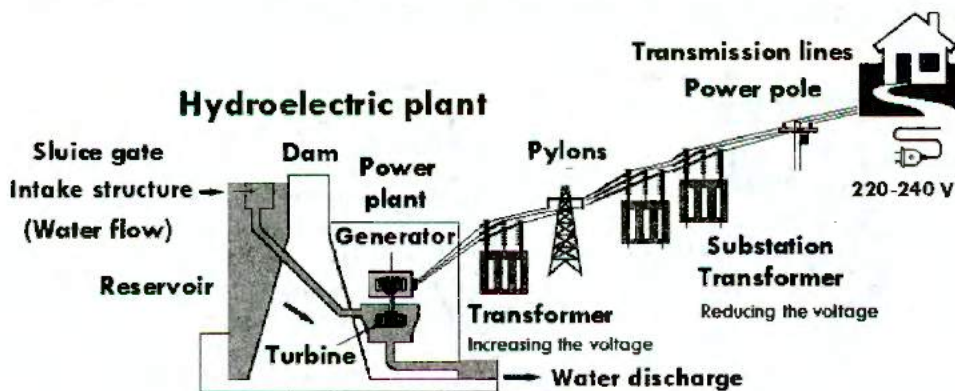
**Exercise 13 (Bar chart/Trend) - (Table/ Trend & Comparison) - (Line graph/Trend)**

The charts below show the growth in the population of some of the world's largest cities.



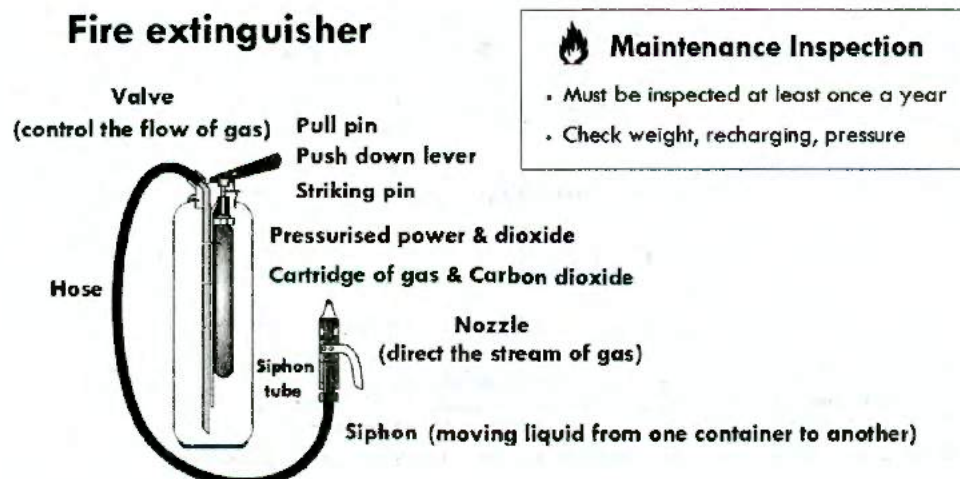
**Exercise 14 (System/Data flow analysis)**

The diagram below shows how the power of water is used to generate electricity.



**Exercise 15 (System/Data flow analysis)**

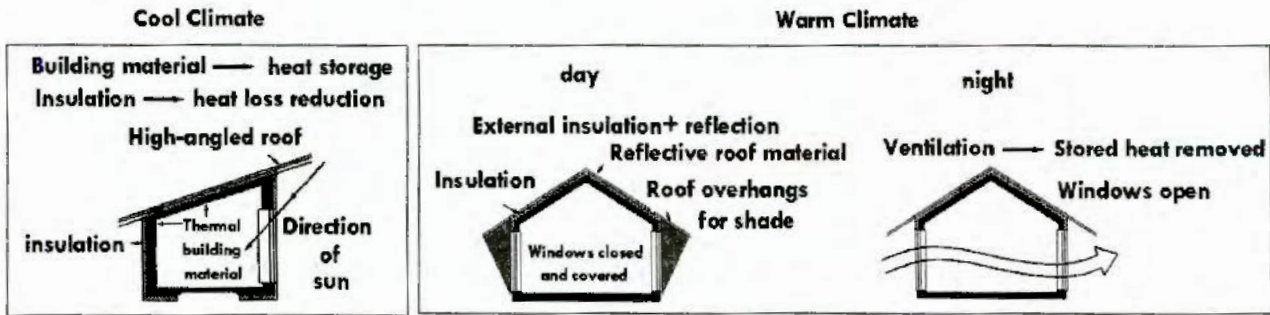
The diagram below shows how a handheld extinguisher works.





**Exercise 16 (Objects & Systems / Analysis & Comparison)**

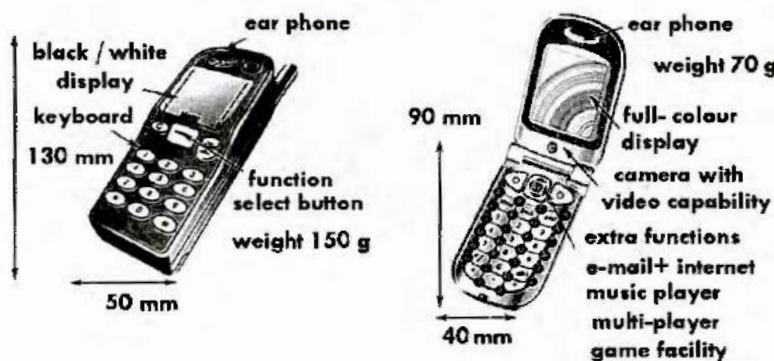
The diagrams below show some principles of house design for cool and for warm climates.



**Exercise 17 (Objects & Systems / Analysis & Comparison)**

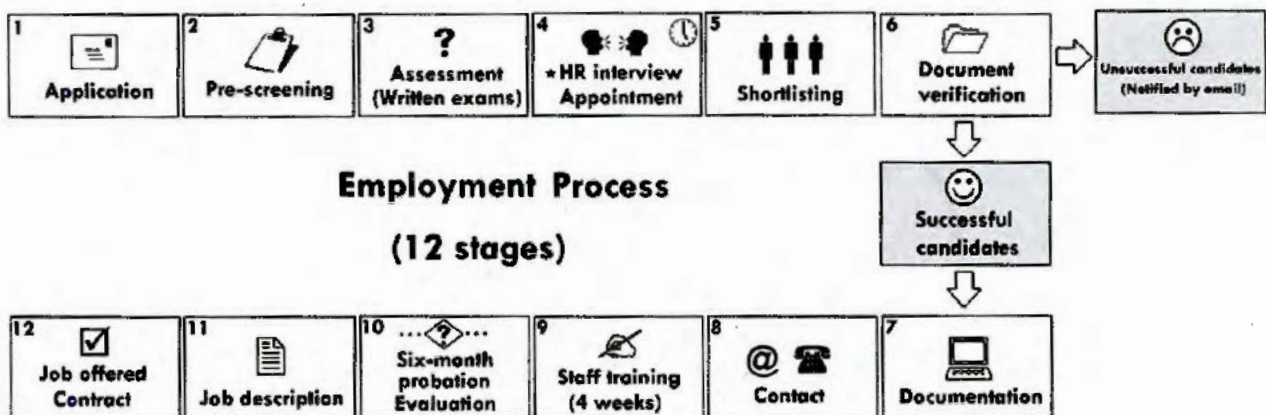
The illustrations show two stages in the development of the mobile phone.

**Early mobile phone      Contemporary mobile phone**



**Exercise 18 (Process/Data flow analysis)**

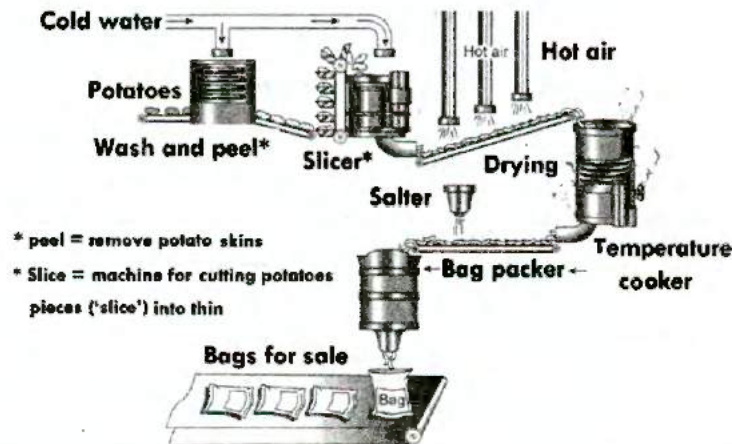
The diagram below shows the stages in the employment process at a large corporation.



\* Pre-screening: Selecting before a more detailed selecting process      \* HR: Human Resource

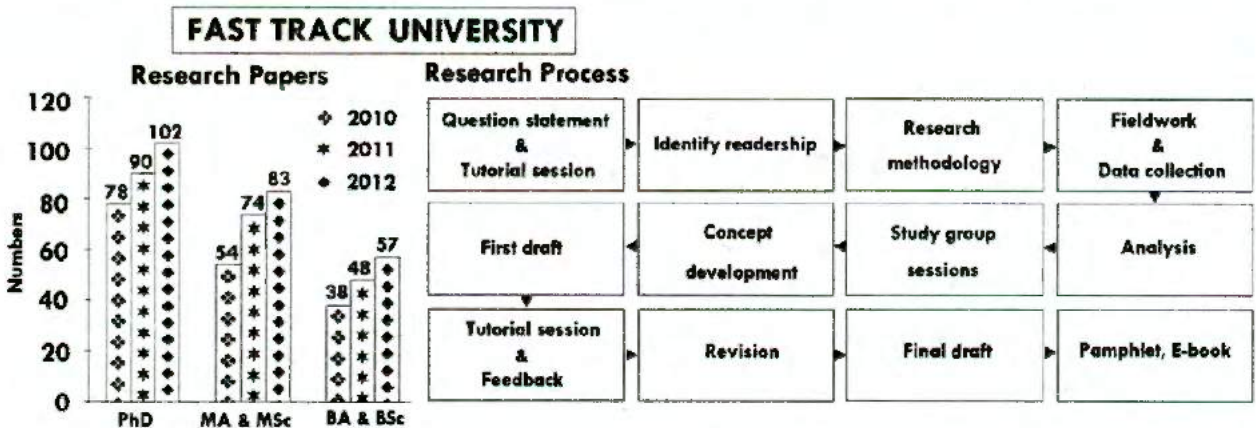
### Exercise 19 (Process/Data flow analysis)

The diagram shows the process of making potato crisps.



### Exercise 20 (Bar chart/Trend) - (Process/Data flow analysis)

The bar chart below shows the number of research papers conducted and issued in academic journals by the students of a university in 2010, 2011 and 2012, and the flow chart depicts the process of doing a research.



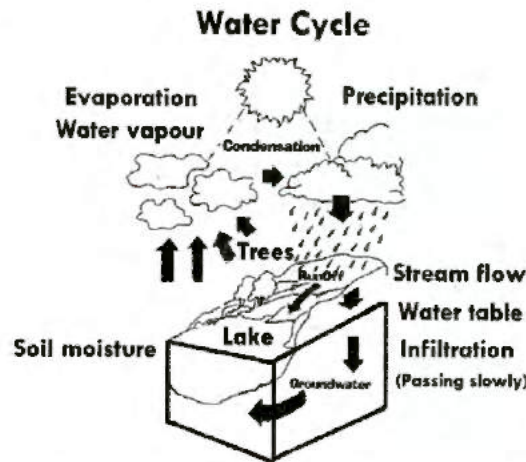
### Exercise 21 (Process/Data flow analysis)

The diagram below shows the process of making a daily newspaper.



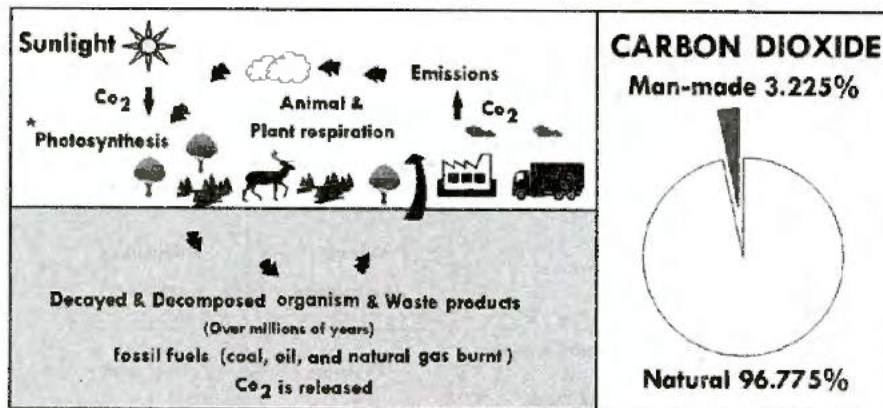
**Exercise 22 (Natural process/Data flow analysis)**

The diagram below shows how water cycle works.



**Exercise 23 (Natural process/Data flow analysis) - (Pie chart/Comparison)**

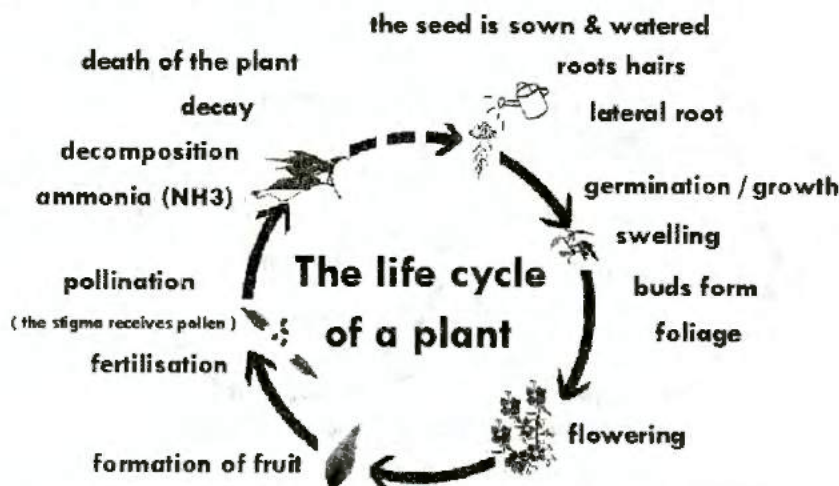
The illustration below depicts how carbon cycle works and the pie chart gives information about carbon dioxide.



\*Photosynthesis: The process by which green plants turn carbon dioxide and water into food using energy obtained from light from the sun.

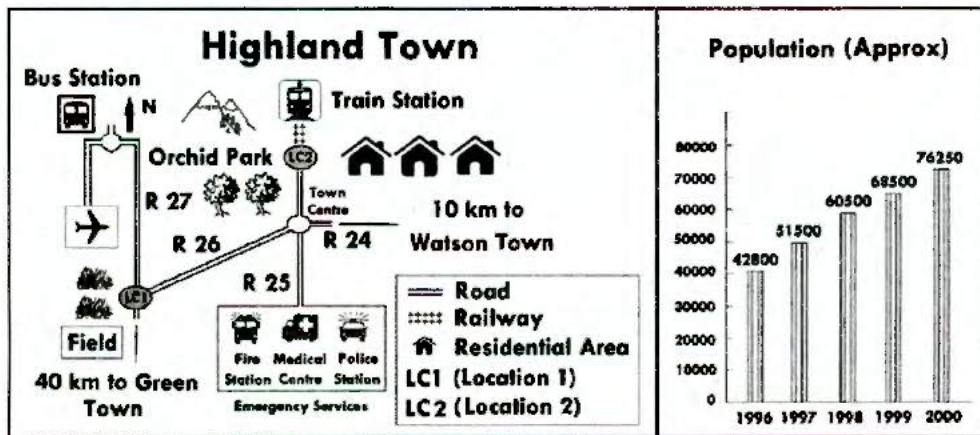
**Exercise 24 (Natural process/Data flow analysis)**

The diagram below shows the life cycle of a plant.



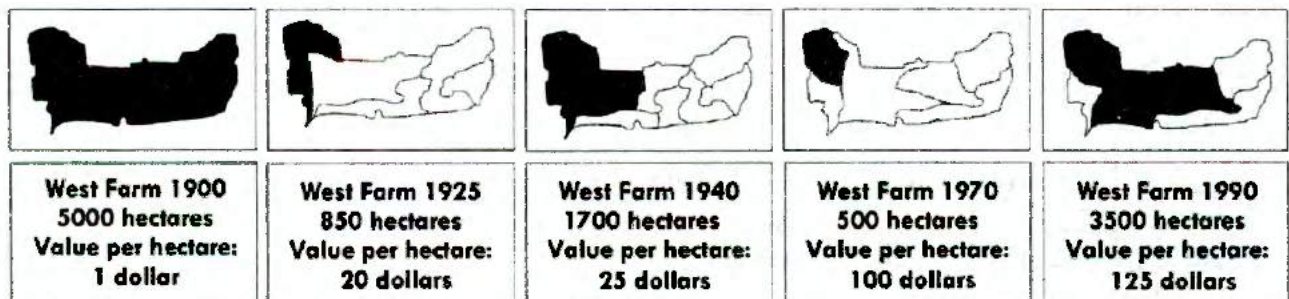
**Exercise 25 (Map/Analysis & Comparison) - (Bar chart/Trend)**

The map below shows two possible locations (LC1 / LC2) for a new leisure centre in 'Highland Town'. The bar chart gives information about the population of this town between 1996 and 2000.



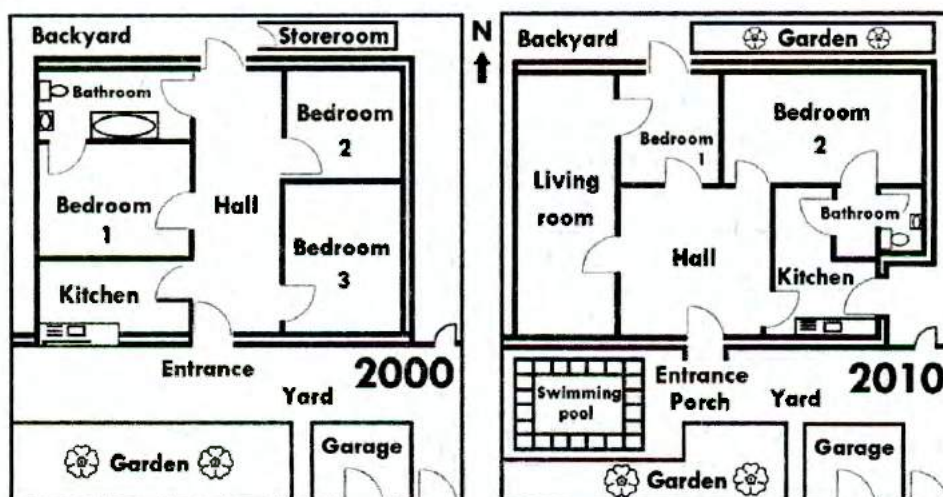
**Exercise 26 (Map/Trend)**

The maps below show the changes in the size of West Farm and in the value of the land per hectare over a period of 90 years from 1900 to 1990.



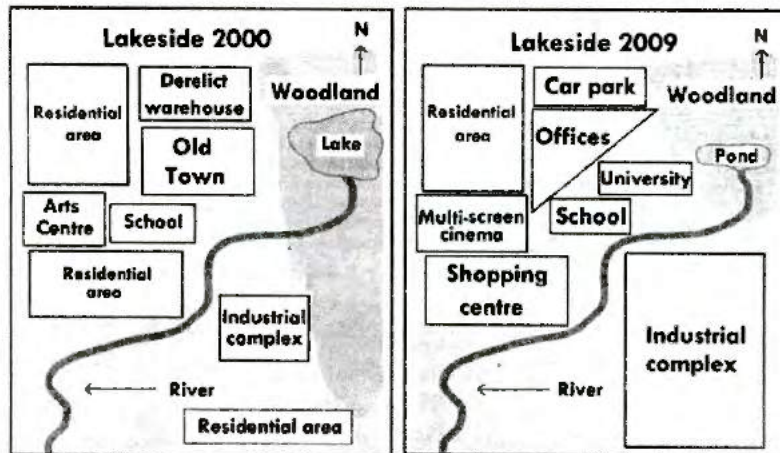
**Exercise 27 (Map/Trend)**

The diagrams below show the changes that took place in a plan of a ranch house between 2000 and 2010.



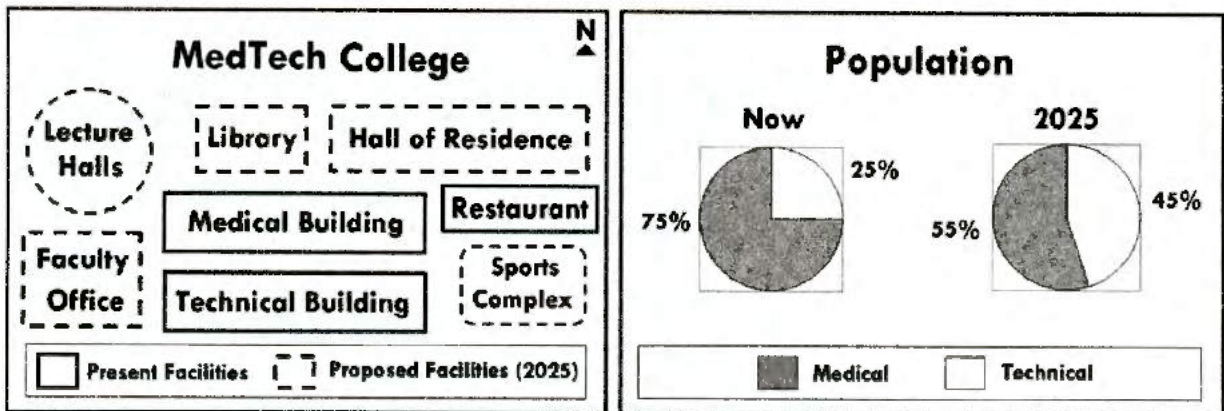
**Exercise 28 (Map/Trend)**

The maps below show the changes experienced by the town of Lakeside at the beginning of the 21<sup>st</sup> Century.



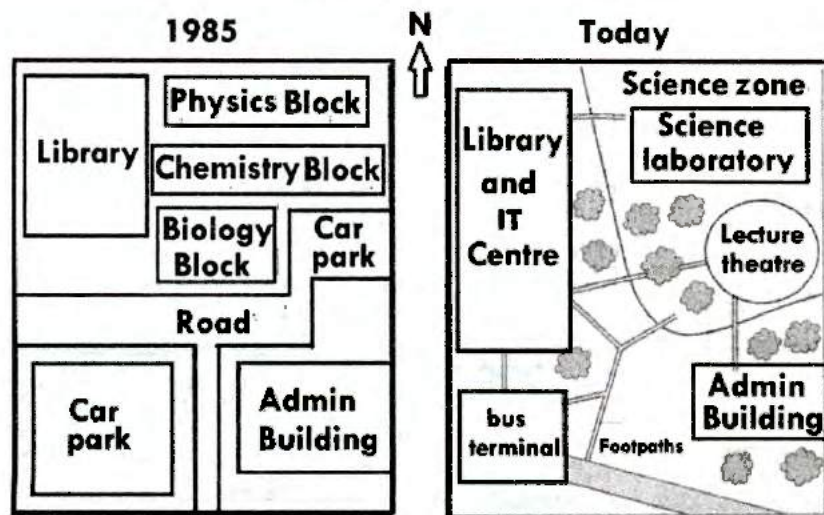
**Exercise 29 (Map/Trend) - (Pie chart/Trend)**

The map below shows the present and proposed facilities of a university and the pie charts compare the percentages of engineering and medical students.



**Exercise 30 (Map/Trend)**

The diagram below shows changes to one university campus.



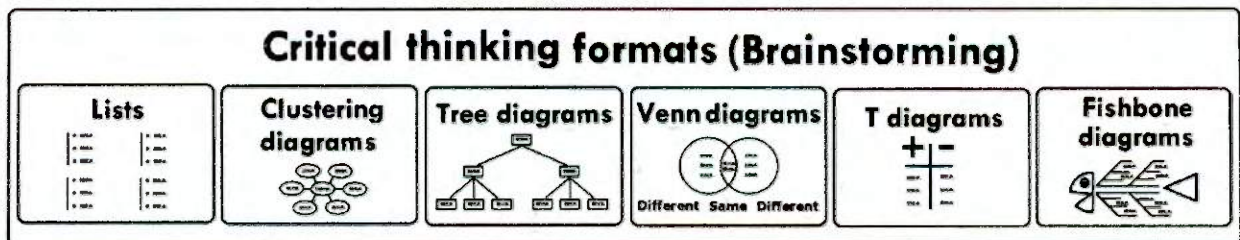
# IELTS

## Writing Task 1

### (General Training)

#### Writing Steps:

- 1 Analyse the question:** Underline the keywords; address the task. Your letter must cover all the information required by the bullet points. Read the task carefully and decide whether to write a formal or informal letter
- 2 Plan the answer:** Make some quick notes (Pre-writing/Critical thinking/Brainstorming).  
Use Lists, Clustering diagrams (Bubble diagrams, Mindmaps, Idea webs, Spidergrams), Tree diagrams (Arrow diagrams), Fishbone diagrams, Venn diagrams and T-diagrams for generating and classifying ideas. Divide the essay into paragraphs appropriately.



#### Writing Task 1:

*You are unhappy about a plan to make your local airport bigger and increase the number of flights. You live near the airport. Write a letter to your local newspaper. In your letter*

- explain where you live
- describe the problem
- give reasons why you do not want this development.

#### Writing Task 1 (Sample plan)

<b>Intro</b>	I am writing in connection with your article...dated... I live in... located in...
	The first problem is...noise pollution... disturbing...
<b>Body</b>	Another serious problem... overcrowding ...too many people, traffic ... no parking space...
	Finally,... No recreational facilities & parks in this area...
<b>Conclusion</b>	These problems are serious...please reflect these problems...

- 3 Write the answer:**

‘SSS Technique’	State	Support	Summarise
-----------------	-------	---------	-----------

Use a range of relevant vocabulary, sentence types and linking words. Work out how many lines 150 words are in your handwriting, e.g. if you write about 10 words per line, then you will need to produce *at least* 15 lines. Obviously, you need to write more to address the task but it is very important to keep your letter relevant.

- 4 Check the answer; proofread**

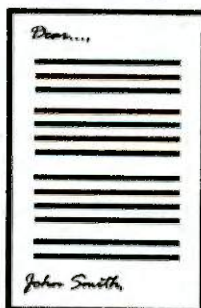
Leave time at the end to check your answer for errors in grammar, spelling and punctuation.

## Letter Writing Formats

### ► Blocked style

Each line is vertically aligned with the one above

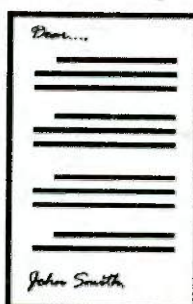
#### Blocked style



### ► Indented style

The first sentence of a paragraph is *indented* so that the reader will know that a new subject – or a different aspect of the same subject – is being dealt with. The writer does this by leaving a blank space at the beginning of the paragraph.

#### Indented style



## Tone & Register & Diction

The level and style of a piece of writing that is usually appropriate to the situation that it is used in. You need to use appropriate language in your letter to give it the right tone- formal, neutral or informal

- Formal
- Semi-formal
- Informal

Formal	Informal
longer sentences	shorter sentences
polite phrases	no especially polite phrases
prefabricated phrases more heavily structured	no especially prefabricated phrases more loosely structured
formal and ceremonial manner	relaxed, conversational and chatty style
impersonal tone	personal tone
full verb forms	shortened verb forms
include pronouns	sometimes leave out pronouns (ellipsis)
passive verbs	active verbs
single-word verbs	phrasal verbs
avoidance of slang	some slang included
standard punctuation	sometimes emoticons and smileys

# Letter Structure

## ➤ Introduction (Introductory/Lead-in/Opening Paragraph) About 20-30 words

Dear Sir or Madam, / Mr..., / Mrs..., / Miss..., / Dr..., / Prof..., / To whom it may concern, ... ( **Salutation** )

- **Formal letters:** **Purpose (Orientation)+ Details**

I am writing to complain about the product that I purchased...+ Date of purchase.../Receipt no.../ Item no.../ Model...

- **Semi-formal / Informal letters:** **Greeting+ Purpose (Orientation)+ Details**

I hope you're well + The reason that I'm writing is to invite you...+ Occasion... /Date.../Time.../Location

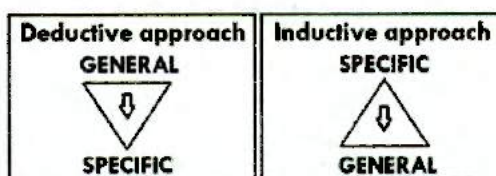
## ➤ Body About 110-130 words

Developing the subject, and dealing with the additional objectives of the letter.

Each point should be presented in a separate paragraph containing a clear topic sentence supported by examples and/or justification.

Main Functions & Topics		
friendships & goodwill	lost items	dissatisfaction & complaints
seasonal wishes	sympathy	corrective measures
thank you	condolence	housing
gifts	regrets	expression of needs
praise	course application	assistance
congratulations	assignment extension	follow-up
get-well wishes	job application	finance & bank related
invitations	recommendations	buying & selling & charging
enquires	reservations	borrowing
quotations	cancellations	holidays
apologies	missed appointments	occasions

In Writing Task 1, a body paragraph tends to move from general (Topic sentence) to specific (Evidence); Deductive approach



### ▼ Paragraph Structure

**Topic sentence/ Main idea** ( the sentence that contains the main idea of a paragraph)

**Supporting ideas /... Sub-supporting ideas...**(supporting the main idea)

**Concrete evidence** (tangible examples, statistics, quotes, observations, experiences and anecdotes)

**Summary sentence** (summarising the main idea)/ **Bridging sentence** (leading into the next paragraph) [optional]

## ➤ Conclusion (Closing paragraph) About 20-30 words

I (am) look(ing) forward to seeing you ( **Complimentary close/ Stock phrase** )

Best wishes, ( followed by a comma ) ( **Sign off phrase** )

*John Smith* ( **Signature block** )

J. Smith ( **Identification initials** )

( if any ) Enclosed is a copy of the receipt ( **Enclosure notation** )



Greeting & News	
Hi there! Long time no see! / How are things with you?/ What's up?	Thanks for your kind letter and sorry for not replying sooner
Sorry I haven't been in touch for such a long time. I had a very busy week	Thanks for the lovely dinner and for sharing your evening with me
What a surprise it was to get a letter from you. I've missed you a lot	I hope this letter finds you well... I can't wait to get back home
Sorry I haven't written for a while/ I always think very highly of you	Hi buddy! Hope everything is fine and you are doing well
Sorry it's taken me so long to write... How's your mother? Is she better?	...I've been doing some exams, so I've been studying all the time
Thanks for your kind letter...My mum's still recovering from her operation	BTW (By the way), failing an exam is not the end of the world!
It was a great pleasure to receive your letter/ I have vivid memories of...	I did well on my exams,... totally awesome...; a great success!
Sorry I haven't written for ages. What have you been up to?	How nice it was to hear from you... Great; on the top of the world!
Sorry I haven't been in touch for a long time. I've missed you so much	Hey dude! Hope you are fine...and glad; as happy as a lark!
I'm back at home now...Hope you're having a great day	How are you doing? Hope you're fine...as sound as a bell!
It seems like ages since we've done something fun together	Glad to hear that... I'm so happy; walking on air! Thoroughly enjoying myself
Hope you are enjoying a fine summer. I've heard...That's great	Great! ...; over the moon! Enjoying myself immensely
Delighted to hear that you will be arriving in ... When can we meet up?	Thanks for the pics. Wow! You look like a million dollars/bucks!
You can't imagine how excited I was when ... You've been a great help	How are you getting on with your new job? ... I'm fine; alive and kicking!
It's been a while since we talked and quite a lot has happened	I can't tell you how thrilled I am ... It's such a plum job. It rocks!
It's been ages since I've heard from you. Hope you're enjoying your lessons	Hi...My new job is such a pain...I have to grin and bear it. Still surviving!
I hope things are going better. Have you had any news of ...?	It's not much of a job; chicken feed! Daily bread; can't complain!
It's been an age since we've seen each other. Did you have a nice time?	How are your folks?... I've had a so-so sort of week
Nice to hear from you after such a long time. Sorry, I didn't get (a)round to visiting you	How's life treating you? ... I was so exited when I heard...
Thank you for... The photos bring back lots of good memories	... and I shared some really good times...; full of the joys of spring
How's it going? Hope you will soon settle down in your new job/ house	The party was a blast! We had a wild time; really enjoyable
What a surprise! ... Special friends like you are one in a million!	How's everything with you? ... Fine; In high spirits;... as fit as a fiddle!

Good news	
I thought you might like to know that.../ I wanted to be the first person to let you know...	I am pleased / delighted to inform you that.../ I have the honour of informing you about...
It's certainly a great pleasure to let you know.../ Guess what! ...LOL! (Laugh-Out-Loud)	I've got some big news to tell you/ You'll be very glad to hear that... You'll be thrilled...
I have the most wonderful news... I could hardly wait to tell you about...	It may interest you to know that.../ Did I tell you about ...? You'll never believe...

Congratulations	
I hope this day is as special as you are. Happy Mother's Day!	Congratulations on reaching this important milestone/ It was a nice surprise to hear...
I wish you all the best that this holiday season has to offer	I hope your...is bright with the love and joy of this special time of the year
I wanted to offer my congratulations on.../ ... is warm, filled with the love of your family	I just heard about your triumph in..., and wanted to congratulate you
I am heartily glad about.../I was pleased to hear.../Congratulations and best wishes on ...	Don't forget to do something special to celebrate this fabulous achievement/huge honour
It's a very special occasion.../ Please accept my( warmest/ heartiest) congratulations!	I was pleasantly surprised to hear .../ Well done!... / Great to learn about.../That's cool!

Invitations	
I am proud to announce. We hope to see you at. RSVP.../We'd like to have you over for...	I do hope you'll be able to make it/ come and visit.../ Could you come over to...?
You can come along at any time.../ All you need to do is to say 'yes'	We thought we'd have a get-together in the near future/ We will be celebrating a party...
Would you let me know if you can come...?/ I do hope you can come	Please let me know if you'd like to join us / Could you attend our ceremony?

Accepting invitations	
It is with great pleasure to accept.../ I am sincerely happy to join...	We would take great pleasure in attending.../I'll be more than grateful to...
Sure/For sure/Certainly/By all means/Nothing could have made me so happy	I'll be delighted to come/attend.../ It is a great honour to attend...
What a great surprise! It'll be really great to see you all again/ That sounds like fun	With pleasure. Thank you for inviting me/ I am delighted to accept...
I'd be glad to.../ I'll be more than happy to come...Hope you can blow out all the candles!	Thank you for your invitation/ Thank you for inviting me/ I'd love to come.

Declining invitations	
I'm really disappointed that I can't come/ I am afraid I can't come	I am unable to attend...but wish you every happiness for the day
Sorry for turning down/declining your invitation	Regrettably, I am unable to accept your kind invitation
It's very kind of you but.../ I'm sorry, I won't be able to make it	What a shame!/ What a pity!/It's a pity that I can't come... I wish I could...

Appreciation	
Thank you for your immediate attention to.../Thank you again for your continued support	Allow me to find some way to properly thank you for everything you have done for me
I am writing to thank you for.../ It was incredibly thoughtful of you to...	You're always great about pitching in when I need a hand. Thank you
Thank you again for your willingness/assistance/time/consideration	Thank you very much for.../ I'll do everything in my power to make it up to you
Thank you for your particular attention/ Thank you for your co-operation in this matter	Thanks a million. You are truly the most wonderful person in the world
Thanking you for your assistance in advance/ Thank you for your outstanding service	Thank you. Hope you'll let me know if I can ever return the favour
I am most grateful to you for your warm hospitality/ I warmly appreciate your hospitality	I am extremely grateful for...I really appreciate your kindness/ I am in your debt
Thank you for supporting me during such a tough time. I was really at my wits end!	Thank you kindly in advance/ Please accept our warmest thanks
Thanks for... It is thoughtful of you to.../ I feel a deep sense of gratitude to you	I can't thank enough for such a wonderful party that you gave/...was admirable
Thanks for helping me out. I'll return the favour some time/ Just a note to thank you...	Many thanks for your support/ Your advice was a big help. I owe you one
I would like to express my gratitude to.../ In fact, no words can express my gratitude	I don't know what I would have done without you and your kind assistance
Thank you for remembering my... You have a real knack for picking out such a great gift	It was very nice of you to.../I am really thankful.../How can I ever thank you enough for...?
I am deeply indebted.../ I owe you a great debt of gratitude/ I'm most grateful	We would like to express our sincere thanks for.../ I gratefully acknowledge my thanks...
I would appreciate any comments you might have.../ I'm lost for words... I appreciate it	Once again, I would like to thank you.../ This is to thank you again for ...
It was most kind of you to... /Please accept my heartfelt thanks	Thank you for everything. I count myself among the very lucky to have a friend like you.
Please accept my sincere appreciation for.../I'd like to thank you very much for...	I wanted to take a moment to thank you for.../ Give my thanks to... /Say 'thank you' to...

Satisfaction (Adjectives)	
encouraging/pleasing/promising/rewarding/fulfilling/pleasurable/delightful/pleasant	brilliant/superb/marvellous/admirable/top-notch/spectacular/charming/exciting/thrilling
lovely/sparkling/stunning/beautiful/exhilarating/inspiring/gripping/enthraling/refreshing	amazing/smashing/absorbing/dazzling/awesome/breathtaking/unbelievable/terrific
fantastic/fabulous/excellent/incredible/cool/sensational/astounding/astounding/relaxing	impressive/magnificent/outstanding/perfect/appealing/tremendous/fascinating/amusing

Likes				
I like/love/enjoy...	It would make sense to me	I'm quite fascinated by...	I'm crazy/mad about...	... really appeals to me
I'm (very/deeply) interested in	My main interest is.../ I adore...	...interests/fascnates me a lot.	I am always attracted by...	I am a dedicated fan of...
I'm fond of.../I'd be willing to...	I have a particular fondness for...	I'm really keen on/ eager to...	I'm enthusiastic about...	...has always intrigued me
I've always longed for...	I have a strong desire for...	...is just what I wanted	I'm really into.../I find...interesting	... is/are my all-time favourite

Providing information	
I am writing to inform/let you know.../ Please be notified that.../ I wish to inform you ...	I am writing to provide you with information about...
I am writing with regard to/regarding.../ The reason that I am writing is...	I am writing to inform you that I purchased the above model of...
In reply to your letter, I am writing to advise you...	As discussed/agreed,... I am contacting you for...
In response to the advertisement in today's newspaper, I am writing to...	I will willingly provide further information on your request
I am writing with reference to your letter dated.../ I am writing to confirm...	I'm sending this email to say...I hope this information will be of some assistance...
I am writing in connection with.../ I am writing in response to/reply to...	I am enclosing/ attaching some leaflets/brochures/catalogues about...
Further to your letter of 12 July, I am writing to notify that...	If you require any further information, please feel free ...
Replying to your advertisement in...dated... I would like to...	Should you need any further information, please...
With reference to your letter of 8 June... / Referring to your letter of May 6th...	I am writing this letter to explain.../ I'm just emailing to let you know...
Further to your email, I am forwarding this letter regarding...	I would like to begin by informing you.../ The first thing I would like to tell you is...
I refer to your letter of 6 <sup>th</sup> of June concerning... /in which you wrote about...	Another point that I would like to remind you... I enclose herewith a copy of...
In last week's edition, you published an article regarding... Now I would like to...	You might find the following information useful
As stated in your letter/fax/email June 6 <sup>th</sup> .../ I am writing to draw your attention to...	Listen, did I tell you about ...? / This is just to note/remind/let you know about...
I am writing on behalf of my fellow students/ colleagues...	I am responding to.../ I am writing to you because.../ Just a quick note to say...

Regret & Concern & Sympathy	
I am (extremely/incredibly/terribly) sorry to hear.../ I can't tell you how sad I am ...	It was such a shock to hear that.../Please accept my heartfelt condolence...
I was shocked to hear.../May I offer my deepest sympathies on.../I was truly touched by...	I was deeply saddened by the news of.../I was deeply distressed to hear of...
I am writing to express my concern about... / I was upset to hear that...	We were greatly saddened to learn... /I am writing to send/extend my deepest sympathy

University application	
Please find enclosed my admission.../ I am interested in attending...	I am particularly interested in knowing about your... course
I need to have more information about the course prerequisites, deadlines and fees	I would appreciate receiving any information you could provide about the course

Job application (skills)	
(to) have (good) (social/communication/conversational/computer/negotiation/) skills	(to) have (good) (organisational/teamwork/management/critical thinking) skills
(to) have (good) (mathematical/leadership/marketing/interpersonal) skills	(to) deal with all correspondence/(to) have an eye for detail/ (to) learn new skills quickly
(to) handle problems/ (to) be proficient in.../ (to) be familiar with.../ (to) be proactive	(to) work well in a team/ Ability to complete quality work on time and within budget
(to) have ability to maintain excellent rapport with clients/ (to) deal with office duties	(to) perform well under time constraints/ (to) preserve until the job is completed
(to) be a good communicator/ (to) have thorough understanding of purchasing systems	(to) have good knowledge of.../ (to) be capable of.../(to) have ability to train new workers
(to) enjoy being a team player/ (to) be keen to develop my career/ (to) be flexible	(to) be skilled in using PCs/ (to) be skilled in working with large groups

Job application (personality)	
inspiring/encouraging/energetic/level-headed/well-rounded/understanding/helpful	communicative/dutiful/self-made/caring/consistent/sympathetic/self-directed/imaginative
approachable/supportive/hard-working/efficient/active/self-motivated/devoted/inventive	goal-oriented/task-oriented/confident/outgoing/diligent/assertive/patient/self-driven
dedicated/enthusiastic/well-organised/creative/resourceful/loyal/responsive/honest	faithful/experienced/well-travelled/punctual/thoughtful/proactive/trustworthy/cooperative

Resignation	
I hereby tender my resignation from the firm...	Circumstances require that I resign my position as...
I hereby give you two weeks' notice of my intention to leave my position...	After much consideration, I have accepted a position elsewhere
I have decided to return to full-time education to change my career path	I would like to request that you waive my notice period

Asking for opinions	
What's your opinion/idea of...? / What do you think of...? What's your impression about...?	How do you feel about...? What are your views on...?How do you like...?Any ideas about...?

Suggestions & Advice	
I am writing to suggest/recommend ... / It is advisable to.../ It is well-worth considering	I think the best suggestion.../Have you tried...? Why don't you...? Bet you'll like...Go for it
It would be a great idea to.../ I would further suggest.../ My first suggestion is...	Maybe you could/ought to.../ You might choose either ...or.../If you ask me...
I hope the following suggestions will be of (some) help to you /A word of advice...	If I were you/in your position/shoes, I would.../ It might be more prudent to...
I am writing to offer suggestions about.../ I will be happy to offer my suggestions	Have you thought of...? Let me know soon how you feel about the idea
Perhaps it would be a good idea to.../ Take my advice/ let me give you a tip/hint	Would it be a good idea to...?/ You'd better do/not do sth.../ Let's... shall we?
Would you mind choosing between ...? ...highly/strongly recommended	How about...? It won't let you down/You won't regret/Wouldn't you like to...? Give it a try!
I strongly advise you.../ It seems to me you should.../ Have you thought of...?	Don't you think it would be a good idea to...? / Maybe you should consider...?

Responding to suggestions	
That's a (very) good idea/ What a good idea/ What a brilliant idea!	That sounds (like) a very good idea ( to me)/ It seems to be a good idea

Asking for advice	
I wonder if I might request your valuable advice on/concerning...	You know more than me about.../ I'd like your advice if you don't mind
I don't know much about.../ I'd appreciate some advice if you don't mind	I'd welcome some advice if you don't mind/ I'm not sure what to do
Could you give me some advice? / Can you offer me some advice?	What would you do if you were in my position?
I've got a small problem. I was wondering if you could advise me	I need your advice. Can you give me some advice on how to...

Rejecting advice	
Thank you for the advice but I think I'd better...all the same	Thanks for the recommendation but I'd prefer to...

Requests & Enquiries	
I am writing to enquire.../ Please supply me with relevant information	If you don't mind,... could/would you... please?/ Could I ask you a favour?
Having seen your advertisement in... I am particularly interested in...	First of all, I'd like to know about... /Could/would you possibly... please?
I am writing to receive more detailed information about...	Would it be too much to ask you to...? Would you be willing to...?
I recently read/heard about...and would like to know more about...	I would be glad if you could.../ I am urgently in need of...
I'd like to ask for more information about.../ Kindly let me have full details	I would (greatly) appreciate if you could...
I am writing to ask... / Would you be able to...? / Will you please...?	It would be highly appreciated if you could.../ I was wondering if you'd mind ...
I would be extremely grateful if you could.../ I would like to know if/whether...	I am writing to ask if you would be so kind to... / Do you think you'd be able to...?
If it's not too much trouble, could you...? / Could I trouble you to..., please?	I wonder if you could possibly... / I was wondering if you could possibly...
I am writing to request permission for.../I am writing if I might be permitted to...	I would be most grateful if you would/could...

Asking for specification	
Could you be more exact?/ Can you be more specific?/ Specifically wh...?	Can you give a specific case?/Can you give a case in point?/ Exactly wh...?

Plans & Intentions	
My (dream/ambition/goal) is to.../ I have a real desire to...	Hopefully speaking I'll.../ I'm determined to.../ I have a solid plan to...
I'm going to.../I intend to.../I've been thinking of.../I've been meaning to...	I've always dreamt of... / I'm thinking about.../ I've decide to...
I'll...right away at the first chance I get/ I'm planning to...	I've thought about... for a long time / We are aiming at...
Neutrality	
I don't care/ I don't mind/ It's all the same to me/ It makes no difference to me	I don't hold any particular position on this issue
I don't feel strongly about it/ It's (entirely) up to you/ It's your decision	Whatever you say is fine with me/ It doesn't matter to me whether...
Admission	
To tell you the truth/ To tell the truth/ To be honest/ Honestly speaking	To be perfectly honest/ In fact/ In actual fact/ The (truth) of the fact is...
Offering a promise & Reassurance	
I'll...I promise you (to/not to).../ I guarantee.../ I can assure you	You can be sure.../ You have my word on that/ I swear I'll.../ It's a promise
You can (rely/depend/count) on me/Set your mind at ease/rest. I promise	I won't disappoint you/ I won't let you down. I'll keep my word
Asking for a promise	
Can I rely on you to...?/Can I depend on you to...?/Can I count on you to...?	Can I rely on that?/ Can I depend on that?/Can I count on that?
Exclamations	
How wonderful!/ Gee, how great!/ Cool!/ Awesome!/ Wow!/ Incredible!	What a pain!/ What a drag!/What a nightmare!/ What a torture! How bad!
Disbelief	
You're joking/ You must be joking/ You're kidding/ you must be kidding	No kidding/ How strange/ It is really hard to believe/ ...is unbelievable
Hesitation	
I don't know where to begin/start.../ I'm in two minds about.../ I doubt it	I don't know what to say/ I'm not sure what to do/ I can't make up my mind
Inability	
I wasn't able to.../ I couldn't.../ I won't be able to.../ I find it so hard to...	There's nothing I can do about it/ There's no way I can get out of ...
I'm not sure (that) I can/ I'd love to, but I'm afraid I can't	I'd do so willingly, but I'm afraid I can't/ That's hard for me to...
Ability	
I'm able to.../ I can.../ I am capable of .../ I am perfectly capable of...	I'm (pretty) good at.../ I am competent in.../ I specialise in...
I have an enormous capacity for.../ I am an expert at / I'm a specialist in...	I have the experience/ability/qualifications necessary to...I'm skilled at/in...
Accomplishments	
I've been able to... /I've managed... / I have managed to.../ I was able to...	I'd like to have /I hope I'll have /One of my greatest accomplishments is...
I am proud of my achievements in.../ I have been successful in/at...	I have achieved a long-standing ambition to.../ I succeeded in...
Forgetting	
I forgot (all about it)/ I completely forgot/ My mind went blank	It (completely) slipped my mind/ it went clean out of my mind
Remembering	
Did you (happen to) remember to...? / If I remember correctly...	If my memory serves me well.../ If my memory serves me correctly...
If I recall correctly.../ To the best of my memory/recollection/...rings a bell	I vaguely remember.../ I can distinctly/vividly remember
Offering assistance	
If I can be of more help, please feel free to let me know	Can I be of any help to you?/ I'd be glad to help
If I can be of further assistance, please do not hesitate to inform me	If you require assistance, please contact
I'd be happy to help If I can do anything for you/ Let me help you	let me know if there's anything I can do to help/I'd be glad to...if you'd like
I'll...if you'd like/ Is there anything else I can help you with?	Would you like me to help you?/ Can I do anything to help?
(Do you) want any help?/ (Do you) need any help?	(Do you) want a hand? / (Do you) need a hand? Can I give you a hand?
I'd be happy to lend a hand/ Let me give you a hand	Is there anything/something particular I can do?
Asking for assistance	
...if you don't mind/ ...if you wouldn't mind/ ...if it's no trouble	Could you please help me?...In fact I don't want to trouble/bother you
...but I don't want to inconvenience you/ I don't want to put you to any trouble	Could you do me a favour and...? Can I ask a favour?/ Could I have your help?

Responding to an offer	
Don't mention it/ It was nothing at all/ You're welcome/ Any time	Glad to be of help/I'm glad I could help/ It is my pleasure/ Sure/ Certainly
Permission	
Can/could/May I (possibly) ...? Would it be possible for me to...?	Is it all right /okay (with you) if I...?
I'd like to...if that's all right/okay (with you)/ Would you mind if I...?	Would it bother you if I...?/ Do you mind if I...?
Could you allow me to...? I want to know if I am allowed to...	Would it be all right/okay (with you) if I...?/ I'd like to ...if that's okay
Granting permission	
It's all right/okay with me/ No, I wouldn't mind/ No, I don't mind	Not at all/That's okay with me/That's fine with me/That's all right with me
Allowing	
...is (not) allowed/...is (not) permitted/...is (not) agreed/...is (not) tolerated	...is (not) allowable/...is (not) permissible/...is (not) acceptable/...is (not) accepted
...is (not) authorised...is (not) legalised/...is (not) tolerable/...legally allowed	You can't do that without the permission/approval of.../ Out of question
Preferences	
I'd (much) prefer...to .../ I'd prefer not to.../...appeals to me more ...	I'm (much) more interested in... / It would be preferable to...
I tend to prefer.../ I'd like .../ I'm (much) more attracted to.../ I like...more	My first choice/preference would be.../ I'd rather (not)...
Asking about preferences	
Would you rather...or...?/ Would you prefer to... or...?/ Do you want to...?	Which one would you go for? Which one did you find a better choice?
Expressing probability	
I'll probably.../ I'm pretty sure I'll.../ I guess I'll...	I suppose I'll.../ I'll most likely.../ That's most probably...
It isn't very likely.../ The chances are probably not very high	... is rather/very/highly unlikely to happen
The chances are pretty slim/ There's not much chance of that happening	I doubt if that would/could/will happen/ I don't think that will happen
That's not likely to happen/That's not very likely/There is a slight chance...	There's no chance (that).../ There's no possibility (that)...
That's for sure/ I'm absolutely certain/ It is reasonable to assume...	I'm absolutely sure/There's no doubt about it/ I'm a hundred percent sure
I'm not completely certain/ I'm not absolutely certain/ I don't think so	I don't know yet/ I doubt it/ I'm not sure/I'm not certain
I'm fairly certain that... / There's a fifty-fifty chance of...	I might.../ I thought I might... / I thought I'd.../ It may...
Enquiring about probability	
What are the chances of...?/ Is there much chance...? Is it probable that...?	What's the likelihood of...?/ What is the possibility/chance of...happening?
Encouragement	
How encouraging/ It is certainly heartening to see.../ It is comforting to...	...is an uplifting experience/... is promising/ It is reassuring to know that...
Disappointment	
I was a little disappointed/It was (a little) disappointing/How discouraging	...was a bitter disappointment/How upsetting/ I wasn't very pleased with...
Apologies	
Please accept my sincere apologies... /I must apologise for troubling you with this matter	I'm writing to apologise for... / Sorry to bother you with... / It wasn't intentional.
I apologise for... and regret any inconvenience.../How can I ever repay you for ...?	I owe you an apology for... / Hope these flowers can do a little to make up for...
I should like to offer my apologies for.../ Please convey my apologies to...	Please accept my heartfelt apology/ Please forgive me for...
I feel truly sorry/ I deeply regret any inconvenience it may have caused/ I'm to blame	It was such a shock to learn about... Sorry for putting you to a lot of trouble
Sorry, I thought you wouldn't mind/ Give me a call and put me out of my misery	I am terribly/awfully sorry for... / It was stupid of me to...!I'll make it up to you, I promise
Sorry for all the problems you might undergo... / It never happens again. I assure you	I thought you wouldn't mind/ I felt like a complete idiot/ Let's patch things up
Pardon me for.../ Ever so sorry/ I'm ashamed of.../ It was careless of me/ Sorry I goofed	That was my fault/ I shouldn't have.../ I do apologise for.../ I'd like to apologise for...
Accepting apologies	
Forget it/ That's OK/ Never mind/ It doesn't matter/ Don't worry/ It's no trouble at all	No problem/ Nothing to get upset about/ Come on! What are you saying? /That's all right
Reservation	
Following our telephone conversation, I am writing to confirm the reservation of ...	Can I make a booking for Friday? Are there any online booking systems available?
I would like to make a reservation for...	I'd like to book a/an ...for ...
Do I have to reserve in person? / Could I book by telephone?	No advance booking is necessary/ Early booking is recommended

Bad news	
I regret to inform you that.../ I am sorry to have to tell you that...	I have some bad news.../ You have my deepest sympathy for...
I deeply regret to let you know.../ It is with great grief that we announce...	It is with deep regret/ great sadness that I must inform you ...

Dissatisfaction & Complaints	
I am writing to complain about the poor quality service that I received...	My tickets are refundable/ I will be grateful if my money is refunded
I am writing to express my dissatisfaction/annoyance/concern about...	I feel I am entitled to compensation/a refund/a replacement
I recently purchased..., having seen it widely advertised. The problem is...	Please credit \$ 1000 to my credit card account/ I hope this incident is not repeated
I have to bring this up. I am not happy about... / I was extremely distressed...	I am by no means satisfied.../ I am requesting an immediate full refund
I am extremely upset at.../ I am not satisfied with.../ I expect a full written apology	I suggest I will be given a full refund, and claim compensation for the inconvenience
I am very disappointed with.../ When the goods arrived I found the following defects	I expect to receive \$1000 in recompense for.../ I insist on getting a refund of \$1000
I am a recent/regular customer of.../ Your service was very disappointing	I would be grateful if you could give me a full refund/ I expect a cash rebate
I am writing to draw your attention (to the problem of).../We are preparing a petition for...	Please return my \$1000 payment for..., which I made in advance
I will have no choice but to take further legal action/ I'll circulate a sign-up sheet for...	This situation is intolerable/ I look forward to receiving a full refund
...is not what I expected/ According to your advertisement, we could choose...	Your service was very disappointing.../ Please look into this matter ASAP
Worst of all, ...was awful. At these prices I expect a better service/...was also unacceptable	I expect to receive a compensatory payment of \$1000
You can imagine how unhappy I was to discover.../ I would like... to be repaired/fixed	It was implied in the contract that... / I expect to be compensated financially
Something should be done about this. I trust this matter will not be treated lightly	Your company should compensate me for the losses I have been suffered
I believe... is absolutely essential. I hope you can settle this matter by...	I should be compensated for the suffering I have been caused
Please replace it as soon as possible. I will call you tomorrow to follow up	I addressed my letter to the sales manager/ I expect to receive \$ 1000 in compensation
My first complaint/concern is .../ Please take proper action	You will take steps to solve... and accept all the charges and surcharges
I am sure that by now you must be aware of the problem... / I have been unfairly treated	I look forward to receiving a replacement/your explanation
... was not of the standard claimed in your brochure/ I really must object to...	I must inform you how appalled I was. Please prevent the occurrence of...
Contrary to what I had been told .../ I want to know what you are going to do about this	This is truly a regrettable occurrence.../ I expect to be compensated for...
I am extremely concerned .../ I experienced the following problems...	I have to say your service was below my expectations/ I must point out/emphasise that...
There appears to be an error on my bank statement/ You made an error in your total	Your service was very poor. What action will you take to rectify this situation?
When I tried to contact you by phone, no one could offer me any sensible answer	I was supposed to receive ... that never happened
On checking the goods we find that several items on your invoice have not been included	I wish to complain in the strongest terms about.../What do you intend to do to improve...?
An explanation of this delay will be appreciated/ Please send it to my forwarding address	I have been put to considerable inconvenience
We are sorry to inform you that your last delivery is not up to your usual standard	Please confirm that you will rectify the defect as a matter of urgency
You have supplied goods below the standard we expected from the samples	To prove our statement we are enclosing one of these samples received yesterday
The quality of the goods does not correspond with that of the samples submitted	I look forward to your suggestions as to how the situation can be put right...
The goods we have received do not tally with the sample on which we ordered	Under the terms of your guarantee. / Would you please send us a rectified invoice?
Evidently some mistake was made and the goods wrongly delivered	We look forward to your dealing with these questions without delay
The service we were offered was unsatisfactory in the following ways	We cannot accept ...as they are not the size and shape we ordered
I look forward to receiving your written reply within the next three days	You have not sent us all the goods we ordered; the following are missing...

Dissatisfaction (Adjectives)	
terrible/dreadful/unsatisfactory/unacceptable/inadequate/poor/uninviting/unappealing	boring/tiring/exhausting/confusing/puzzling/perplexing/disgusting/discouraging/horrible
worrying/frustrating/embarrassing/annoying/disturbing/irritating/distracting/substandard	depressing/heartbreaking/frightening/horrifying/shocking/nerve-racking/disappointing
unpleasant/unappealing/unattractive/uninteresting/distasteful/dull/desolate/awful	soul-destroying/insufferable/appalling/horifying/unexciting/disheartening/monotonous
horrifying/miserable/intolerable/unbearable/irksome/upsetting/uncomfortable/deadly	wearisome/exasperating/objectionable/insupportable/unendurable/displeasing/unbearable

Dislikes				
I hate/dislike...	I'm not interested in...	I don't care for...	I don't fancy	I have always had a strong aversion to...
I have an intense dislike of...	...really bugs me	It doesn't appeal to me	I don't have much interest in...	I don't (particularly) care for...
I find... (sort of) boring	...is of no interest to me at all	I can't stand...	I'm fed up with...	... disturbs/ bothers me ...
I have a deep hatred of...	I have a problem with...	I'm sick and tired of...	I find... (rather) tiring.	I'm really hacked off
I found... extremely irritating	I (really) detest ....	I find...(rather) dull	...bores me	I'm not keen on...
I (really) can't bear ....	...makes me sick	What a drag/wet blanket	What a bore...	What an upsetting experience

Lost items	
I am writing to you to ask whether you have had a/an... handed into your office	I am writing to advise you that I lost my passport/credit card...
I should have forgotten it on the plane/bus...	I am writing to confirm the loss of my passport/credit card...
As you can imagine, ... is very important to me	When I got home, I realised that I had left my...
Could you let me know if you have my passport/credit card...?	I am writing in connection with... that I left...
Would you ask your lost & found office to check and see if they have my...	I am writing to report the theft of my.../ Please call me urgently if...
Please write to me at the above address/ Send it to my postal address	I think I may have accidentally left it.../ Please inform your lost property office
Please contact me on my mobile telephone, which is ...	Would you contact and let me know if you have found...?
Cancellation	
Could you please cancel my membership/ subscription/ order?	I regret I must cancel the reservation I made with you... from 19 to 21 December
Payment	
In settlement of your invoice No...we enclose our cheque/money order for \$1000	Please pay the cheque into my account/ Please credit \$ 1000 to my credit card account
Payment is being made by banker's draft in settlement of your invoice for \$1000	We enclose invoice amounting to \$100; covering.../ Could I pay by credit card?
I apologise most sincerely for the delayed payment of invoice No... dated...	I would like to know if you accept cheques/ A cheque has been drawn on your account
I will then provide you with my credit card details so that a deposit can be paid	I would appreciate written confirmation of the price agreed
We are opening a credit of \$1000 to your credit	Please place these funds to the credit of our account
On checking your statement we find you have missed a credit entry for \$1000 on 3 Jan	Please let us have your cheque for the amount of the enclosed statement
We are sending you a statement for January invoices totalling \$1000	We have today transferred the amount of \$ 1000 to the XYZ Bank
In settlement of your invoice No..., we enclose our cheque for \$1000	Payment will be remitted to you in full
According to our records, you have not yet settled the account	According to our conditions of sale, your remittance was due on July 31 <sup>st</sup>
Did the bank wire the money? Could you please check your bank balance?	Could you let me know if I can pay...by/in instalments?
Expectations	
You are supposed to.../ You are not supposed to.../ It is acceptable to...	You are expected to.../ You are not expected to.../ It is customary to...
Obligation & Necessity	
I have to /I must/I've got to.../I'm supposed to.../I have no option but to...	I was obliged to... /I was forced to.../...makes me.../ It is necessary to...
I'm in the need of.../I ought to.../It is compulsory to.../... is a must	It is essential to.../It is obligatory to.../ It is mandatory to.../It is vital that...
Describing difficulty	
I found it hard to.../ I found it tricky to.../ I found it challenging to...	I found it tough to.../ I found it difficult to.../ ... is a complicated problem
... is a complex problem/ ... is a thorny problem/ ... is a knotty problem	... is a tricky problem/ It is problematic/ I have considerable difficulty (in)...
Saying how easy something is	
...is dead easy/ ...is so simple/... is not hard to follow/... is uncomplicated	Anyone can.../...is a piece of cake/...is as easy as anything/... is a snap
...is as easy as falling off a log/...is as easy as pie/... is a cinch/...is a doddle	... is very straightforward/ It's easy once you get the hang of it
Concluding phrases	
I look forward to receiving your prompt reply/explanation/swift attention to this matter	You can always count on me/ Greatly wishing to see you soon
I appreciate your prompt attention regarding this matter	Feel free to keep in touch with me/ Drop me a line/ Give me a ring
I remain at your disposal for any further information	If I can help in any way, please let me know/ I'm only a phone call away
Do not hesitate to contact me if you need to discuss any further details	I wish that we could get together more often/ Don't hesitate to call on me
I can be contacted at the above address/ Here's my contact address	Please do not hesitate to be in touch. Give your parents my regards
I hope to have the opportunity to talk with you in the near future	I'd love to hear what's happening. Do write back soon. I'm longing to see you again
I appreciate a reply at your earliest convenience/ I would appreciate your kindness	Give your parents my regards when you see them/ Remember me to your parents
I'm awaiting your prompt reply concerning this matter	Be in touch/ We must catch up someday/Take care of yourself. TNT 'Till Next Time'
I'm enthusiastically/desperately/eagerly looking forward to hearing from you	Have a good time and write more often. Cheers!/ Say hello to your parents
Thanks again for putting us up, and get in touch/ I really can't wait to see you	I'll be thinking of you, counting down to the big day and wishing you the best
Let's stay in touch/ It's been really nice seeing you again	I think I should get going/ I've got to go now/ Let's get together
Sign off phrases	
Yours faithfully/ Yours Truly/ Yours sincerely/ Affectionately/ Sincerely/ Sincerely yours,	Cordially yours/ Warmest regards/ (With) Best wishes/ Take care/ Yours/ Yours ever,
Very truly yours/ Respectfully yours/ Best regards/ Kindest regards/ With sincere thanks,	All the best/ With very best wishes/ Hugs and kisses/ Lots of love/ With much love,

Frequently used letter writing words (A-Z)			
accept	brand	cooperation	estimation
acceptable	brochure	correspond	evaluate
acceptance	broker	correspondence	evaluation
agenda	budget	credit	exchange
agent	Calculate	creditor	exchange rate
allocate	cancel	customer	expect
allocation	career	customer service	expectation
annual	cash discount	customs	expenditure
apologise	catalogue	CV (Curriculum Vitae)	expense
apology	certificate	deadline	expire
appoint	certification	deal	expiry
appointment	certify	debit	explain
appreciate	charge	debt	explanation
appreciation	choice	delay	export
appreciative	choose	deliver	exporter
approval	classification	delivery date	extra charge/ pay
approve	classify	damage	fee
arrange	client	demand	finance
arrangement	commercial	department	financial assistance
assess	commerce	deposit	foreign exchange
assessment	commission	details	forward
assist	committee	director	goods
assistance	compensate	discount rate	gratitude
attach	compensation	discuss	guarantee
attend	compete	discussion	Import
attention	competition	dissatisfaction	importer
authorise	competitor	dissatisfied	inconvenience
authority	competitive price	distribute	inconvenient
bad debt	complain	distribution	inform
background	complaint	document	information
balance sheet	confidential	draft	insurance
bank balance	confirm	due date	invalid
bank charge	confirmation	employ	invest
bank statement	consent	employee	investment
bank transfer	consider	employer	invitation
bill	consideration	employment	invite
bill of exchange	consult	embark	invoice
book	consultation	enclose	issue
board of directors	contact	enquire	item
borrow	contract	enquiry	lend
borrower	cooperate	estimate	letter of credit (LC)



Frequently used letter writing words			
licence	personnel	refund	submit
loan	plan	refuse	subscribe
<b>M</b> anage	policy	refusal	subscriber
management	poor quality	register	subscription
manager	poor service	reject	suggest
market share	postage	remind	suggestion
memo	postal order	remit	supervise
mention	postpone	remittance	supervision
miscalculate	postscript	renew	supplier
mishandle	prefer	renewal	supply
mismanage	preferable	repay	support
mismanagement	preference	repayment	sympathise
modification	preparation	replace	sympathy
modify	prepare	replacement	<b>T</b> ariff
<b>N</b> egotiable	price-list	reply	temporary
negotiate	private	report	terms of delivery
negotiation	produce	representative	terms of payment
notice	producer	reputation	testify
notification	product	require	testimonial
notify	production	requirement	total
<b>O</b> ccupation	profit	reserve	trade discount
occupational	profitable	reservation	trade mark
offer	professional	respond	trading company
order	pro-forma invoice	response	transaction
organisation	project	resume	transfer
organisational	prospectus	retail	trust
organise	provide	retailer	turnover
overcharge	provision	<b>S</b> ale	<b>U</b> nacceptable
overdraft	public	sample	unpaid
overdraw	purchase	satisfaction	unprofitable
<b>P</b> ack	<b>Q</b> uality	satisfactory	unreliable
package	quantity discount	schedule	up-to-date
participate	quote	scale	urgent
participation	<b>R</b> eceipt	security	<b>V</b> alid
pay	receive	selling	validity
payable	recommend	settle	variable
pay off	recommendation	settlement	verification process
payment	reconsider	specialise	verify
periodical	record	special offer	<b>W</b> holesale
permit	refer	specifications	withdraw
permission	reference	standard	<b>Z</b> ip code

## Sample 1 Assignment extension / Formal letter

*You are a student in a college and have not yet completed an important assignment for your course. You are writing a letter to your tutor.*

- *apologise for the delay*
- *explain why it is late*
- *request an extension.*

Dear \_\_\_\_\_,

I am writing to apologise for not completing my project on Information and Technology. I am extremely sorry for not meeting the deadline you set and realise that the delay will cause you a lot of inconvenience.

Unfortunately, I had domestic problems to deal with recently. My mother is currently recovering at home after a major operation and I need to look after her.

In view of this, I would be very grateful if you could allow me to have more time to complete this important assignment. Ideally, I require an additional week so that I can proofread it and check my references. I also need to write my conclusion but as I have already managed to prepare the outline of the summary. It should not take too long.

Once again, I regret this extremely unfortunate delay but hope to submit it by the end of next week.  
(150 words)

Yours sincerely,

*John Smith*

## Sample 2 Assignment extension / Formal letter

*You won't be able to hand your assignment in on time.*

*Write to your lecturer asking for an extension. In the letter*

- *describe the situation*
- *explain why your assignment will be late*
- *say when you will be able to hand in your assignment.*

Dear \_\_\_\_\_,

I am sorry to have to tell you that I will be unable to hand in my Geography assignment due on the 14th of September.

Unfortunately, my mother has had a heart attack and I have to fly back to China to see her as soon as possible. At the moment I am on stand-by for the next available flight, so I do not know when I will be leaving or when I will be coming back.

I believe that I will be away for two weeks at the most, and I think that I will be able to do some work while I am in China my country. However, I will almost certainly need an extension on my assignment. Please could you give me permission to hand it in on the 21st of September? This would be one week later than expected.

Could you let me know as soon as possible whether I can get an extension? I am sorry for any inconvenience I have caused. (167 words)

Yours sincerely,

*John Smith*

### Sample 3 Training course / Informal letter

*You have a friend who lives in a city abroad. You have decided that you would like to apply to do a course at one of the colleges in this city. Write to your friend*

- explain what you like to do
- explain what kind of work or studies you have been doing for the past few years
- ask for assistance in contacting an appropriate institution.

Dear \_\_\_\_\_,

Sorry I haven't written to you for ages. I have been very busy over the last year and I never seem to get a minute to myself.

I'd like to study electrical engineering in Australia and I hope you can give me some advice. I think I would prefer Melbourne because I know you and a few people from my visit there last year.

This year I'm doing maths and physics at school and I hope to do well in my exams. However, I really don't know which university to apply to, so could you send me some information about different colleges? Also, can you find out what qualifications I need, please? For instance, as an overseas student, do I have to take an English test?

I hope you don't mind doing this for me. It is much better to get this information from someone who lives in the country, so I hope to hear from you soon. (160 words)

Many thanks,

*John*

### Sample 4 Training course / Informal letter

*A friend is already attending a TAFE college in Australia. You will be going to Australia next year. Write a letter. In your letter*

- ask him/her about what you should do before you go
- ask him/her about any problems he/she has had.

Dear \_\_\_\_\_,

How are you getting on in Melbourne? I hope everything is going well and you are enjoying your studies. I'm writing to ask you for some information as I'm planning to come and study in Australia next year. I have applied to the TAFE College in Adelaide to take the course in Tourism and Hospitality Management.

Could you tell me what I have to do to obtain a study visa and how long the process will take? The college said I also have to take out insurance before I come to Australia. How do I do this? I'd be really grateful if you could give me this information. I would also be grateful if you could tell me what I should bring with me, for example, clothes, books or anything I cannot get in Australia.

I'm sure that studying in a college overseas has not been without at least some problems for you. Adjusting to a new culture was probably also difficult. Have you had any particular problems that I should watch out for? I'd appreciate any advice you can give me. (182 words)

Many thanks,

*John*

## Sample 5 Training course / Formal letter

*You wish to enrol in a course (of your choice) at an Australian college. You have already written a letter to the college asking for information but have received no reply.*

*Write a letter to the college explaining your concern because the course will start in less than two months,*

- *you need to know if you can still enrol*
- *you also require further information about the course, including the cost.*

Dear \_\_\_\_\_,

I am anxious to obtain information about the college's Graphics Design course which begins in less than two months. Actually, I wrote four weeks ago, but I have not yet heard from you. Perhaps you did not receive my letter.

First of all, I need to know if it is too late to enroll in the course. Can you write and tell me if there are any places available? I certainly hope that my enrolment is still possible.

I need to have more information about the course before I decide to apply, but I realise that I do not have much time. Would you be kind enough to send your reply by express mail? Especially, I need to know the cost of the course, and whether the certificate you offer at the end of the course will be sufficient qualification for me to apply full-time to one of the Graphic Design colleges in your city.

I look forward to your reply. (165 words)

Yours faithfully,

*John Smith*

## Sample 6 Training course / Formal letter

*You wish to apply for a course of study in Britain. Write a letter of application to the college or university concerned, giving your personal details and your academic qualifications, including your level of English. Include information about the course and subjects you wish to study, and why you have chosen this particular college or university.*

Dear \_\_\_\_\_,

I am writing to apply for the Journalism Foundation Course offered by your university for the academic year beginning October, 2013.

I am a 24-year-old French citizen, currently living in Paris. Since leaving school in 2005, I have held a variety of positions working for local newspapers. For the last two years I have been employed as an assistant in the editing department of an English language newspaper published in Paris. I am a BA holder in communication sciences as well as having successfully completed a course in English literature. Furthermore, I have been studying English since the age of 12 and have recently obtained a grade B in the Cambridge Proficiency in English examination.

I believe that I am well-suited to a career in journalism and I am keen to continue working in this field. However, I feel that I lack the formal qualifications and training necessary to progress beyond my present level of assistant editor. A course would give me an excellent basis for future study, together with an insight into journalism from an international perspective.

Your university has an extremely good reputation in the field of journalism and media studies. The facilities which you offer to students seem both practical and up-to-date.

Please find enclosed a copy of my CV, giving further details of my educational qualifications and work experience. I hope you will consider my application and I look forward to hearing from you soon. (239 words)

Yours faithfully,

*John Smith*

## Sample 7 Training course / Formal letter

*Although you have never studied computing, you have always been interested in computers. You buy magazines about them, and you have taught yourself many skills on your computer at home. You have just read about a computer course that really interests you, but is only for people who have studied computing at college or university.*

*Write a letter to the Enrollment Officer*

- *ask if you can enroll*
- *explain your circumstances*
- *ask if he/she will make a special exception for you.*

Dear \_\_\_\_\_,

I am particularly interested in enrolling in the computer course which is being offered at your college. I noticed the advertisement in the local newspaper, and I noted that the course is for those who have formal training in computing at college or university level.

I have not done any formal study in computing. I am writing to ask if you would make an exception to your course entry requirements based on my background reading and the level of computer skills I have developed.

Computers are my passion and I have built up an extensive computer reference library. I subscribe to several computer magazines. I have taught myself all major computer languages, including Cobalt and Fortran. I am familiar with most computer software applications for word processing, spreadsheets and databases, as well as websites.

I am available for an interview, as well as a placement test so that I can demonstrate both my knowledge and skills.

I hope you will consider my request favourably. (164 words)

Yours faithfully,

*John Smith*

## Sample 8 Training course / Formal letter

*You have been studying French for one semester at university, but have decided to change your language course to English. Write a letter to the Dean of Studies, Professor Andrews*

- *explain why you wish to change your course of studies*
- *ask if it is possible to transfer your fees for the rest of the year without paying additional costs.*

[SUBJECT]: Course 101

Dear \_\_\_\_\_,

I am writing to you because I would like to change my course next semester. In the first semester this year, I took French 101, but now I have decided to change to English 101.

My main reason for asking to change is that the French course does not fit easily into my timetable for the new semester. Every fortnight I will miss two French classes because of the clashes with other papers I am doing.

As I have studied English in the past, I am confident I could pass English 101, even though I will have missed half of the course.

Another reason why I have decided to change my course is that I am planning a career in international business, and English is used more often than French in this part of the world.

I was wondering if it would be possible to transfer the fees that I have paid for French 101 to English 101.

Thank you very much for considering my request. (165 words)

Sincerely,

*John Smith*

## Sample 9 Training course / Formal letter

*You see an advertisement for a course designed to help improve your memory.*

*Write a letter to the organisers of the course. In the letter give some background information about yourself*

- *explain your own problems and why you would like to do the course*
- *enquire about the methods used on the course*
- *enquire about the course fees and dates.*

Dear \_\_\_\_\_,

I am a student at Sheffield University and I recently saw an advertisement for your course on improving memory. I am a mature student as I began working when I finished high school, then married and looked after my three children.

Having returned to studying after a break of ten years, I am finding it quite difficult to remember important facts from my course. I find I have to concentrate very hard to memorise even small amounts of information. I have tried using acronyms to remind me of important facts, but I still find it rather difficult. I have heard about visualisation and association techniques, but I am not sure how to use these effectively and I would be very interested in learning other strategies.

I would be grateful if you could give me more detailed information about the methods that you use on the course, as well as the cost and dates of your course. As I am a full-time mother and a part-time student I do not have a great deal of free time, so I hope you can offer flexible hours.

I think I could benefit a great deal from your course and look forward to your reply. (203 words)

Yours faithfully,

*Jane Smith*

## Sample 10 Training course / Formal letter

*Last year you attended an intensive English course at the Darwin College of English. Your new employer has asked you to provide copies of your reports and assignments as quickly as possible.*

*Write to the director of the language school and request these documents.*

Dear \_\_\_\_\_,

I am writing to ask for your assistance. I attended a 3-week English course at your college from 6 November to 24 November. My full name is John Smith and my student number was CZ 352Z. The course I attended was English for Travel and Tourism at intermediate level. My class instructors were Robin Tyson and Alice Maddax.

I am about to start work at Suntours travel company and they have asked me to provide information about the English course and any assignments and reports. Unfortunately, I left all my copies of these documents at my friend's house and cannot contact him at present.

Therefore, I would be very grateful if you could send me copies of the course outline, the three written assignments and the end of course report as soon as possible. I will be happy to refund any postal charges.

Thank you so much for your help in this matter. I look forward to receiving the copy course outlines. (162 words)

Yours sincerely,

*John Smith*

## Sample 11 Training course / Formal letter

*You are going on a short training course at a college in Christchurch, New Zealand. You need somewhere to live while you are there. Write a letter to the accommodation officer at the college. In your letter*

- explain your situation
- describe the accommodation you require
- say when you will need it.

Dear \_\_\_\_\_,

I am a 28-year-old agronomist from Hunan Province in the people's Republic of China, and I have been accepted to take a one-month course at Christchurch University College starting next January.

I would be grateful if you could either find me accommodation for the month or give me a list of addresses that I could write to. I would like, if possible, to have a room in a family house because I would like the opportunity to practise my English at the same time. I will need a room with a bed and a table so that I can study there also, if possible, I would prefer a room near the college since I will only be in Christchurch for a short time and I will not have time to learn my way around.

I will need the accommodation for five weeks from 28th December to the 3rd February as I would like to arrive a few days before the course begins.

Could you also please tell me how much accommodation of this kind will cost and whether the price includes meals? I look forward to hearing from you. (190 words)

Yours faithfully,

*John Smith*

## Sample 12 Training course / Formal letter

*The student representative body at the university or college which you attend offers an advisory service to help students with their problems. As a member of the advisory committee, you have received a letter from a foreign student who is concerned about various problems related to studying abroad. Write a reply, offering practical advice and reassuring them that they do not need to worry.*

Dear \_\_\_\_\_,

I am writing on behalf of the Students' Advisory Service in reply to your letter of 13<sup>th</sup> May, and would like to congratulate you on obtaining a place at Shelbourne University. I understand that you are nervous about moving to a foreign country, and I hope that following advice will be of some help to you.

You mentioned that you are afraid of being lonely and unable to make friends when you get to university. Firstly, I would suggest that you try to meet as many people as possible during the first few days, as this is when many friendships are formed. I would also recommend joining some clubs and societies as a way of meeting people with the same interests as yours.

Let me reassure you that, if you follow this advice, you will not feel lonely. When you arrive, you will realise that everyone is in the same situation and that your fellow students will be more than willing to make friends.

In your letter, you also refer to your worries about coping with the work. I would advise to make sure that you always do each piece of work immediately after it is assigned so that you do not fall behind. Additionally, if you find that you need help, the best course of action would be to speak to your tutor. Most important of all, I strongly recommend that you organise your timetable carefully so that you can combine work and recreation.

I would like to wish you good luck with your course. Please do not hesitate to contact me again should you have any further questions. (270 words)

Yours sincerely,

*John Smith*

## Sample 13 Reference / Formal letter

*You are applying for a job and need a letter of reference from someone who knew you when you were at school. Write a letter to one of your old teachers asking for a reference. In your letter*

- *say what job you have applied for*
- *explain why you want this job*
- *suggest what information the teacher should include in the letter.*

Dear \_\_\_\_\_,

I hope everything is fine at the school and you have been well. I still remember your management methods and try to apply them in my classes. Thanks again for those important lessons.

I am writing in connection with a letter of reference for a job that I have recently applied. As I am due to graduate next month, I have applied for a position as an EFL teacher at a private language school in Tokyo. You might remember how very much I looked forward to teaching and traveling around the world and I am confident that I can make a difference in the lives of students who need to learn English.

In the letter of reference, I would appreciate it if you could include information related to, my enthusiasm and cross-cultural awareness. As the job is in Japan, they cannot interview me and will base their decision largely on this recommendation letter. I would need to have the letter in two weeks, by July 1st.

Enclosed is a stamped envelope addressed to my new workplace for your convenience. Thank you in advance for any help you can give me. (184 words)

Best regards for best teachers,

*John Smith*

## Sample 14 Borrowing / Formal letter

*You borrowed some books from your school or college library. Unfortunately, you have to go away to visit a sick relative and cannot return the books in time. Write a letter to the library.*

- *explain what has happened*
- *tell them what you want to do about it.*

Dear \_\_\_\_\_,

I am writing this letter to explain why I have been unable to return the three books I have out on three-day loan, which are now overdue. After taking the books out on 16th March, I had an urgent phone call from my elderly aunt's neighbour to say that my aunt had had a fall and had been taken into hospital. I am her only surviving relative in this country, so I felt I had to go and see her immediately. I travelled down to Surrey the following morning, thinking I would stay for only two or three days. Unfortunately, my aunt's condition has only improved very slowly, so I have had to stay here longer than expected. However, the hospital says that if all goes well, she should be able to go home in two or three day's time, in which case I will be back at the beginning of next week.

Bearing in mind the circumstances, I trust you will kindly waive any fines that may have accumulated. (170 words)

Yours sincerely,

*John Smith*



## Sample 15 Borrowing / Formal letter

*You are an international student and have borrowed a book from the local public library. You left the book on a bus and when you contacted the bus company, they could not find it. Write a letter to the librarian*

- explain the situation
- ask what you should do.

Dear \_\_\_\_\_,

Last week I borrowed an English grammar book, 'English Grammar Exercises' from your library to help me improve my knowledge of English. It was extremely useful, so when I went to visit a friend I took the book with me to show her how good it was. Unfortunately, when I was on the bus going home, I fell asleep and missed my bus stop. I woke up at the next stop and rushed forward to the driver to ask him to stop but forgot to bring the book. As a result, the book was left on the bus. When I rang the bus company the next day, they could not find it and suggested that somebody must have picked it up.

Could you please let me know what I have to do now? As I am an international student I do not have very much money, but of course I will pay for a new copy of the book if this is necessary. (163 words)

Yours faithfully,

*John Smith*

## Sample 16 Borrowing / Semi-formal / Informal letter

*You borrowed an important textbook from a classmate last term. You now realise your classmate has returned home overseas and you have still have the book.*

*Write a letter to him/her. In your letter*

- apologise for the mistake
- find out how important the book is to him/her
- say what you will do.

Dear \_\_\_\_\_,

I hope you had a safe journey back to Japan, and that your family are all well.

I am writing to say that I'm sorry for not giving you back the 'English Grammar in Use' which I borrowed from you last term. You lent it to me just before the exams to help me prepare for them, and yesterday I found it under my bed. Please let me know straight away if you need this book for your studies right now or whether you can manage without it.

If you really need it, I can send it to you by airmail immediately. If not, do you mind if I post it by ordinary mail as it is quite heavy? Or, if you prefer, I can send some money instead. Please let me know what you want me to do.

I hope you enjoy the holiday and give your parents my regards. (151 words)

Best wishes,

*John*

## Sample 17      Lost items / Formal letter

*You stayed at a hotel last week. After you got home you realised that you had left your watch behind.*

*Write a letter to the hotel manager*

- *explain what happened*
- *describe the watch*
- *ask them to help you find it.*

Dear \_\_\_\_\_,

My friend and I were guests in your hotel last week. We stayed in Room 101 from September the 4th until September the 9th. When I arrived home in Taiwan on the 11th, I realised that I didn't have my watch. The last time I saw my watch was in the hotel room on the morning that we left. I think I may have accidentally left it on the bed.

My lady's watch has a chrome wristband. There is a yellow moon on the face of the watch with a bluish-black background. The brand of the watch is TIMEOUT.

This piece of jewellery is not worth a lot of money, but it has sentimental value to me. It was the last gift my grandmother gave me before she passed away. I was wondering if you could ask your staff if they have seen it. Perhaps you could also check in the hotel's lost and found property in case I left it at the hotel restaurant or in a public washroom. Please call me if you find it. I will send you a cheque to pay for the postage.

Thank you for your help. (193 words)

Sincerely,

*Jane Smith*

## Sample 18      Lost items / Formal letter

*You have just spent a weekend staying at the Lilo Hotel in Adelaide. When you get home, you find that you have left a bag at the hotel. Write to the manager of the hotel and enquire whether the bag has been found.*

- *give any relevant information about the bag and its contents.*
- *ask the manager to contact you immediately if the bag is found*
- *tell him/her how the bag can be sent to you.*

Dear \_\_\_\_\_,

I stayed in your hotel on the 23<sup>rd</sup> and the 24<sup>th</sup> of October. I was in room 603. When I arrived home I discovered that I had left one of my bags at the hotel. Could you please check your Lost and Found department and see if my bag is there?

The bag is small, black leather, document case with a narrow strap. Inside the bag you will find several business cards, a Mont Blanc fountain pen, a small address book and three copies of a business proposal, also, a silver pocket calculator. These things are not very valuable in money terms but they have a lot of personal value.

I would appreciate it if you could contact me as soon as possible, particularly since I need the proposals for a presentation this week. If you could send the bag to me by courier service I would be most grateful. I have arranged to pay for the service on delivery.

Thank you for your help. (165 words)

Yours sincerely,

*John Smith*

## Sample 19      Lost items / Semi formal letter (Friendly)

*You have just returned home after living with a family in an English-speaking country for six months. You now realise that you left a small bag of personal possessions in your room.*

*Write to the family*

- *describe the things you left behind*
- *ask them to send some or all of them to you*
- *offer to cover the costs.*

Dear \_\_\_\_\_,

I hope you are all well. The flight home seemed very long but my family all came to meet me at the air point, which was fantastic. Thank you so much for having me - I enjoy my time with you very much.

I have a favour to ask. When I got home, I realised that I had left a small black handbag in my bedroom. You may recall that I bought myself a new bag while I was in Sydney and I'm pretty sure I put the old one under the bed.

I don't really need the bag but some of the things inside are of sentimental value and I would be very grateful if you could send them to me. There is a red address book, a small leather wallet with some photos and a silver necklace. None of the other things are important so please don't worry about them. Could you please let me know how much the postage is and I will send you the money to cover the cost.

Looking forward to hearing from you soon. Thank you once again for your help. (198 words)

Love to all the family,

*John*

## Sample 20      Lost items / Formal letter

*You have received a letter from your bank, asking you to acknowledge receipt of a new bank card. However, the card was missing from the envelope. Write a letter to the bank's head office. In your letter*

- *explain why you are writing*
- *express concern about the missing card*
- *ask them what they intend to do.*

Dear \_\_\_\_\_,

I am writing in connection with a missing or stolen debit card from your bank. My bank card number is 4474 6558 8365 42658.

Just yesterday, I received a letter from your bank's head office. It stated that my new bank card was enclosed and asked me to acknowledge receipt. However, when the envelope arrived in my mailbox, it was in a tattered state. More importantly, the debit card which was supposed to be included, was missing. I checked and rechecked around the mailbox, but found nothing. I am concerned that someone has gone through my mail and possibly stolen the card.

For this reason, I request that you cancel the existing debit card immediately. The debit card in question is related to my account number 123456 at your 'Bay' branch. After it has been cancelled, please arrange to send me a new one, as I need to travel overseas next week and will need to carry the new bank card with me.

Thank you kindly in advance, (168 words)

Yours faithfully,

*John Smith*

## Sample 21      Lost items / Formal letter

*Yesterday you lost your student identification card. You need it to get discounts on public transport and for the cinema, and to use the college library. Even more importantly, you need it as a proof of identity to withdraw money at the bank. Write to the Director of Student Services*

- explain the situation
- request a new card as soon as possible.

Dear \_\_\_\_\_,

I am writing to advise you that I lost my student identification card yesterday and to ask for a new card to be issued as quickly as possible. There are several reasons why I need a new card by the end of this week.

I live in the outer suburbs and depend on both trains and buses to get to class every day. I also need a student card to be able to borrow library books to complete my assignments. Less importantly, I cannot afford to go the cinema unless I have a student discount. Again, I need the card for that.

Most importantly, however, I use this card as proof of identification when withdrawing money from the bank. This week I have to pay rent for next month and will have to withdraw a large amount of money to cover this. I pay the rent by bank cheque.

I apologise for any inconvenience caused. (155 words)

Yours faithfully,

*John Smith*

## Sample 22      Lost items & Complaint / Formal letter

*You were invited to a foreign country to give some workshops and a seminar. Your flight was cancelled. You had to take another flight. On arrival at the airport, you found out that your luggage had been lost. You applied to the missing luggage department and they promised to find your bags soon. You got your suitcases only two days later. Write a letter to 'Flash Air Line' Manager. In your letter, write about the problems and inconveniences that the incident caused to you. Claim for compensation.*

Dear \_\_\_\_\_,

I am writing to claim for compensation for the expenses I had to have due to the poor service of your company's luggage department. I was supposed to fly from London to Melbourne by the 'Flash Air Line' -Flight No: 1234. The flights were cancelled and there was a lot of confusion and mix-ups before I was rebooked on two different flights. As a result, I arrived 9 hours later; instead of 22 April, at 20.45. I reached Melbourne on 23 April, at 4.45. But that's not all. My luggage was missing for more than 30 hours and I received it only on 24 April, at night- I am a visiting technical trainer, coming down as a lecturer on an Association's invitation. Due to the above event, I had to cancel my first seminar on 23 April that was re-arranged for 24 April, at 11 AM. When I called the lost and found luggage department on 23 April, I was informed that they expected my luggage to be flown here and delivered on 24 April, in the morning. When I rang them again early in the morning the following day, I was informed that my luggage had not arrived yet, and expected to be brought and delivered hopefully in the afternoon. I had no rights or intention to cancel my seminar again. In addition, the weather was really cold, and I was left in a foreign city in a tracksuit and slippers, and had to buy necessary clothes to protect myself from the cold and to be dressed properly to meet my colleagues and trainees. I have bought a minimum of necessities: (jeans \$ 94.00; casual top \$ 69.50; shoes \$ 100.00). Please find photocopies of the receipts enclosed.

I cannot conceal my disappointment. I hope that the situation can be resolved by proper and prompt compensation. (306 words)

Yours faithfully,

*John Smith*

## Sample 23      Lost & Stolen items / Formal letter

*Write to your embassy of origin about your stolen passport. In your letter*

- *explain what happened*
- *give details of your passport*
- *ask what you should do to get a new passport.*

Dear \_\_\_\_\_,

I am writing to report the theft of my passport. I am currently studying economics at Leeds University, and I came to Britain in September last year. My course here ends in September next year.

I lost my passport at Leeds bus station on 9 October. I was about to catch the 10.30 morning bus to London, and I was having a cup of coffee at the snack bar in the bus station while I waited. The passport was in my overnight bag, which I carried on my shoulder. This must have been snatched while I was drinking the coffee, although I did not notice it had gone until I left the snack bar at 10:20.

I have reported the theft to the police. Their reference number for the case is CX241, at Leeds Central Police Station. My passport number is A123456, date of issue 28/2/2002 and the date of expiry is 27/2/2012.

I would be grateful if you could inform me what I have to do to obtain another passport. Do I need to provide photographs and, if so, how many? Please let me know the cost of a new passport and the currency in which I should pay for it. (202 words)

Yours faithfully,

*John Smith*

## Sample 24      Bank-related / Formal letter

*You have had a bank account for a few years. Recently you received a letter from the bank stating that your account is \$240 overdrawn and that you will be charged \$70 which will be taken directly from your account. You know that this information is incorrect. Write a letter to the bank.*

- *explain what has happened*
- *say what you would like them to do about it.*

Dear \_\_\_\_\_,

I am writing in reply to a letter I received from you a few days ago. In your letter you state that I am \$240 overdrawn and that you will be charging me \$70.

I would like to point out that the reason I am overdrawn is because of a mistake made by your bank. If you look through your records you will see that I wrote several weeks ago explaining the situation. For the last twelve months, I have been paying \$300 a month for a car I bought last summer. The monthly payments were taken directly from my bank account. However, two months ago I sold the car and I wrote to you instructing you to stop paying the monthly instalments. I received a letter from you acknowledging my request, but, for some reason, nothing was done about it. Another \$300 instalment has been paid this month and this is the reason why I am overdrawn.

I would like you to contact the garage where I bought the car explaining your error. I would also like you to ask them to return the money. (186 words)

Yours faithfully,

*John Smith*

## Sample 25 Bank-related / Formal letter

*You had a credit card with the same company for several years and you always pay your bill on time. Your most recent bill included a \$35 charge for late payment because, according to the company, you didn't pay the previous month. You know that you paid on time. Write a letter to the credit card company.*

- *explain what has happened*
- *say what you would like them to do about it.*

Dear \_\_\_\_\_,

I am writing to inform you that there appears to be an error on my statement. My bill for this month contained an incorrect late payment charge. [Credit card no: 4456 6945 4251 9864, Cardholder: John Smith]. I was surprised to read this. My last payment was definitely made on time. To be sure, I checked my records. They show that I wrote and mailed a cheque to you fifteen days before it was due. Next I called my bank and they checked their records. They say that your company cashed the cheque five days before the payment was due.

I am very concerned about this mistake. Please remove this late charge from my credit card. I would like to have your mistake corrected as soon as possible and within the next 30 days. I always make my payments on time, so seeing this charge upsets me.

Please contact me immediately if you have any questions about this letter. I want to be sure that my credit record with your company continues to be excellent. (175 words)

Sincerely,

*John Smith*

## Sample 26 Bank-related / Formal letter

*As an international student in Australia, you have an account with a local bank. The monthly bank transfer you receive from your parents has been delayed this month due to an error at your parents' bank. Write a letter to your local bank. In your letter*

- *introduce yourself and ask for a loan*
- *say why you need the money*
- *tell how you intend to pay back the money.*

Dear \_\_\_\_\_,

I am an international student from Malaysia studying Business Administration at Sydney University; I have had my account with you for about two years since I arrived in Australia and have always kept this account in credit. I am writing to request a temporary loan so that I can meet my expenses this month.

My parents send me a regular bank transfer of \$2,000 every month. Until now, I have always received this monthly bank transfer without any difficulty. Unfortunately, however, there has been an error at the bank branch in Kuala Lumpur and so my parents have not been able to send me money this month. This will be a problem for me because I have to pay to my landlord, a rent of \$800 per month which is due next week. I also need money to cover my general living expenses.

I estimate that I will be able to keep my living expenses down to \$600 this month in order to save money. I would therefore like to request a temporary loan of \$400 for a maximum period of one month until my parents' bank transfer arrives. Your assistance would be greatly appreciated.

I look forward to hearing from you soon. (202 words)

Yours faithfully,

*John Smith*

## Sample 27 Job application / Recommendation / Formal letter

*Write a letter to recommend an employee of your company. In your letter*

- *write about his/her employment status*
- *write about his/her responsibilities and any particular skills he/she had.*

Dear \_\_\_\_\_,

We hereby testify that Miss Marie Obregon has been employed in our export department for three years.

Miss Obregon joined our staff as a junior secretary on March 1, 19, 2010. It has continuously been her aim to improve her professional ability. She took evening courses in secretarial practice and English and a year ago became private secretary to our export manager, frequently handling Spanish and English correspondence independently. She was responsible for arranging sales promotion meetings, and preparing reports and minutes.

Miss Obregon was willing and able to take on increased responsibility where necessary, often acting as an interpreter in our connections with English-speaking people. She has excellent verbal communication skills and her professional qualifications have been of great benefit to our company.

She is giving up her position to get married in May. In taking leave of Miss Obregon, our company gratefully recognises the help given and offers a wholehearted recommendation. (153 words)

Yours faithfully,

*John Smith*

CEO (UltraModern Computers Inc)

## Sample 28 Job application / Recommendation / Formal letter

*A colleague of yours, Alice Watson has applied for a job in the public relations department of a large charity. You have been asked to write a letter providing a character reference for her. In your letter*

- *indicate how long and in what capacity you have worked with her*
- *include how her personal characteristics would make her suited for the job.*

Dear \_\_\_\_\_,

I have been asked to write this reference for Ms Alice Watson, who worked with me for almost four years in the Head Office of the charity Children in Need. I was her immediate supervisor in the publicity department of that organisation, so I was able to observe her work at close quarters and feel qualified to evaluate her suitability for similar positions.

Ms Watson was extremely committed to her work and always performed to the highest standard. Her tasks included checking press releases and writing letters to a wide variety of recipients, and she displayed first-class communication skills. The executives of the organisation found her entirely trustworthy, and she always carried out her work cheerfully and efficiently.

I understand that Ms Watson has applied for the position of Public Relations coordinator, which I imagine entails considerable responsibility. I have no hesitation in recommending her for this position, and I am certain she will prove an excellent and hard-working member of your organisation. Naturally, I would be very happy to supply any further information, so please do not hesitate to contact me if this should be required. (187 words)

Yours faithfully,

*John Smith*

Public Relation Officer- Children in Need

## Sample 29 Job application / Formal letter

*You work in a busy but poorly organised office and you are keen to be promoted. Your employer needs to find a new supervisor for your department. Write a letter to your employer.*

- *ask to be considered for this job*
- *explain why you would be a suitable candidate*
- *outline the current problems and the changes you would like to make.*

Dear \_\_\_\_\_,

It is now three years since I joined this company and while I find my current position of administrative assistant very rewarding. I feel I am ready to take on a more challenging role. I would therefore like to apply for the position of office supervisor.

I have qualifications in business management and I have over ten years' experience working in this industry. I have also recently taken a course in team leadership. During my time here, I have been responsible for instigating several new systems. As you are aware, many of the operating systems we currently use are outdated and are inadequate for dealing with the large number of customers we now have. If I were given the opportunity to manage this area then I would plan to gradually update these systems so that the office can run more smoothly.

I am an enthusiastic and energetic employee and I feel that I am well qualified for this role. I would be grateful if you could consider me for this position. (171 words)

Yours sincerely,

*John Smith*

## Sample 30 Job application / Formal letter

*You saw an ad telling about an expedition team. You would like to apply as a team member.*

*Write a letter. In your letter*

- *apply for the vacancy*
- *describe yourself (mental or physical) and ask for an interview.*

Dear \_\_\_\_\_,

I am very interested in your advertisement in today's edition of The Good Times and I should like to apply to be a member of the Amazon Expedition team.

I am twenty three years old and have an honours degree in Botany from the Bath University. Since leaving university I have been working in a laboratory but my contract comes to an end in six weeks. I would particularly like to join the expedition for the opportunity it would give me to study the plant life of the area.

I enjoy several outdoor activities including rowing and rock climbing and I consider myself to be both fit and healthy enough to undertake such an expedition.

If you would like me to attend an interview, I would be able to come at any time convenient to you, as my employers have agreed to give time off for this purpose.

I look forward to hearing from you. (155 words)

John12345@hotmail.com

Yours faithfully,

*John Smith*

Enclosed find my resume



## Sample 31 Job application / Formal letter

*A large company needs an English-speaking (project manager, supervisor, assistant, clerk, accountant, financial analyst, engineer, technician, translator, designer, salesperson ...) for a project.*

*Choose one of these jobs and write a letter of application*

- *include any relevant educational background and practical experiences you have in your cover letter.*

Dear \_\_\_\_\_,

I would like to apply for the position as advertised in the 'Good Times' of 22 May; I am enclosing a resume for your review. I think the job specification as described is a very close match to my own experience

I am an experienced financial analyst and consultant, having worked extensively in this sector in Frankfurt and more recently in London. I believe I possess the right combination of management and organisational skills. I am proactive and able to handle multiple tasks simultaneously. I am currently looking for a position that will allow me to develop my skills and experience in a dynamic commercial team.

I believe that my academic qualifications and international financial experience would be of benefit to your company. I also have a thorough understanding of the relevant software systems as well as excellent verbal and written communication skills.

My present position is subject to one month's notice, after which I would be able to relocate to any part of the country if necessary.

I thank you for your consideration and remain at your disposal for any further information. I look forward to meeting you in the near future. (193 words)

Yours faithfully,

*John Smith*

References available on request

## Sample 32 Job application / Formal letter

*A large company needs an English-speaking (project manager, supervisor, assistant, clerk, accountant, financial analyst, engineer, technician, translator, designer, salesperson ...) for a project.*

*Choose one of these jobs and write a letter of application*

- *include any relevant educational background and practical experiences you have in your cover letter.*

Dear \_\_\_\_\_,

I would like to apply for the position of chemist advertised in Sunday's Good Times. I am, therefore, enclosing my resume for your consideration.

As my resume indicates, I have a very strong background in applied research. While obtaining my Ph.D. in Chemistry, I specialised in basic research. More recently, during several years of work for DEF Laboratories, I have focused on applied research for client firms in a variety of industries. I also have an excellent record as a project manager.

I have worked as a consultant for a variety of R&D departments; a job that requires considerable travel. I would prefer to work in the product development department of a large and reputable firm like XYZ Plastics. Since most of my best work has been done with plastics, I believe I would be an especially good fit for the open position at your company.

I would be pleased to provide you with references and any additional information you might need. I look forward to meeting or talking with you soon.

Yours faithfully,

*John Smith*

Enclosure: Resume

## Sample 33 Job application / Formal letter

*A large company needs an English-speaking (project manager, supervisor, assistant, clerk, accountant, financial analyst, engineer, technician, translator, designer, salesperson ...) for a project. Choose one of these jobs and write a letter of application*

- include any relevant educational background and practical experiences you have in your cover letter.

Dear \_\_\_\_\_,

I would like to apply for the position advertised in the 'Plan Today' on 16 June for a Personal Assistant.

As you will see from my CV, much of the work I do in my present position is that of a PA. I deal not only with the routine work of a secretary, but also represent the Assistant Director at small meetings and functions, and am delegated to take a number of policy decisions in his absence.

I am also familiar with the latest developments in Information Technology; having just completed a one-month course at 'The City College'. I am an experienced user of a wide range of database administration software and programming languages including SQL Server and C++. I am particularly interested in the situation you are offering, as I would like to become more involved with an IT organisation. As well as my secretarial skills and experience of running a busy office, I am used to working with technicians and other specialised personnel in the field of computers. I have a genuine interest in computer development and the people involved in this profession.

Please let me know if there is any further information you require. I can be reached at 5555555 after 6:00 pm. I look forward to hearing from you. (213 words)

Yours sincerely,

*John Smith*

Enclosure: Resume

## Sample 34 Job application / Formal letter

*A large company needs an English-speaking (project manager, supervisor, assistant, clerk, accountant, financial analyst, engineer, technician, translator, designer, salesperson ...) for a project. Choose one of these jobs and write a letter of application*

- include any relevant educational background and practical experiences you have in your cover letter.

The HR Director

Dear \_\_\_\_\_,

I am writing to apply for the post of assistant designer advertised in the 'Evening Post' of 18 April. Please find enclosed a copy of my CV which will give you all the pertinent information about my qualifications for this position.

Since graduating from Cardiff University I have been working for EMS Corporate Imagining on a contract basis. I have become particularly interested in interactive and multimedia work and now wish to develop my career in that direction.

I would welcome the chance to work as part of a dynamic team where I could make a significant contribution while developing my skills yet further. Since I am keen to develop my career, I think my qualification would be of benefit to your company. I would be happy to show you a portfolio of my work.

I am available for interview next week and look forward to hearing from you. (150 words)

Yours faithfully,

*John Smith*

Enclosed is a copy of my resume

## Sample 35 Job application / Formal letter

*You have decided to apply for a job as a Spanish instructor that was advertised in the April edition of the magazine Teaching Professional. This ad was posted by Mr. John Sullivan, director of the Spanish department at The Language Institute of Great Britain in London, England. In your letter to Mr. Sullivan:*

- *explain why you are writing*
- *describe your qualifications and experience*
- *explain how they can contact you.*

Dear \_\_\_\_\_,

I am writing to apply for the post of teacher of Spanish, which I saw advertised in the April edition of the magazine, Teaching Professional. Please find enclosed my CV.

I feel I have many of the important qualifications needed for this job. I have Bachelor's degrees in Spanish and Linguistics, and have worked extensively with young adults, teaching Spanish both in Liverpool, England and Bogotá, Colombia.

My studies at the University of Miami included psychology, linguistics and education, which have given me an in-depth understanding of the behaviour of young adults, as well as the cognitive and psychological factors that affect their learning. The children in my care respect my leadership abilities and I establish excellent working relationships with them and their parents.

In addition, I have considerable experience in organising educational and cultural events, in particular theatrical performances and art displays. I have travelled widely and enjoy meeting new people.

Should you be interested in my qualifications and experience as a teacher, please do not hesitate to contact me at 555-55555. I look forward to hearing from you. (180 words)

Sincerely,

*John Smith*

## Sample 36 Job-related information / Formal letter

*You are due to start a new job next week but you will not be able to because you have some problems. Write a letter to your new employer. In your letter*

- *explain your situation*
- *describe your problems*
- *tell him/her when you think you can start.*

Dear \_\_\_\_\_,

I am writing concerning the position of Assistant Officer Manager that I am due to begin next Monday. However, a problem has arisen.

As you know, I currently work for my uncle's food-packing business, and you will remember from my interview that I have gained valuable experience there. Unfortunately, he has had to go into hospital for an operation, leaving my aunt in charge of both the home and the business. She has asked me, as this is a particularly busy time of year, to stay on and help her with the running of the office.

I realise this will be inconvenient to you, but very much hope that, given the circumstances, you would be prepared to allow me to take up my position with you two weeks later than planned.

I would like to emphasise that I remain very keen to work with you, and that I will be gaining further useful experience during this time.

I look forward to hearing from you. (164 words)

Yours sincerely,

*John Smith*

## Sample 37 Job-related information / Formal letter

*You recently took a part-time job working for a local company. After a few weeks, you realised there were some problems with the job.*

*Write a letter to the manager of the company. In your letter*

- *explain why you took the job*
- *describe the problems that you experienced*
- *suggest what could be done about them.*

Dear \_\_\_\_\_,

I have been a part-time fitness instructor in your gym for four months. I was pleased to be offered the job, not only because I need to earn some extra money to cover my living expenses but also because I wanted some experience in fitness training.

During these months, It has become obvious to me that people often need help in using the gym equipment. However, it seems that the other trainers have not been encouraged to offer assistance to club members. I offer as much as I can, but this means that I am constantly in demand and therefore, working harder than anyone else in the gym. This situation seems rather unfair.

While I realise that members receive initial gym instruction, I feel that they also need ongoing help with the equipment. Could I suggest that a letter is sent to trainers promoting this? After all, personal attention of this kind makes people feel valued and may result in increased membership. (162 words)

Yours faithfully,

*John Smith*

## Sample 38 Job-related information / Informal letter

*You have recently started work in a new company.*

*Write a letter to an English-speaking friend. In your letter*

- *explain why you changed jobs*
- *describe your new job*
- *tell him / her your other news.*

Dear \_\_\_\_\_,

I hope this finds you and your family well, and I'm sorry I haven't been in touch recently. I'm writing now to let you know about my new job.

You remember that I was working for that construction company a few miles outside the city? Well, I just got so fed up with it - I was working really long hours and, to be honest, the pay wasn't great. So basically I applied for a job at a new international company that was looking for admin staff for a new branch in the city centre.

I was a bit nervous in the interview, but in the end I got a job as one of the senior administrators. I am so happy! The pay is better, the working conditions are great and I don't have to drive to work anymore.

Anyway, I have to stop now because my sister is staying with me and has brought my baby nephew to meet me. She sends you lots of love and is asking when we can all meet up. Soon, I hope. (179 words)

With love,

*John*

## Sample 39 Job-related information / (Semi) Formal letter

*You are working for a company. You need to take some time off work and want to ask your manager about this. Write a letter to your manager. In your letter*

- *explain why you want to take time off work*
- *give details of the amount of time you need*
- *suggest how your work could be covered while you are away.*

Dear \_\_\_\_\_,

I am writing to request some unpaid leave next month.

My parents, 60th wedding anniversary is on March 21<sup>st</sup>, and they are planning to celebrate this significant achievement with all their children and grandchildren. To do this, they have rented a house big enough to accommodate the whole family.

To participate in this special occasion, I would need to be away from work for four days, from Monday 19<sup>th</sup> to Thursday 23<sup>rd</sup>. My schedule for that week is relatively light, apart from two meetings with clients. Netta would be able to attend these in my place, as she has had previous dealings with both companies and knows the relevant staff there. I have no other urgent work commitments at that time.

I would be very grateful if you could allow me this time, these few days are very important to my parents and the whole family it would be a way to thank them for all the support they have given me. (162 words)

Best wishes,

*John Smith*

## Sample 40 Missed appointment / Formal letter

*You missed an interview appointment because of the problem that you had.*

*Writer a letter of apology. In your letter*

- *express your regret and explain what happened*
- *explain why you can be a suitable candidate*
- *ask for another appointment.*

Dear \_\_\_\_\_,

I am very sorry that I missed our scheduled appointment last Tuesday. I attempted to get a message to you that my car broke down in the middle of I-80 and I needed to immediately deal with towing and subsequent repairs. I hope you received my message and were not too inconvenienced.

I believe that our meeting could be very important to me. As we discussed previously, the work your company is involved in interests me tremendously. I think I can be an active member of your organisation as I enjoy being a team player, relish learning new tasks and excel in handling multiple projects concurrently. I have an excellent record of managing projects so that they are completed correctly, on time and within budget. I am also proficient in several essential design and project-related software programmes.

I will call your office within the week to reschedule another appointment that is convenient for you. Thank you for your time and consideration. (161 words)

Yours faithfully,

*John Smith*

(Application Form No: 123)

## Sample 41 Notice of cancellation / Formal letter

*For the past year you have been a member of a local club. Now you want to discontinue your membership. Write a letter to the club secretary. In your letter*

- *state what type of membership you have and how you have paid for this*
- *give details of how you have benefited from the club*
- *explain why you want to leave.*

Dear \_\_\_\_\_,

In September 2003, I joined your Sports and Social club as a full-time student member. Since then I have paid the monthly membership fees by direct debit from my bank: Nationwide in Sanderson Avenue, Kinghill.

I have thoroughly enjoyed my club membership as it has provided me with useful opportunities to meet up with other young people and to participate in a number of social activities. I have also been fortunate enough to play in some of the inter-club tennis tournaments and have taken advantage of the various classes available such as Yoga and T'ai chi.

However, my studies are now coming to an end and as I will shortly be returning to my home country, possibly for good, I regret that I no longer wish to continue my membership.

I would be grateful, therefore, if you could confirm in writing that the monthly fee will no longer be deducted from my bank account. (154 words)

Yours faithfully,

*John Smith*

## Sample 42 Dissatisfaction / Formal letter

*You have recently bought a product from a local retailer, but it had already been used. Write a letter of complaint. In your letter*

- *say when you bought it*
- *explain the situation*
- *ask for a refund or replacement.*

For the attention of the Sales Manager

Dear \_\_\_\_\_,

On 15th June, I purchased one of your products through a local retailer and I was very upset to find that it did not work as expected. [Receipt: 1234]. I have been a very loyal customer of your company for many years and this is certainly not the quality that I have come to expect from you.

Under normal circumstances, I would simply return this item to the store, but I was told that this is not an option, since the item had already been used. Well, of course the item had already been used, as there would be no other way for me to learn that it was defective!

I do not believe that I am asking for much in return for my time and effort, as all I want is my money back or to have this product replaced with one that works properly. I will gladly return the defective item to you. Please send a postage-prepaid box to my house. I look forward to receiving your reply. (170 words)

Yours faithfully,

*John Smith*

## Sample 43      Dissatisfaction / Formal letter

*You recently bought a digital camera. You discovered that it was damaged and some components were missing.*

- *say what you bought*
- *describe the problems*
- *suggest what should be done.*

Re: PO#123456; 8.1MP Saturn Digital Camera Model #S562

Dear \_\_\_\_\_,

For the past 8 years, I have been purchasing and using your digital camera products and I have been satisfied with the results. However, I recently received a digital camera manufactured by your company. This letter is to complain about the unsatisfactory service I received when I purchased the 8.1MP Saturn Digital Camera Model # S562 from your local branch at the ABC Mall. Upon the delivery of the product, I found that it was damaged. It was missing the lens cap and the memory card slot in the camera is heavily scratched even before I used it.

I was expecting a higher level of service from your company, and I am really disappointed with how things turned out. This is why I am returning the camera for a full refund or a proper exchange for a new one since the product is still within its warranty period.

I have been using many of your products in the past without any trouble. I hope to continue to have a good relationship with your company. I look forward to hearing from you with a resolution to this problem. You can contact me in the following ways.

TEL/FAX: 555-55555

Yours faithfully,

*John Smith*

## Sample 44      Dissatisfaction / Formal letter

*You recently bought a camera while travelling overseas. When you got to your destination you discovered that some important items were missing from the box.*

*Write a letter to the local representative of the company. In your letter*

- *give details of the camera and where you bought it*
- *explain what has happened*
- *say what you want him/her to do about it.*

Dear \_\_\_\_\_,

I am writing in the hope that you can help me with a problem regarding a camera that I recently bought.

On 24 April, I purchased a Tycoon digital SLR camera from the 'Golden Duty Free' store at Bangkok Airport on my way from Auckland to London. The camera cost \$599 and I paid for it on my Visa credit card.

When I arrived at my hotel in London almost 24 hours later, I discovered, to my horror, that the box which contained the camera did not include the battery or the battery charger. The space in the box for the charger was empty.

I am now in London and I am not returning to Bangkok, so I need to get the missing parts here. As you are the representative of the company in this country. I would be grateful if you could arrange for the parts to be sent to me. I attach a copy of the receipt with this letter for your information.

I look forward to hearing from you. (173 words)

Yours faithfully,

*John Smith*

## Sample 45      Dissatisfaction / Formal letter

*You recently bought a computer system. It went wrong almost immediately. Write a letter of complaint, in your letter*

- *explain the problems*
- *suggest what should be done.*

Dear \_\_\_\_\_,

On Nov. 27, 2012, I purchased a tablet system; product ID: 123456, Model # 'iTecKit', Pen & Touch from your store at 123 Main St in Anytown.

Unfortunately, the tablet does not work as intended. The Operating System seems to be corrupt. I checked its Property Menu and saw that the CPU cannot run all the installed applications. It often keeps freezing and crashing. So I have to restart the system repeatedly.

I purchased the tablet specifically to save time and schedule my daily activities. But practically, I have paid for a product which is clearly not in working order. I have enclosed a copy of the receipt. Please let me know as soon as possible when I can return the faulty tablet and obtain a replacement.

I am looking forward to your reply and the resolution of this matter. I will wait two weeks before turning to the Consumer Protection Bureau. Please contact me at the above address or call me on my mobile number at 555-55555. (170 words)

Yours faithfully,

*John Smith*

## Sample 46      Dissatisfaction / Formal letter

*You bought a new mobile phone. But there was something wrong with it.*

*Write a letter of complaint to the shop. In your letter*

- *include the model and the date of purchase*
- *explain what happened*
- *ask for a refund.*

Dear \_\_\_\_\_,

I am writing to express my extreme dissatisfaction about the mobile phone that I bought from your shop. I purchased a white 'E-wire' mobile phone; Luxury Model #123456 last Wednesday, 16<sup>th</sup> April 2013.

Before I paid for it, we had tested the mobile phone, and it seemed to function well. However, after three days of using, it does not function properly. The main problem is that it often keeps going dead. Furthermore, the Bluetooth and Wi-fi systems are not activated, and seem to have hardware problems. Yesterday, when I tried to contact you by phone, no one could offer me any sensible answer. I called your shop and spoke with the shift manager. He told me they would repair it within 48 hours, but no action has been taken yet. To be honest, I am extremely disappointed with my purchase and this is not what I expected.

I would like you to replace the phone with a well-functioning one. I expect to receive the same type of unit and brand. Otherwise, unfortunately, I will be forced to report this to the Customer Service Association responsible for this problem.

I look forward to receiving a reply. (195 words)

Yours faithfully,

*John Smith*



## Sample 47 Dissatisfaction / Formal letter

*You have recently bought a DVD player from an online shop. The web page said that it would play MP3 discs but after taking it home you find out that it will only play CDs and DVDs.*

*Write an e-mail letter to the store manager. In your e-mail*

- *say who you are*
- *explain the problem*
- *say what action you would like the store to take.*

Dear \_\_\_\_\_,

My name is John Smith and I am a new internet customer. On Monday I purchased a DVD player from your online shop with a view to playing MP3 discs, CDs and DVDs only to find that it will not play MP3 discs.

The web page stated that the DVD player was a new model capable of playing MP3 discs but this is clearly not the case. I have tried to play MP3 discs but was unable to do so. The user manual states quite clearly that it will only play CDs and DVDs and not MP3 discs.

I wish to exchange the model for one that will play MP3 discs. I do not wish to spend any more so the replacement model must not more expensive. If you do not have a suitable replacement, then please contact me by e-mail so I can return the item for a full refund, including postage and packaging costs. Please let me know your postal address for returns.

I look forward to your early response by e-mail, and I trust that you will update your web page so that it contains the correct information. (190 words)

Yours faithfully,

*John Smith*

## Sample 48 Dissatisfaction / Formal letter

*You bought a new stereo system, but it went wrong almost immediately.*

*Write a letter of complaint to the shop. In your letter*

- *say when you bought it*
- *explain the problems*
- *ask for a full refund.*

Dear \_\_\_\_\_,

I am writing to complain about this stereo that I bought in January [Invoice No: 12345]. After only two days, things started to go wrong.

The first problem was the CD drawer which opened and closed far too quickly. I nearly trapped my finger in it. I recorded a CD on to a cassette. Everything worked but the sound quality was very poor. On the following day, the CD pause button stopped working.

Naturally, I returned the stereo to you for repair. Your assistant said I would have to wait only a week. After two weeks, the necessary spare parts had not still arrived. Eventually, nine weeks later, I collected the stereo. The CD player worked properly, but there was no improvement in the recording quality.

I am not satisfied with the equipment nor with the service I have received. I am therefore writing to ask for a full refund. I will turn the stereo to your shop on Monday and I expect to receive a cheque for 250 pounds. (171 words)

Yours faithfully,

*John Smith*

## Sample 49 Dissatisfaction / Formal letter

*You bought an educational pack. You are not satisfied with your purchase. Write a letter. In your letter*

- *say what you bought*
- *specify the problems of the pack*
- *suggest a solution.*

Dear \_\_\_\_\_,

I am writing to express my dissatisfaction about the instructional pack that I ordered on the 2<sup>nd</sup> of May. There were four different problems relating to the parcel I received.

Firstly the language pack you sent was for learners of Russian, not English. I clearly remember ticking the box for the English pack. In addition to this, the textbook mentioned in the advertisement was missing and one of the two DVDs was scratched and impossible to play.

Out of interest, I watched the Russian video and I am afraid to say that the picture quality was very poor. I hope this is not typical of your videos.

Naturally I am still interested in learning English but I am not prepared to return the Russian pack to you until I have received the correct replacement and checked the contents carefully. I also expect to receive a full refund of the cost of returning the Russian pack to you.

I look forward to hearing from you (163 words)

Yours faithfully,

*John Smith*

## Sample 50 Dissatisfaction / Formal letter

*You recently bought an item of clothing from a shop. You discovered that it had a fault and returned it to the shop for replacement or refund. However, the assistant told you that this was against the store's policy.*

*Write a letter to the store manager*

- *explain the problems you have had*
- *ask for a refund or exchange on the item.*

Dear \_\_\_\_\_,

Re: faulty jumper and refund refusal

On Wednesday 2nd January, I bought a green long-sleeved jumper from your store. The jumper was medium-sized and made from cotton. It cost \$59.95 and it was not on special.

When I got home, I discovered that there was a small hole in the left sleeve. It looks like a rip of some kind and the stitching has unravelled. I returned to your shop the next day to ask for an identical replacement jumper. Unfortunately there were none in stock. Therefore I asked for a refund. However, the shop assistant refused to give me a refund because it was not the policy of the store.

I am writing to demand a refund or, at the very least, a replacement jumper- the jumper is unwearable as it is and I do not want to buy anything else. I hope that you can assist me in this matter. If I do not get satisfaction, I will be forced to seek legal advice. (160 words)

Yours sincerely,

*John Smith*

## Sample 51 Dissatisfaction / Formal letter

*You bought a jar of peanut. You are not pleased with it; about the quality of the product and behaviour of the staff. Write a letter of complaint. In your letter*

- *what the problems were*
- *ask for a refund or replacement.*

Dear \_\_\_\_\_,

I am a long-time fan of your company and have been more than satisfied with your products over the years. I recently purchased a jar of 'Healthy & Delicious' peanut butter from my local supermarket, expecting the same great taste I've always enjoyed. However, the peanut butter turned out to be grainy and rancid, not at all like the smooth and slightly sweet product that I'm used to.

I immediately called the customer services section to alert them to the problem and spoke with a representative named Janet. As I was explaining what was wrong and expressing my concern that other products from your company may have been affected. When I finished speaking, she told me in a rather impatient way that 'Healthy & Delicious' experience natural variations from jar to jar and there was nothing that could be done. I asked if I could speak to a supervisor, only to be told again that there was nothing the company could do. Janet disconnected the phone before I could say anything else.

I am disappointed that a company like 'Healthy & Delicious' would provide such substandard customer service. Enclosed please find a copy of the receipt with proof of purchase. I would appreciate a refund or replacement product and hope that you will deal with this lapse in the customer services section accordingly. (222 words)

Yours faithfully,

*John Smith*

## Sample 52 Dissatisfaction / Formal letter

*You have just bought a new wardrobe from a mail order company. Unfortunately, when it arrived you found that one of the doors was missing. You would like the company to come and replace your wardrobe one afternoon next week. Write a letter to the company asking them to come and collect the wardrobe and replace it with a new one.*

Dear \_\_\_\_\_,

With reference to your order number 1234

Last week, I ordered a wardrobe from your mail order company. This was delivered yesterday morning. Unfortunately, on trying to assemble the wardrobe, I discovered that one of the doors was missing. Would it be possible for you to send someone out with a replacement wardrobe one afternoon next week? If you are unable to replace the wardrobe, please send someone to pick it up and refund my credit card for the amount of \$225.

Please could you telephone me to let me know when you will be coming, so that I can arrange to be home at this time? Any time after 1.00 pm would be convenient for me, as I work in the morning.

I look forward to hearing from you as soon as possible and to receiving my new wardrobe. Please give this matter your immediate attention. (150 words)

Yours faithfully,

*John Smith*

## Sample 53      Dissatisfaction / Formal letter

*Write a letter complaining about a shampoo that you have bought.*

*In your letter*

- *say when you bought it and the name of the product*
- *explain the problems*
- *ask for a refund.*

Dear \_\_\_\_\_,

I am writing to complain about one of your products. Last month, I bought a bottle of 'Nulife Shampoo', manufactured by your company, after seeing it advertised on television. I used it three times, expecting that it would make my hair lively and shiny, as claimed in the television commercial. On the contrary, however, my hair became dry and lifeless. Worse still, it has started to go gray in places and caused skin problems. I had to visit a dermatologist and he said that it is a serious irritation problem which needs urgent cure.

I therefore request that you refund the cost of the shampoo and compensate me for the damage to my hair. I am writing to let you know that if you fail to do so, I will make a formal complaint to the Advertising Standards Bureau. My telephone number is 555-55555.

Please look into this matter as soon as possible. (153 words)

Yours faithfully,

*John Smith*

## Sample 54      Dissatisfaction / Formal letter

*You are not satisfied with the service offered by your ISP (Internet Service Provider).*

*Write a letter of complaint.*

- *say when you subscribed*
- *describe the problems*
- *ask for a refund.*

Dear \_\_\_\_\_,

On February 19, 2013, I subscribed to your company's Broadband Internet at the ABC Mall. [Subscription Number: 123-456-789]. I am disappointed because the service I have been receiving is unsatisfactory. As mentioned in the ad, I was supposed to get a high speed ADSL connection but until this day, I cannot remember a day when I did not get interruption. I have been trying to contact your customer support representatives to help me regarding this matter, but it seems that my complaint continues to be unresolved and neglected until this day.

To resolve this issue, I ask you to deactivate my subscription and refund the payments I have made for the past two months as this is clearly a breach of the contract I signed with your company.

I will be waiting for a resolution, if I do not hear from you in two weeks; I will be filing a complaint to a higher office. (155 words)

Sincerely Yours,

*John Smith*

## Sample 55 Dissatisfaction / Formal letter

*You recently bought a computer from a reputable computer store. The store agreed to deliver the computer and set it up for you in your home but when it was delivered, the delivery man claimed that this was not part of his job. Write a letter to the manager of the store. In your letter*

- *say when you bought the computer and what the price included*
- *express dissatisfaction about what has occurred*
- *find out what they intend to do about it.*

Dear \_\_\_\_\_,

On 3th May I purchased a 'Riteway' personal computer from your city store. The price of \$2,500 included delivery and set up in my home. However, when it was delivered yesterday, the deliveryman was quite unaware of the agreement and left without setting up the computer for me.

Obviously this is not what I was expecting. I had taken the day off work to be at home when it was delivered, and was planning to use the computer that afternoon to write an urgent report. Not only is this very irritating, but I feel it is false advertising to offer a service to attract customers, and then deny this later.

I now have a computer at home that is not functioning and I would like to know when you intend to send a technician to my house to install it. Please ring me to discuss this matter urgently, or I shall have no alternative but to return the computer to your store for a refund. I will also be in touch with the Consumers Association and Riteway Computers. (178 words)

Yours faithfully,

*John Smith*

## Sample 56 Dissatisfaction / Formal letter

*You bought some items from a website. You have been charged, but the company that you purchased from, has not delivered the items within the promised time bracket. You are not happy with your purchase.*

*Write a letter of complaint regarding the delay. In your letter*

- *say when and what you bought*
- *say that the items have not been delivered.*
- *ask the company to deal with your case and contact you.*

Dear \_\_\_\_\_,

I am writing to express my dissatisfaction about the products that I have recently bought from your company. On the morning of February 19, 2012, I browsed your website and found some items and decided to make a purchase. [Item NO: A123 & B123]. In your policy and billing conditions, there is a statement saying there will be a prompt delivery of orders upon successful purchase. I checked out the items I chose. After a day, my credit card firm confirmed that the total amount that I purchased had been debited from my account, but unfortunately I have not received the items yet.

The items are comprised of a TV set and a digital receiver. I have requested for these items to be delivered by parcel post to my office address.

I want to draw your attention to this matter that all of my previous transactions with your firm have been more than satisfactory, and sincerely hope that future transactions will improve. This is the first time I am encountering this problem with your company.

I look forward to hearing from you. (182 words)

Yours faithfully,

*John Smith*

## Sample 57 Dissatisfaction / Formal letter

*You recently bought a washing machine, but it has not been delivered yet. Write a letter to the company. In your letter*

- *state the date of your purchase*
- *explain the problem*
- *ask the company to send you a new bill.*

Dear \_\_\_\_\_,

On March 16th this year, after a visit to your branch on Albridge Drive, I ordered a 'CrystalTec' washing machine for delivery to my home address. On March 19th, I received a confirmation from you, indicating that delivery would take place in the week of March 25th to the 31st.

On April 1st, the above mentioned washing machine had still not been delivered. On the same day an employee from your customer services department assured me on the telephone, that my order would be completed within three days. After three days the washing machine was still undelivered, and I had received no explanation from you. I called your customer services department again, where I was told there had been problems with the supplier, but my order would be delivered the same week. Eventually, this happened on April 9th. Besides the fact that some mornings I was forced to take time off work to wait in vain for my order, I find that your company has been very inadequate in providing information about the delay in the delivery time.

I therefore state that I do not agree with the surcharge for delivery costs of £22.50. Please send me a new bill, in which these costs are not included.

Awaiting your early reply, I remain. (217 words)

Yours faithfully,

*John Smith*

## Sample 58 Dissatisfaction / Formal letter

*You booked a two-week holiday to Sydney with Fly-by-Night Travel. You are not happy with the holiday—the flight was delayed, the hotel was noisy, and so on. Write to Fly-by-Night Travel to complain about the holiday*

- *give details about the problems*
- *request some compensation or refund.*

Dear \_\_\_\_\_,

I am writing to complain about my recent holiday which was organised by your company. My wife and I selected the two-week Women's Weekly tour starting on 29 December. Your agency claimed that we would be picked up at the airport and that the hotel was three-star quality. The all-inclusive price we paid would include breakfast and dinner and two excursions.

On arrival at the airport, there was no one to meet us. We waited for half an hour and then had no choice except to take a taxi. This cost \$30. The receipt is enclosed.

The hotel was not what I would consider three-star. The room was dirty, and the beds were small and uncomfortable. The breakfast portions were very small and the hotel refused to provide us with dinner. We had to spend a further \$500 for extra meals. Again, I enclose our restaurant receipts.

I find it dishonest and unacceptable that your company sold us a tour which in no way resembled the description, and my wife and I expect to be compensated for all our extra expenses. The receipts which are enclosed total \$530. In addition, we claim a refund of \$100 because the room was not up to the promised standard.

We expect to receive your cheque for \$630 very soon. (216 words)

Yours sincerely,

*John Smith*

## Sample 59 Dissatisfaction / Formal letter

Write a letter of complaint to a travel agency about your cancelled holiday. In your letter

- specify your package holiday
- describe the problems
- ask for a refund or discount.

Dear \_\_\_\_\_,

I am writing to complain about my recent holiday, which was cancelled. [Package no: 1234]

I intended to go to the Solomon Islands, having already visited the Australian mainland. I was disappointed to learn that you cut my holiday short by 2 days and were sending me to the same places I had visited the year before. In addition, the holiday I went on included none of the adventure activities in your itinerary. At the time, I was not offered a full refund.

What made the matter worse was that, I was only offered a twin room sharing with someone I did not know, despite the fact that I had paid the single room supplement. My luggage also arrived a week late because of a delay caused by your company.

Although I enjoyed myself, it was not the holiday I would have chosen. I feel that I am entitled to part of my money back as compensation, and a full refund of the £50 for the single room charge.

I hope you will give this matter your urgent attention. (179 words)

Yours faithfully,

*John Smith*

## Sample 60 Dissatisfaction / Formal letter

Write a letter of complaint to the manager of the air line by which you travelled. In your letter

- write about the time and destination of your journey
- write about the problems
- say what you would like them to do about it.

Dear \_\_\_\_\_,

My wife and I and our two children, aged 2 and 4, were passengers on flight ABC123 from Rome to London on June 23rd 2012. I am writing to complain about a number of aspects of the service we received.

Firstly, when the flight was delayed, the staff at the airline's information desk were very unhelpful. We were not even given a voucher for a drink or meal, when it was clear the delay would be at least seven hours. This meant that we had to spend a considerable amount of money in the restaurant.

Then, when we were finally able to board, families were not allowed to board first, although we had paid for this. As a result we were not able to sit together, making our children already very tired and extremely distressed.

It is a legal requirement for airline operators to provide suitable refreshments in the event of a delay. I would therefore expect some compensation for your failure both to comply with this regulation and to provide us with the priority boarding for which we had paid.

I enclose our boarding passes and look forward to hearing from you shortly. (193 words)

Yours faithfully

*John Smith*

## Sample 61 Dissatisfaction / Formal letter

Write a letter of complaint to the manager of the train station by which you travelled. In your letter

- write about the time and destination of your journey
- describe the problems
- say what you would like them to do about it.

Dear \_\_\_\_\_,

I am writing to complain about the poor service provided by your train company. In fact, it was not what I expected. In fact, I expected a better service from a company of your reputation.

Yesterday, I travelled on the 7:20 from Oxford to London Paddington. Not only was the train thirty minutes late leaving Oxford but we were further delayed at Reading and no explanation or apology was offered. What made the matter worse was the air conditioning system. It broke down and the train got colder and colder. I complained to a member of staff, who was most unhelpful and unsympathetic.

As a result of the delays I was two hours late for an important meeting with a valuable client, which caused considerable difficulty and embarrassment.

I have enclosed a copy of my train ticket. I expect to be compensated for the inconvenience I have been caused.

I look forward to hearing from you very soon. (159 words)

Yours faithfully,

*John Smith*

## Sample 62 Dissatisfaction / Formal letter

Write a letter of complaint to the manager of the train station by which you travelled. In your letter

- write about the time and destination of your journey
- describe the problems
- say what you would like them to do about it.

Dear \_\_\_\_\_,

Last Thursday, I travelled on the 8:40 a.m. train from Glasgow to London King's Cross and I was very unhappy with the service provided by your company.

The train was forty minutes late leaving Glasgow, and although the guard apologised, we were not given a satisfactory reason for the delay. We then had further delays when the train crew changed at Preston and had to wait another thirty minutes. As a result, I missed my flight from London Heathrow to Frankfurt and had to wait for several hours.

The service on the train was also very poor. Despite the fact that journey takes over five hours, there was no restaurant car on the train and only a buffet with poor quality snacks. Worst of all, the air conditioning broke down half-way through the journey and the carriages just got hotter and hotter. However, there was no apology for this, and by the time we reached King's Cross, the temperature was unbearable.

In view of the poor service, I feel I am entitled to compensation.

I look forward to hearing from you. (181 words)

Yours faithfully,

*John Smith*



## Sample 63 Dissatisfaction / Formal letter

*You recently stayed in a hotel in a large city. The weather was very unusual for the time of year and the heating/cooling system in the hotel was quite inadequate.*

*Write a letter to the manager of the hotel. In your letter*

- *give details of what was wrong*
- *explain what you had to do to overcome the problem at the time*
- *say what action you would like the manager to take.*

Dear \_\_\_\_\_,

I have just returned home after spending three nights at your hotel in Paddington. The staff were very friendly and the location is extremely convenient. However, I feel I must express my disappointment about the room.

As we all know, London is experiencing a very warm summer this year, with temperatures around 30 °C last week, which is quite unusual. As a result, it was very hot in my room on the sixth floor.

Because of the extreme heat in the room, I had to leave the windows open all night and so it was very noisy, as the hotel is on a main road and the traffic never stops in London. Consequently, I got very little sleep over the three days.

I think it would be a good idea to install an air-conditioning system in the hotel. This could also be used as a heating system in the winter and would certainly make the rooms more comfortable. Perhaps you would consider giving me a discount if I come to your hotel again.

I look forward to hearing from you. (182 words)

Yours faithfully,

*John Smith*

## Sample 64 Dissatisfaction / Formal letter

*You had a minor accident at work. Write a letter to your employers. In the letter*

- *describe what happened*
- *explain the cause of the accident*
- *state what you think should be done about the situation.*

Dear \_\_\_\_\_,

I would like to report an accident that I had leaving work on Friday 21 October. As I was leaving the office, I tripped over a raised paving stone just outside the front entrance. I fell over and tore my trousers and cut my knee. Although my injury was not serious, it was painful and my trousers were damaged beyond repair.

I believe that this accident was caused by problems with the pavement just outside the front entrance. This may be because tree roots are growing under the paving stones and pushing the paving stones up. I feel that the path needs to be replaced if this type of incident is to be avoided in the future.

I am writing to draw your attention to this matter. I would also like the company to pay for the damage to my clothing. Replacing my trousers will cost around \$200. I look forward to hearing from you. (155 words)

Regards,

*John Smith*

## Sample 65 Dissatisfaction / Formal letter

*You eat at your college cafeteria every lunchtime. However, you think it needs some improvements.*

*Write a letter to the college magazine. In your letter*

- *explain what you like about the cafeteria*
- *say what is wrong with it*
- *suggest how it could be improved.*

Dear \_\_\_\_\_,

I normally eat lunch at the college cafeteria because it is reasonable priced, convenient and it has a friendly atmosphere.

There are, however, a number of deficiencies which I think should be put right Firstly, although the staff try to keep the tables clean, there are not enough workers at peak times to clear their tables themselves then they have finished eating.

Unfortunately, some students do not bother to do this. Also, there are a number of students who do not wait in the queue to be served, which is very annoying for the majority of us. Finally, I think the cafeteria could have better ventilation as it gets too hot, especially in the summer.

I think it would be a good idea if more signs were put around the cafeteria asking students to put their dirty plates and cutlery on the trolleys provided and to throw away their leftovers and rubbish. Also, I think we should tell students when they are being anti-social and jumping the queue. Finally, Could we please have a few windows open when things get too hot? (182 words)

Yours faithfully,

*John Smith*

## Sample 66 Dissatisfaction / Formal letter

*You are a member of an organisation which meets regularly at a particular restaurant. The most recent meal you had was not satisfactory, and you were very disappointed with the quality of the food and behaviour of the staff.*

*Write to the manager of the restaurant. In your letter*

- *explain what was wrong with the meal and the service*
- *suggest what he/she should do to ensure that you and your group return to the restaurant.*

Dear \_\_\_\_\_,

I am the club secretary for the North Sydney football club. Every month the club committee meets, and following this meeting we have dinner at your restaurant. I regret to say that last Friday the meal we had was unsatisfactory, both in terms of the quality of the food and the service.

There were several problems with the food last Friday. Some of the orders were overcooked, and one was completely burnt. The salads were definitely not fresh! For example, the lettuce was either white or brown and definitely not crisp or green.

The service that evening was also not up to your usual standard. We have never experienced such a long delay. The waiter did not explain or apologise, and did nothing to repair the problem. He might have offered a complimentary drink or something.

Before the club committee would consider returning to your restaurant we would need some assurance that the food will be fresh and that the service will be courteous and professional. (166 words)

Yours faithfully,

*John Smith*

## Sample 67 Dissatisfaction / Formal letter

*You and some friends had dinner in a restaurant a few nights ago. The service at the restaurant was terrible and the food was bad. You and two friends had severe stomach-aches the following day. The food was also overpriced. Write to the manager of the restaurants*

- explain these problems
- give any details that you think are relevant
- ask the manager to do something about the situation.

Dear \_\_\_\_\_,

My family and I had dinner in your restaurant on Monday, 28<sup>th</sup> February. I am writing to you to complain about the food and the service.

The first problem was that, although we had booked a table, we were squashed around a small table at the back of the restaurant near the toilet. It was very noisy and unpleasant.

Secondly, during and after our meal the service was bad. The waiter who delivered soup to my wife had his thumb in it. Another waiter split some custard on my mother-in-law's lap. In general, the waiters were rude and the service was slow.

Finally, even though the reputation of your restaurant is good, the food was mediocre. The steak was tough, the vegetables were over-cooked and the desserts were stale. The food was definitely not good value for the price. Also I think some of the food was bad because I and two members of my family had stomach-aches the following day.

Since we feel we should be compensated somehow, we ask you to refund the cost of our meal. A copy of the bill is enclosed. I hope to receive your reply shortly. (194 words)

Yours faithfully,

*John Smith*

## Sample 68 Dissatisfaction / Formal letter

*Write a letter about the poor facilities and equipment of your gym.*

- write about the problems
- say if you would like to continue your membership

Dear \_\_\_\_\_,

I have been a member of your health centre for more than three years now. But there are some areas that I will no longer visit because of its poor maintenance. I have noticed that the cleaning of the facilities and equipment in the gym has drastically gone down in standards over the past couple of months. There are days when the floors are not swept and the restrooms are not clean. Upon a recent visit to the locker room, I found cockroaches in the lockers which lead me to write this letter.

During the past years, I have been happy with the well-managed facilities in the centre. But now, I am considering leaving for another health centre.

I look forward to hearing from you regarding the resolution to this problem. It is my hope that you will address this matter immediately. My membership dues will be up in a few weeks, at which time I will decide whether to leave your club if no improvement is evident. (174 words)

Sincerely Yours,

*John Smith*

## Sample 69 Dissatisfaction / Formal letter

Write a letter about the poor facilities and equipment of your gym.

- write about the problems
- say if you would like to continue your membership.

Dear \_\_\_\_\_,

I have been a member of 'Quick Fitness' for over two years, and as a loyal member, I would like to draw your attention to several negative points that have crept into the gym over time.

First, I have noticed that you are offering fewer classes this year than last year. I attend several classes regularly, but you have stopped offering my favorite boxing class altogether. Second, the locker room has entered a state of disrepair. The lockers usually keep sticking and the showers often do not work. Finally, the entertainment facilities at the gym are often broken. Last week, the televisions were not working correctly. The week before, the cable went out.

This degradation of service is unfortunate because I greatly enjoy exercising at this club. I would like to hear from you about your plans for updating and maintaining the gym so that I can decide whether or not to renew my membership for another year. Please send me an email at the address below at your earliest convenience. If I have not heard from you within the next two weeks, I am afraid I will have to cancel my membership. (193 words)

Sincerely,

*John Smith*

## Sample 70 Dissatisfaction / Formal letter

You have problems with the packages delivered to your house. Write a letter to your local post office. In your letter

- describe the problems of the delivery system
- ask the company to inform you about their plans
- say how they can contact you.

Dear \_\_\_\_\_,

I am writing to inform you that my packages have repeatedly been delivered in an unsatisfactory manner. Over the past few weeks, your postman has placed several notes in my mailbox stating that I was not home at the time of delivery. However, I have been at home every time. In fact, I once saw the postman walking away from the mailbox, and later put a missed delivery note in the box.

This is an unacceptable way to provide service. Each time the postman claims that I miss him; I have to pick up my packages in person from the post office. This is a waste of time, and is certainly not what my shipping cost is paying for.

I would very much like to receive a response detailing your plans to improve your services. You can reach me at 555-55555, extension 123. I look forward to hearing your thoughts on this issue. (151 words)

Yours faithfully,

*John Smith*

## Sample 71      Dissatisfaction / Formal letter

*Write a letter stating a serious problem in your house; rented through an agency. In your letter*

- *say what the problem is*
- *say what you did to solve it*
- *say what can be done.*

Dear \_\_\_\_\_,

I am writing to complain about a serious problem in my house, which I rented through your agency.

The first problem is related to the air conditioning system. The heating system in my house has completely stopped working. This situation is causing many problems for us during this very cold weather. It is affecting my children's study, my husband's work, and my own health.

I telephoned your agency on Thursday 27th January and spoke to one of your staff about the heating system. I explained the situation to her, and she told me that the problem would be fixed in two or three days, but in fact nothing has happened. Seven days have now passed and I have not received any communication from your office at all. Naturally, I am very concerned about this.

Could you please send a repairman to fix my heating system as soon as possible? It is now urgent.

Thank you for your attention to this matter. (161 words)

Yours faithfully,

*Jane Smith*

## Sample 72      Dissatisfaction / Formal letter

*You are worried about the potential problems caused by the released dogs in the park near your home.*

*Write a letter to the park councillor . In your letter*

- *say how long it has been happening*
- *explain what you are worried about*
- *say what needs to be done.*

Dear \_\_\_\_\_,

I am writing to complaint about two large dogs that run in the park every evening. The owner of the dogs- a young man- releases them to play in the park, but I think it is very dangerous for people and animals to share this park. This has been happening for the last two weeks.

The most dangerous thing is that the dogs bark very loudly and run towards people so that they frighten them, especially small children. In fact, some people, including myself, have attempted to talk with the dogs' owner, but he seems to ignore what we say.

As a mother with two children, I am naturally worried about their safety. I am sending this letter as a representative of a concerned group of the park users. The owner needs to be told to keep his dogs on a leash so that people don't feel scared. I am looking forward to hearing from you. (156 words)

Yours faithfully,

*Jane Smith*

## Sample 73 Dissatisfaction / Formal letter

*There are a number of problems in the park which is located near your home; in terms of security, cleanliness, etc. You are worried about your child. Write a letter to the park manager. In your letter*

- describe the problems
- say what you think should be done
- ask for help.

Dear \_\_\_\_\_,

I am writing in connection with the problems which exist in the playground of the 'Green Park'. I live in the nearby neighbourhood.

The most worrying problem is its security. For the last three months a gang of teenagers have used it as a place to meet one another. Another issue which is very critical and needs urgent attention is about the hygienic conditions of the area. It is regrettable that the park is full of rubbish and broken bottles. I would not want my son to go near this place as it is so dangerous. I think young children should not be allowed to use the playground unless it is cleaned.

A good suggestion to improve the current situation is to supervise the park on a regular basis. Moreover, a notice is needed; saying that the playground is only to be used by children aged 3 -10 years. I would appreciate if you could deal with these problems as soon as possible. I think we should all contribute to the improvement of our park.

I look forward to hearing from you. (182 words)

Yours faithfully,

*John Smith*

## Sample 74 Dissatisfaction / Formal letter

*The local council has decided to build a block of flats on the park opposite the place where you are living. Write a letter to the editor of the local newspaper. In your letter*

- protest this development of a beautiful and necessary green space in your town
- make suggestions for what people can or should do to stop the development.

Dear \_\_\_\_\_,

I am writing to your newspaper to protest about the proposed development of Newtown Park opposite to the place where I live.

The local council has written to us saying that they are going to build a huge five-storey block of flats on the park next year. I strongly object to this proposal, and so do my neighbours.

There are too many flats in this area already, and, although it is true that people have to have a place to live, they have to have a place to play as well. If the council goes ahead and builds this block of flats, where will our children play? We only have one park in this part of town. The nearest park is over three kilometres away.

We need this park, and we need the trees and the green space that it provides. If you agree that we must save our lovely park, write to this newspaper and tell the council how you feel about their development plans. Write to me and perhaps we can ask people to sign a petition to stop the project. (183 words)

Yours faithfully,

*John Smith*

## Sample 75 Dissatisfaction / Formal letter

*The local council in the area where you live has decided to demolish an old historical building to build a shopping centre. Write a letter to the head of the Council. In your letter*

- *explain why it is important to preserve the old building*
- *suggest how the building can be used to benefit the local community*
- *suggest another place for the shopping centre.*

Dear \_\_\_\_\_,

I am writing to express my dissatisfaction with the Local Council's decision to demolish the old City Hall building in the Lake Gardens area where I have lived for five years.

Although the building is in a very poor condition, I do not think it is beyond repair. I believe that the old City Hall can be restored and put to good use for the local community.

It can be used to house a library or community centre for the people living in the area. I am convinced that you would have no shortage of people who would gladly volunteer to organise a fund-raising campaign for the cause.

I understand that the proposed shopping centre is going to bring business and jobs to the area. But I do not think this should be done at the expense of losing one of the oldest and most interesting historical landmarks in Lake Gardens. I wonder if the Council has considered the abandoned brick factory on the corner of the Maple Street and Hillside Lane as a possible site for the construction project.

I hope the Lake Gardens Local Council reconsiders the decision to demolish the old City Hall and finds a different site for building the shopping centre. (215 words)

Yours faithfully,

*John Smith*

## Sample 76 Dissatisfaction / Formal letter

*You travel by bus every weekday morning, and you always use the same bus route. Recently, the bus has not been reliable. It sometimes comes late, and for the last few mornings, it has not stopped when you hailed it. No change of schedule has been advertised. You have also noticed that the bus is far dirtier than it used to be. Write a letter to the bus company.*

- *explain the situation*
- *tell them what you want them to do.*

Dear \_\_\_\_\_,

I am a regular passenger on the 388 bus service. I have always found it to be a good service both punctual and clean. However, over the last two weeks this situation has changed. The 388 is no longer reliable and it is dirty.

The bus now arrives behind schedule. For example, on the 16<sup>th</sup> and 17<sup>th</sup> November the bus that was scheduled to arrive at Springwood Street at 8.30 am arrived at 8.40 am. Then, on 21<sup>st</sup>, 22<sup>nd</sup> and 23<sup>rd</sup> November the bus was not only late, but it failed to stop as well.

In addition, the bus is no longer as clean as it previously was. I have noticed papers and bottles down the aisle and other seats.

The deterioration of the 388 bus service is unacceptable, and I request that you do everything possible to return the service to its former punctual and clean level.

I look forward to your swift attention to this matter. (158 words)

Yours faithfully,

*John Smith*

## Sample 77 Dissatisfaction / Formal letter

*The local government is planning to change the bus timetable. You are not happy about the proposed changes.*

*Write a letter to the newspaper. In the letter*

- *describe changes*
- *explain how they will affect you*
- *say how you would improve the service.*

Dear \_\_\_\_\_,

I saw in last week's edition the article about the proposed changes to the 391 bus from East Gardens to the City.

I am sure that I am not the only one affected by this change. Reducing the number of 391 buses during the early morning rush hour will affect many people who need this link to catch a train from Central Station. Without this bus, people will be forced to abandon public transport and drive to work. This would contribute to the ever-increasing traffic jams in the city.

I suggest that the government should run this bus more frequently and schedule it to coincide with the train timetable in order to make travelling easier. Better still; the government could extend the rail link from the city to the eastern suburbs. This way they could cut down the number of drivers on the road and reduce everyone's travel time. (150 words)

Yours faithfully,

*John Smith*

## Sample 78 Dissatisfaction / Formal letter

*You live near a dangerous road junction where several accidents have occurred. Write a letter to the authorities, describing the problem and suggesting how further accidents could be avoided.*

Dear \_\_\_\_\_,

I am writing to bring to your attention the dangerous state of the road junction between Ellis Road and Wiltshire Avenue in the village of Hazlemere. During the last year there have been a large number of accidents at this junction and it seems to me that something must be done.

The basic problem is the lack of road signs on Ellis Road warning drivers of the junction. In particular, for traffic approaching from the north, there are no warning signs at all until they have reached the junction. Since the speed limit on this road is 60 mph, drivers do not have time to slow down, with the result that they go through the stop sign directly into the lane of east-bound traffic on Wiltshire Avenue. Furthermore, the junction also presents a danger to the children walking to and from the local primary school. Due to the fact that there is no safe place to cross, several children have been injured in minor accidents. Yet more accidents have been caused by the fact that drivers have swerved to avoid children stepping off the pavement.

One solution to the problem would be to install signs on Ellis Road. These should be clearly visible and large enough to make drivers aware of the junction. Also, the speed limit must be reduced to make sure that cars travel at a speed at which they are able to slow down and stop safely. In addition to this, a proper crossing must be provided for pedestrians at the junction. Doing so would ensure that drivers were not distracted by people crossing the road. Moreover, flashing lights would act as a further warning, forcing drivers to slow down even more, thus reducing the danger to local people.

I hope you will give this matter your urgent consideration and that suitable measures will be taken before more accidents occur. (313 words)

Yours faithfully,

*John Smith*



## Sample 79 Dissatisfaction / Semi-formal letter

*You have problems with you roommate*

*Write a letter to your roommate. In your letter*

- *explain why you are writing*
- *describe the problems*
- *give your contact number.*

Dear \_\_\_\_\_,

I am very sorry to have to write you this letter, but you have left me no other choice. I have tried discussing this issue with you in person, but you have disregarded my repeated attempts to remedy our living situation. I have forwarded this letter to you and the landlord in an attempt to get these issues resolved.

As my roommate, I understand that you have an equal right to enjoy the space we live in. However, you are damaging the apartment with your behaviour and making it impossible for me to sleep or study. In particular, I am unhappy with the stains your dog has left in the apartment and your parties held late at night.

Unless you can resolve to clean up and refrain from making excessive noise after 10.00 p.m, I will be forced to move out. Please contact me by phone at 555-55555 so we can discuss how you will change your behaviour. (162 words)

Sincerely,

*John Smith*

## Sample 80 Housing / (Semi) Formal letter

*You have had a problem with your next-door neighbour.*

*You have not been able to speak to the neighbour about this.*

*Write a letter to this neighbour. In your letter*

- *explain the problem*
- *suggest a solution*
- *say what action you will take if the situation does not improve.*

Dear \_\_\_\_\_,

I am writing to you because of the noise late at night coming from your flat. I have tried to contact you by telephone on a number of occasions, but there was no response. I'm afraid that the noise has caused considerable disturbance to me and my family.

Every night the sound of musical instruments can be heard clearly through the walls of my flat and this goes on until the early hours of the morning, which prevents anyone in my family from getting a good night's sleep.

I would like to suggest that you invest in soundproofing for your walls to prevent the noise coming through and disturbing your neighbours. Furthermore, I would appreciate it if you could stop playing musical instruments by midnight at the latest.

I very much hope that you will do something about this or I regret that I will have to inform the local authorities about the disturbance being caused. (156 words)

Yours sincerely,

*John Smith*

## Sample 81 Housing / Semi-formal letter

*You have been living in a rental apartment for the past year. Recently a new neighbour moved in and has been making a lot of noise, which disturbs you. Write a letter to the landlord. In your letter*

- *explain the situation*
- *describe why it bothers you*
- *suggest a solution.*

Dear \_\_\_\_\_,

I am writing in connection with a problem I have with the new tenant, Jack, who has moved upstairs. Unfortunately, his needs and habits are quite different from other neighbours. The issue is that he appears to be a professional musician who plays his electric guitar every night. I understand he is in a band and needs to practise; however, I think he shouldn't do it in such a small residential building. As you know, I am a full-time writer, and it is essential for me to have silence to concentrate on my work. With such a neighbour playing at all hours, I have been unable to get any of my writing done, except when he is out. In some cases, I have even been forced to leave the apartment and work at a nearby coffee shop or library as it was causing such a disturbance.

I would appreciate it if you could speak to Jack and ask him to turn down the volume on his guitar or use headphones. I have spoken to him about it, but to no avail. I will let you know as soon as the situation improves.

Thank you kindly in advance and please give my best regards to your family. (207 words)

Yours sincerely,

*John Smith*

## Sample 82 Housing / Semi-formal letter (Friendly)

*Your neighbours have recently written to you to complain about the noise from your flat. Write a letter to your neighbours. In your letter*

- *explain the reasons for the noise*
- *apologise*
- *describe what action you will take.*

Dear \_\_\_\_\_,

I was very shocked to get your letter saying that the noise from my flat has been spoiling your evenings and causing you some distress. I am really, really sorry about that. I had no idea that you would be able to hear so much, so I hope you will accept my apologies.

As you may have guessed, I am trying to refit my kitchen in the evenings when I get home from work. Unfortunately, it is all taking longer than expected and I have been having problems with getting things to fit properly. This has meant a lot of banging and hammering.

As the kitchen is still not finished, I have decided to call in a professional builder who will finish the work in the next day or two. He'll work only during daytime hours, so you won't be disturbed in the evenings again, I promise.

Sorry to have caused these problems, (154 words)

Sincerely,

*John*

## Sample 83 Housing / Semi-formal letter

Write a letter to the manager of your building. In your letter

- thank him/ her
- write about the problems
- ask him or her to call you for further information if needed.

Dear \_\_\_\_\_,

While I greatly appreciate the difficult job you already do, and keeping our apartment building running smoothly, a few issues with the apartment have come to my attention and need to be addressed immediately. I would appreciate it if you could take care of these issues as soon as possible because they are related to our health and safety.

The first problem is that the carpet on the stairs is ripping apart. It is very dangerous because people can trip on the stairs.

The second problem is that some of the elevator lights have gone out. These light bulbs need to be replaced soon before they all go black.

The final problem is that there is mold growing on the north side of the building. Mold is a major health concern, and it is also unsightly.

Again, thank you for the work that you do in our apartment complex. Please let me know if you need clarification on any of these issues by giving me a call at 555-55555. (169 words)

Sincerely,

*John Smith*

## Sample 84 Housing / (Semi) Formal letter

You are experiencing financial problems and want to ask your landlord if you can pay your rent late. Write a letter to your landlord. In your letter explain

- why you are writing to him
- why you cannot pay the rent
- when you will pay the rent.

Dear \_\_\_\_\_,

I am writing to request you if you could allow me to pay my rent late this month.

I have been a tenant with you for a number of years now, and as you know, I have always paid my rent on time. However, I am having a few financial problems at the moment. Last month, I was made redundant from my job because the company I work for is closing down. I have not worked at the company for a long time, and have not received a redundancy payment, therefore leaving me short of money this month.

I can assure you that I will be able to pay the rent on the 15th of next month. I have now found another job, and they have kindly agreed to advance my first salary, but they are unable to arrange this until next week.

I hope this will be acceptable to you, but please contact me if it is a problem. (160 words)

Yours sincerely,

*John Smith*

## Sample 85 Housing / (Semi) Formal letter

*You have recently moved into a new flat. Unfortunately, you lost some money the other day, and cannot afford to pay next month's rent when it is due.*

*Write a letter to the landlord*

- *explain the situation and that you will pay as soon as your parents send you the money*
- *mention that there are some problems with the flat.*

Dear \_\_\_\_\_,

I am writing to you because I am unable to pay next month's rent which is due on Saturday. Unfortunately, the other day I lost my wallet, and there was a large amount of money inside. I have, therefore, had to write to my parents to ask them to send me some money urgently. As soon as it arrives, I will immediately notify you and arrange to pay by cash or cheque. I hope that this does not cause you too much inconvenience.

There are also some problems with the flat that I wish to bring to your attention. First, the cold tap in the bathroom will not turn off properly, and the water is dripping constantly. This will need to be fixed quickly because it is wasting water. Second, one of the back rings on the top of the oven does not work at all.

I'm sorry that I cannot pay the rent on time, and trust that you will understand. (162 words)

Yours sincerely,

*John Smith*

## Sample 86 Housing / (Semi) Formal letter

*You and your family are living in rented accommodation in an English speaking country.*

*You are not satisfied with the condition of some of the furniture.*

*Write a letter to your landlord. In your letter*

- *introduce yourself*
- *explain what is wrong with the furniture*
- *say what action you would like the landlord to take.*

Dear \_\_\_\_\_,

I am your tenant from Flat 3 on Riverside Street. We met each other when I signed the rental agreement in your office.

I have lived here for 6 months now and I am writing to complain about some of the furniture. As you may remember, the dining table is in very poor condition and has uneven legs. It also does not match the dining chairs as these are too low to be comfortable for a table of that height. When I first pointed this out to you, you agreed to provide a brand new dining set. However, you have not done so and I would really like to resolve this matter as soon as possible.

If it is more convenient for you, perhaps you could simply replace the table by finding one of a suitable height for the chairs. This would solve the problems without too much cost, so I hope you agree to this proposed solution.

Looking forward to hearing from you. (164 words)

Yours sincerely,

*John Smith*

## Sample 87      Housing / Formal letter

*You are going on a short training course at a college in Sydney, Australia. You need somewhere to live while you are there. Write a letter to the accommodation officer at the college. In your letter*

- *explain your situation*
- *describe the accommodation you require*
- *say when you will need it.*

Dear \_\_\_\_\_,

I am writing in connection with my upcoming training course at your college in Sydney, Australia. I will be there to attend the Brain-Based Learning Program at Victoria College for a period of three weeks from July 1st to July 22nd, 2010. I am hoping you will be able to assist me with my accommodation arrangements.

As I am slightly older than most of the other participants, I would appreciate if you could find a private studio apartment for me, close to the college. It would be ideal if I could walk to college each day, but if not, I would need access to public transportation. In terms of the apartment, all I require is a bed, a desk, a TV, an Internet connection, a kitchen and a bathroom. My budget is around US \$1000 for 3 weeks.

As I will be arriving on July 1st, I would need the apartment to be available from that night until the day of my departure, which is July 23rd. My last night in the apartment would be July 22nd.

Please let me know if you are able to find such an apartment and if not, please suggest other suitable arrangements. I look forward to hearing from you. (207 words)

Yours sincerely,

*John Smith*

## Sample 88      Housing / Formal letter

*You live in a room in college. There is a problem in the bathroom that you would like it to be repaired. Write a letter to the accommodation officer at the college. In the letter*

- *describe the problem*
- *explain how the situation affects you*
- *suggest a time when a repairman could visit.*

Dear \_\_\_\_\_,

I am a first-year science student living in room 123 in the William Thompson Hall of Residence. I wish to report a problem with the shower in my room. Unfortunately I have not had hot water for over a week and the water coming out of the hot tap is brown in colour. The situation has become so bad that I have to go and shower in my friend's room. I am sure you will understand that this is particularly inconvenient at examination time.

Next week I will be available on Monday, Wednesday and Thursday afternoons after 3.30 pm. Please could you telephone first to arrange an appointment and to confirm the day and time that the plumber will arrive? My number is 555-5555. It is best if you call after 3.00 pm as I am taking exams at the moment.

I look forward to hearing from you as soon as possible. (152 words)

Yours faithfully,

*John Smith*

## Sample 89 Holiday / Informal letter

An English speaking friend wants to spend a two-week holiday in your region and has written asking for information and advice. Write a letter to your friend. In your letter

- offer to find somewhere to stay
- give advice about what to do
- give information about what clothes to bring.

Dear \_\_\_\_\_,

I'm delighted that you are coming to Valencia next month. I think it would be great if you stayed with me and my family who send you their wishes. Otherwise, if you prefer, I can easily book you a cheap but comfortable hotel near the beach so you can be more independent.

There are lots of things to do in my city. If I were you, I'd spend some days on the beach relaxing and one or two days sightseeing in the city. There are several interesting museums and art galleries that I'm sure you will enjoy. One place you really should visit is an enormous aquarium called the Oceanographic Park, where you'll want to spend the whole day. Also, you ought to go to our excellent theme park, which is about an hour away by bus.

You don't need to bring a lot of clothes as the weather is normally warm and sunny at this time of year. In the evening it's a bit cooler, so you may need a jersey and a jacket.

Please let me know exactly when you're coming so I can meet you at the airport. It'll be great to see you again so we can get up-to-date with all our news! (210 words)

Love,

*John*

## Sample 90 Holiday / Informal letter

An English-speaking friend wants to spend a holiday in your hometown and has written a letter asking for information and advice. Write a letter to your friend. In your letter

- offer to find somewhere to stay
- give advice about what to do
- give information about what clothes to bring.

Dear \_\_\_\_\_,

Thanks so much for your latest letter. I'm really excited to hear that you're planning to visit Toronto. It will give me a chance to take you around, as you did so kindly for me when I was in Amsterdam last year.

Regarding your visit, I would be happy to help in any way possible. First, unless you really like freezing weather, I suggest you to come in the summer months of July or August. Though most hotels are expensive at that time, we have some wonderful guest suites available in our high-rise building, for only about \$50 per night. They are fully furnished studio apartments, with a kitchen, so you can have the option of eating in. Just let me know your dates and I can make a reservation for you.

Summer is also the time when all the tourist sites are open. We can visit Centre Island, Canada's Wonderland, Niagara Falls, the CN Tower, the Royal Ontario Museum, the Science Centre and Thousand Islands. The weather should be warm and comfortable, around 25–30 degrees Celsius, so bring your informal summer clothes, a swimsuit and an umbrella too. We do get summer showers quite often. Write soon, (199 words)

Warm wishes,

*John*

## Sample 91 Holiday / Informal letter

*You have recently heard that a friend of yours has had some problems as a result of some unusual weather. Write a letter to your friend. In your letter*

- *express concern (i.e. say you are sorry to hear what has happened)*
- *tell them about a similar experience that you once had*
- *give some advice or offer help.*

Dear \_\_\_\_\_,

We were shocked to hear from Lara about the storm that hit your city recently and the damage done to your house. How awful to come home from your holiday to find the roof blown off the house!

I understand how you must feel, as we had a similar experience a few years ago when there was a sudden electrical storm here in Sydney. I came home from work to find that a tree had fallen on top of the house and all the windows were broken. Fortunately the insurance covered the cost of the repairs, but it was still very upsetting.

I suppose you have to think positively in situations like this and look at the opportunity you have to improve your house - give it a new look. If we can do anything for you in the holidays, we'd be happy to help.

Drop us a line and let us know. (152 words)

Best wishes,

*John*

## Sample 92 Holiday / Informal letter

*An Australian friend is coming to visit you, and it will be his/her birthday during the visit.*

*Write a letter to your friend. In your letter*

- *say how you feel about the visit*
- *suggest what you could do on his/her birthday*
- *try to find out what your friend thinks of your idea.*

Dear \_\_\_\_\_,

I'm really looking forward to your visit here next month, and I hope you'll have a great time meeting my friends and family. There are lots of interesting places I can show you in the area, and there are plenty of places we can go in the evening to have fun.

I've just realised that it'll be your birthday while you're over here, won't it? I've been thinking about what we could do that day. I think it would be a great idea if we went to the Adventure World theme park, which isn't far from where I live. I haven't been there myself, but friends tell me it's a fantastic place for a day out. It's got some really exciting rides, apparently, including one called The Shake-up, which everyone talks about when they've been there.

Let me know what you think. I know you like a bit of excitement, and it would be easy for us to get there. Do you fancy it? If so, I can start organising the trip. If it's not the sort of thing that appeals to you, I'll think of something else. If you have a better suggestion, let me know and I'll try to organise that.

Love,

*Jane*

## Sample 93 Holiday / Semi-formal / Informal letter

*An Australian colleague is going to your country for a conference. He /She will spend several days in your home town, and has written a letter to you asking for advice about things to see and do there.*

*Write a letter to the colleague suggesting what he/she should see and do while he/she is in your hometown.*

Dear \_\_\_\_\_,

Thank you for your letter. I was very pleased to hear you will be visiting Jakarta and hope the following information will help you to enjoy your stay.

First of all, Jakarta is a big and busy city, the center of government and business. There are many international quality hotels and restaurants as well as shopping centers, markets and entertainment places.

However, I think you would like to see some places that are unique to my country. I know you are interested in art and history, so firstly I suggest you to visit Monas, which is the Independence monument. Secondly, not far from Monas you can find the National Museum which has a large collection of art, textiles and other cultural items.

Other interesting places are a 'wayang' museum, which features our unique shadow-puppet dramas, and Pasar Ikan (the fish market) where you can see traditional fishing boats.

I hope these suggestions have been helpful. As you only have a short time in Jakarta, you probably will not be able to do much more sightseeing. But if I can help in any other way, please let me know. (188 words)

Yours sincerely,

*John Smith*

## Sample 94 Holiday / Semi-formal / Informal letter

*An English-speaking friend is coming to study at your college next year and has written asking for information and advice. Write a letter to your friend. In your letter*

- *give advice about accommodation in the town*
- *describe the best thing about the college*
- *offer to show your friend around the college.*

Dear \_\_\_\_\_,

I was very pleased to hear that you will be studying at the same college as I am. You ask me about accommodation. There are two main choices of accommodation in the town. First of all, there are hotels which are run by the college. These are not expensive, but the study bedrooms are quite small just a single bed, a wardrobe, desk and chair. There is a shared kitchen and bathroom on each floor. If I were you, I'd try to find a shared flat in the town, it will be about the same price, but you would have a bigger room. There are lots of notices at the college, offering flats to share.

The best thing about the college is the new computer centre. It's huge and has the most up-to date technology.

When you arrive here, give me a ring, and I'll take you on a guided tour of both the college and the town. (160 words)

Best wishes,

*John*



## Sample 95      Holiday / Informal letter

*You recently visited a place that had a strong impact on you.*

*Write a letter to a friend about the place. In your letter*

- *explain where the place was and how you got there*
- *describe what you saw*
- *offer to take your friend there.*

Dear \_\_\_\_\_,

I have just returned from my holidays in France and while we were there we climbed a mountain called 'Parmelan' in the French Alps. We were able to drive halfway up the mountain but then the road stopped. So we parked, put on our walking boots and began the long uphill struggle.

Despite the road at the beginning, it still took us a while to complete the climb but it was well worth the effort. When we got to the top of the mountain, the view was incredible. I could see right across the town and the lake to one side, and on the other side were the snow-covered peaks of Mont Blanc. It was simply breathtaking.

As you know, we often go to France on our holidays and next time we plan a trip, I'd really like to take you there. I'm sure you would love the scenery and as you enjoy exercise, you would be able to take advantage of all the mountain walks.

I hope to hear from you soon. (173 words)

Best wishes,

*John*

## Sample 96      Holiday / Informal letter

*Write about your recent camping experience you had. In your letter,*

- *say what it was like and what happened*
- *ask him/her to see each other.*

Dear \_\_\_\_\_,

Sorry, I haven't written to you for a long time, but believe me, I have been very busy during the last three months. In your last letter, you asked me for more information about my camping trip. Well, I had a great time. Actually, I didn't intend to go but some friends rang me at the last minute and invited me, so I decided to go. To describe, I should say, the place was amazingly beautiful, and the beach was really lovely. We watched the sun going down over the horizons every night which was absolutely brilliant.

Unfortunately, Paul is not used to going camping, and has an allergy to flower pollen. We had to take him to the doctor on the third day of our journey and we were very worried, but now he is better.

Anyway, we must meet up for a drink and catch up sometime. Perhaps we could meet next weekend and I can tell you more then. I can't wait to see you; I've missed you so much.

Write back soon, (174 words)

Love,

*John*

## Sample 97 Holiday / Formal letter

*You recently spent a week at an adventure sports centre. A friend is thinking of going to the same place and has contacted you about it. Write a letter to your friend and give the advice and information your friend wants.*

Dear \_\_\_\_\_,

I had a great time there and reckon you will too.

The scariest thing I did was diving. I got pretty worked up while I was doing that and couldn't carry on with it. We each had a qualified teacher with us, so I know I was safe, but I panicked anyway and gave up. The canoeing was pretty scary too, but again there was a teacher looking after me the whole time so I didn't feel I was really in a lot of danger.

Apart from that, all the activities were great fun, even if some of them were pretty hard. The assault course, which I did on the first day, was extremely demanding but I enjoyed it and I think you would too. I was pretty useless at rock climbing at first, but I got the hang of it after a while and really enjoyed that. You really must try that!

There was a great bunch people at the centre and we had a lot of fun together. Setting up a camp was hilarious- we got into a terrible mess. I'm sure I'll see some of them again.

I felt that I achieved a lot at the centre and that it was well worth going. I certainly think you should go too. (214 words)

Yours,

*John*

## Sample 98 Holiday / Formal letter

*You have seen an advertisement offering a special holiday at a beautiful tourist resort. You would like to book a holiday.*

*Write a letter to the travel company. In your letter*

- *say when you would like to arrive and leave*
- *describe the type of accommodation you require*
- *ask for more information about activities available.*

Dear \_\_\_\_\_,

I saw your advertisement for a two-week holiday in Tasmania in Cheap and Cheerful Holiday Magazine and I would like to have more information on the issues below.

First, I would like to know if the special offer is still available during the school holidays from 8 to 21 July, as this is the only time that is possible for us to get away.

Second, could you send me details of the type of accommodation you are offering? I would like to know if you have anything suitable for a party of ten people. Furthermore, would it be possible for you to inform me whether any of the cabins have wheelchair access?

Finally, we would like to go sailing and wonder if it is possible to book a boat from the resort.

I look forward to your response and hope to see you in the near future. (153 words)

Yours faithfully,

*John Smith*

## Sample 99      Holiday / Formal letter

*You are planning to have a holiday. Write a letter to a travel agency. In your letter*

- *book the type of accommodation that you would prefer to reserve*
- *enquire about the price*
- *ask how you can spend your time.*

Dear \_\_\_\_\_,

I saw your advertisement in this month's Country Pursuits. My wife and I will be travelling around Alberta in August and September. I would like to reserve a double room for the nights of 16th, 17th and 18th September. Ideally, I would prefer a room with an en' suite bathroom. Since my wife has difficulty climbing stairs, we will need a room situated either on the first floor or near a lift.

I would be grateful if you could let me know if you have a suitable room free on those dates. If so, please advise me of the total price to include breakfast (for three mornings). It would also be helpful to us if you would forward details on how to get there by car. We would also appreciate if you could send us some information on local events and interesting places to visit in your area.

I look forward to hearing from you soon. (156 words)

Yours faithfully,

*John Smith*

## Sample 100      Holiday / Formal letter

*You are going to spend your vacation in a city in a foreign country. You have never been there before. Your cousin has a friend who lives there. Write a letter to the friend. In your letter*

- *introduce yourself*
- *say why you are making this trip*
- *ask some questions about the city (e.g. places to see, things to do, things to bring)*

Dear \_\_\_\_\_,

Hello, my name is John, I'm Jake Vandelf's cousin. When Jake told me that he had a friend who lived in Toronto, I was excited. I'm hoping to visit Toronto in the summer. I hope you don't mind that I asked for your address. Jake said you probably wouldn't mind answering some questions if I wrote to you.

When I found out that I would get three weeks for a holiday this summer, I decided, I wanted to go to a foreign country. I've always dreamed of going to Canada. I love watching baseball and I would love to see a major league game in Toronto. The Toronto Blue Jays are my favourite team.

Where shall I stay when I visit Toronto? I think it is probably too expensive to stay in a hotel in the city centre for more than a week. Do you know of any youth hostels? Also, could you tell me about the weather in the summer? I don't know what to pack!

I look forward to hearing from you if you have time to write back. Maybe we can meet for lunch.

Best wishes,

*John Smith*

P.S. Jake said to say hello.

## Sample 101 Holiday / (Semi) formal letter

*You are taking a holiday in a place recommended by your local travel agent, and you are having a wonderful time. You promised to write to him and let him know what you think of his suggestion. Write a letter to your travel agent as promised,*

- *let him know what you have been doing and what you are going to do before the end of your holiday*
- *explain why you think he made the right choice for you.*

Dear \_\_\_\_\_,

At last I have time to write to you as promised. Surfers' Paradise is a great place for a holiday, and I'm so glad you suggested it to me. The beach really is as good as you said it would be, and your choice of hotel was excellent.

As you know, the hotel is right next to the beach; in fact, my room overlooks the water. The weather has been marvelous so far. Everyday, I've been swimming, and I am starting to get a great tan. It's a fantastic place for a holiday.

Last week I went to Sea World and saw the dolphins on display. They really are very clever. Yesterday, I met some other hotel guests from my country, and we had dinner together. It was a most enjoyable evening, and we made plans to go out on a day cruise this Saturday. I'm looking forward to it very much.

I think you made an excellent choice of holiday for me because it is so easy to meet new friends here and have a good time. Thank once again. I'll come in and see you when I return. (190 words)

Regards,

*John Smith*

## Sample 102 Holiday / (Semi) Formal letter

*You recently visited a tourist attraction and you were very pleased by the help given to you by the staff.*

*Write a letter to the head of staff at the tourist attraction. In your letter*

- *give details of the circumstances of your visit*
- *describe the help given to you by the staff*
- *say what you want the head of staff to do.*

Dear \_\_\_\_\_,

I visited your museum last Saturday with a couple of friends of mine, who do not speak English very well, and who had their small child with them in a pushchair. I would like to tell you how enjoyable our visit was because of the help given to us by your staff.

When we arrived, there was a long queue at the entrance, but a member of staff saw that we had a small child with us and took us immediately to the front of the queue and into the museum. As we went round the museum, we asked members of staff various questions about the exhibits, and they explained everything very patiently and in a way that my friends could easily understand. They are clearly experienced in this sort of situation and very well trained.

Our visit was a great success and this is mainly because of your staff. I would be grateful if you could thank them on our behalf for treating us so well and helping to give us a memorable day. (175 words)

Yours faithfully,

*John Smith*

## Sample 103      Holiday / Formal letter

*You recently went to a museum where the staff were particularly helpful. Write a letter to the museum's curator, giving your overall opinion of the museum and suggesting what might be done to further improve the standard of what it has to offer the public.*

Dear \_\_\_\_\_,

I am writing to commend you on the exceptional service the Museum of National History offers. I recently visited the museum for the first time and viewed your exhibition entitled 'The Age of Dinosaurs' which was, to my mind, extremely interesting and informative.

I was particularly impressed by how approachable and helpful the museum staff were; they showed themselves willing to help with any questions or requests which arose during my visit. Moreover, I appreciated the fact that the guides were very knowledgeable about their subject.

In my opinion, the subject of your feature exhibition was both fascinating and enlightening. It was obviously carefully researched and its excellent presentation made it interesting to people of all ages. I was equally impressed with the permanent exhibits and found your late closing time very considerate and convenient for working people such as myself.

There are, however one or two suggestions I would like to submit which I feel would further improve the standard of the museum. Firstly, a service offering guided tours in foreign languages would be useful for tourists visiting the museum. Additionally, installing ramps would make access easier for disabled people, thus making their visit more enjoyable. Finally, may I suggest that you publicise the museum's forthcoming exhibits more widely? As a result, many more people like myself who are interested in natural history would be made aware of the regular exhibitions you present.

Once again, I would like to congratulate you on the very high standard of your museum, and assure you that I shall be a regular visitor from now on. (263 words)

Yours Sincerely,

*John Smith*

## Sample 104      Product enquiry / Formal letter

*You have just rented an unfurnished flat and a friend has told you that the Opportunity Shop in the shopping centre has cheap second-hand furniture.*

*Write to the shop owner. In your letter,*

- *describe what you need*
- *ask whether they have these items*
- *what they cost.*

Dear \_\_\_\_\_,

I have just arrived from overseas and need to have some furniture for my unfurnished flat. A friend has told me that you have some cheap second-hand furniture for sale.

Perhaps you can help me. I would like a kitchen table, some chairs, a double bed, as well as a single bed for a visitor, a cupboard for our clothes, and a bookcase. If you sell home appliances, I would like a microwave oven, a fridge, TV set and a CD player too. These must all be clean and the electrical items must be in good working condition with a guarantee of at least three months.

I would be grateful if you could give me some prices for these items. If you do not supply electrical goods, can you recommend another shop which does? Also, could you let me know what you would charge to deliver goods to High Street?

Thank you for your help. I look forward to hearing from you. (162 words)

Yours faithfully,

*John Smith*

## Sample 105 Service enquiry / Formal letter

*You are going on holiday and you would like to hire a car. One of your parties is in a wheelchair.*

*Write a letter to a car hire company. In the letter,*

- *explain the reason you need the car*
- *describe the type of car you need*
- *ask what the price is and what it includes.*

Dear \_\_\_\_\_,

I found out about your car hire company from your website and would like some more information. My family and I are flying to Cairns on 22 December and we would like to rent a car to travel around while we are there. We would return the car to the airport on the 29<sup>th</sup> of December.

As there will be six people in our group, we will need a large car. We will also be accompanied by my mother who is in a wheelchair. Therefore, we will need a car with lots of storage space and if possible a ramp for easy access. Can we have a seven-seater family van?

Please could you let me know if you have anything suitable and whether there would be an extra cost. In addition, I would like to know whether your prices include insurance. If so, would you send me details of your insurance conditions?

I would appreciate a prompt reply. (158 words)

Yours faithfully,

*John Smith*

## Sample 106 Occasion / Formal letter

*Your local authorities have decided to open an adult education centre in your area where people from 18 to 30 can follow courses and activities which interest them. They have invited the public to write giving their views on*

- *its value to the community*
- *opening hours, facilities which the building should have and its location.*

Dear \_\_\_\_\_,

I am writing in response to the decision to open an adult education centre in our area.

Firstly, let me state that I was delighted when I heard the news that such a centre was to be established in our community. In my view, it will provide valuable services not normally available to most people. It is not often that one has the chance to go back to school due to responsibilities such as work and child-rearing.

I believe that the centre should have as many courses and activities as possible. For example, by providing facilities such as a science laboratory, not only will students benefit, but the centre will as well. In order for people to be able to use the centre effectively, I think that the most suitable opening hours would be from 8.30 am to 8.30 pm, Monday to Friday. For those of us who cannot attend during the week, the centre could open on Saturday from 8.30 am to 1.00 pm. As far as people with children are concerned, perhaps the centre could set up a day-care unit so that youngsters could be looked after while their parents attend classes. Regarding location, I would suggest that the centre will be built along the riverside, overlooking Sunset Bay. It is the most inspiring place and very convenient as it is close to the bus and train stations. Alternatively, the centre could be built in the park beside the Museum of Fine Arts.

All in all, I think that an adult education centre will help to enhance our community both culturally and financially. I am looking forward to taking advantage of the wonderful opportunity that is being offered. (280 words)

Yours Sincerely,

*John Smith*

## Sample 107 Occasion / Formal letter

*You are organising a graduation party for your class and want to book a restaurant. Write a letter to the manager of your favourite restaurant. In your letter*

- *explain the reason for the party and the date it will be held*
- *say how many people will be attending*
- *describe some particular food you would like to be served.*

Dear \_\_\_\_\_,

I would like to ask about the possibility of booking your restaurant on the 10<sup>th</sup> of March for our IELTS graduation party. If it is possible, we would like to hold the party at 9:30 pm. Altogether, we will be a group of 19 people; 18 students and our teacher.

Last time that I came to your restaurant, I particularly enjoyed the roast chicken. Therefore, I think menu 3 is more suitable for our celebration as it offers various foods. Can you serve green salad as a side dish? We would like a heart-shaped chocolate cake for our teacher showing his age- he is 28 years old. I would also like to know if it is possible to prepare special vegetarian meals, as three of the guests do not eat meat. Would you play a soft background song to make the atmosphere livelier?

I look forward to hearing from you as soon as possible. (156 words)

Yours faithfully,

*John Smith*

## Sample 108 Occasion / Formal letter

*Your College Principal has asked you to help organise a student party at the college in aid of charity. You are a college student. Write a letter to the College Principal. In your letter,*

- *accept the invitation*
- *suggest a suitable location for the party*
- *offer to help with some aspect of the party.*

Dear \_\_\_\_\_,

I would like to thank you for your kind invitation to help organise a fundraising party at the college. I would be delighted to help raise money for Oxfam, which is a charity many students here already support.

I think it would be a good idea to hold the party in the sports hall as we can make use of all the space for enjoying. And all the students can easily benefit from all the facilities which have been provided.

I would be happy to organise the catering. I think I can encourage our canteen to donate some food so that we can make plenty of sandwiches and salads for the buffet. I will also make sure students on the food technology course volunteer to help put some hot food on the menu too.

Thank you once again for your invitation to help and I look forward to hearing from you soon. (152 words)

Yours sincerely,

*John Smith*

## Sample 109 Occasion / Formal letter

*The course director of your previous college has invited you to attend a party for new students, and he has also asked you to give a talk about studying overseas. You have an important examination on the same day so you cannot attend the party. Write to the director*

- *apologise and explain why you cannot attend*
- *suggest another date when you could give your talk.*

Dear \_\_\_\_\_,

Thank you for your invitation to attend the party for new students on the 29th of January. Thank you also for thinking of me to give a talk. However, unfortunately I am unable to attend the party.

I am afraid, on the following day I have my first semester economics exam. This is a complicated subject and a good mark is essential for me, so I have to spend the day before studying. I asked my lecturer if it would be possible to take the examination on another date, but this is not permitted. However, I would be very happy to give the talk on another date. I am available on the 5th and 6th of February. If one of those dates is convenient for you, please let me know. I can be contacted at the address above or by fax or telephone.

I hope that everyone at the college is well, and I hope that your party is a great success. I look forward to hearing from you. (169 words)

Yours sincerely,

*John Smith*

## Sample 110 Charge / Formal letter

*You belong to a group which uses a hall near your home to meet once a month. You have been using the hall for the past three years. You have just heard that the rent will double next month. Your group cannot possibly afford such a large increase. Write to the manager of the hall. In your letter*

- *say what you like about it*
- *ask to keep the rent unchanged.*

Dear \_\_\_\_\_,

I am writing on behalf of our IELTS Training Group who has been using the 'Small Meeting Hall' in your centre for the past three years. The location of your center is very convenient as it is close to our language institute, where most of us belong to, and we have been happy to use your good facilities once a month for our community and educational events. Your personnel know us well, and we never caused any problems to the centre.

Last Monday when we called to reserve the hall for our workshop, the receptionist informed us about the new doubled rate. This was such disappointing news, and we all became very unhappy. I hope you know that people working in education, and voluntarily serving the community cannot afford to pay a rate which is too high. We will appreciate if you can find a way to keep the rent unchanged for our group for at least next half of the year or as an exception, offer a more reasonable rate. Thank you for your support. I look forward to your positive reply. (183 words)

Sincerely,

Programme Coordinator

*John Smith*



## Sample 111 Charge / Formal letter

*Your car insurance company has told you that they are going to increase the amount you have to pay in insurance each month. You are not happy about this.*

*Write a letter to your insurance company. In your letter, explain*

- *why you are writing*
- *why you think the insurance should not be increased*
- *what you want them to do.*

Dear \_\_\_\_\_,

I am writing to you as I recently received a letter from you informing me that the insurance premium for my car is going to increase from next month. [Insurance no: 1234]

As you will be aware if you check my records, I have held my insurance with your company for nearly seven years now. During this time, I have not had any accidents, and never had any reason to make a claim on my insurance.

I understand that at times prices need to be increased. However, this increase you are suggesting will result in a 20% increase in the amount I pay each month, a rate I feel is too high.

I would therefore like you to write back to me and explain why such an increase has been proposed. If you are unable to justify it to my satisfaction, then I am afraid that I will have no other option but to move my insurance to another company.

I look forward to hearing from you. (167 words)

Yours faithfully,

*John Smith*

## Sample 112 Selling / Informal letter

*You want to sell some of your furniture. You think a friend of yours might like to buy it from you.*

*Write a letter to your friend. In your letter*

- *explain why you are selling*
- *describe the furniture*
- *suggest a date when your friend can come and see the furniture.*

Dear \_\_\_\_\_,

As you know, we'll be moving to a new house soon and there are a few things that I won't be able to take with me. The new house is a bit smaller so I have to sell some furniture and I was wondering if you might be interested?

In particular I want to sell my big dining table. Do you remember it-the one in the living room? It has wooden legs and a grey glass top and it's big enough for six people. There are six matching chairs to go with it.

I know you've always liked this furniture so I could let you have it at a good price. I'd rather sell it to you than to a stranger!

Why don't you come around and take another look at them on Saturday? We'll be here all day, so maybe we could have some lunch together?

Give me a ring and let me know. (154 words)

Love,

*John*

## Sample 113 Selling / Informal letter

*You want to sell your bicycle. You think a friend of yours might like to buy it from you.*

*Write a letter to your friend. In your letter*

- *explain why you are selling*
- *describe the bicycle*
- *suggest a date when your friend can come and see the bicycle.*

Dear \_\_\_\_\_,

As you know, I'll be going home at the end of term and I've decided to sell my bicycle-it would cost me a fortune; too much to ship it to my hometown. I just wanted to know if you might be interested in buying it.

It's a mountain bike, four years old now, and it was brand new when I bought it. It is green and black with a silver stripe. I have looked after it very well; having it serviced every year. The tyres are in very good condition. And the speedometer is so accurate. I am happy to include lights and a cycling helmet in the price. It's a Raleigh bicycle- very good design and I want to sell it for around £40.

Why don't you come round and have a look sometime? I'm sure it won't let you down. What about next Saturday morning when we don't have classes.

Gimme a call and let me know. (159 words)

See you,

*John*

## Sample 114 Selling / Informal letter

*You want to sell your television. You think a friend of yours might like to buy it from you.*

*Write a letter to your friend. In your letter*

- *explain why you are selling the television*
- *describe the television*
- *suggest a date when your friend can come and see it.*

Dear \_\_\_\_\_,

Haven't really got much to say, as I've all been really busy since I spoke to you; as busy as a bee! Peter, as you know, I'm moving abroad and there is so much to do!

There are a few things that I can't take with me because they are too big so I am seeing if any of my friends would be interested in buying them. One of the things I do not want to take is my television, and I thought you might like to buy it for a cheap price.

It's a 42" Plasma Screen Television; 'Crystal' model. It is programmable and compatible with any hardware devices - it has USB and SD card ports so you can just plug in a thumb drive to watch movies or listen to music. It has great stereo surround sound system.

As you know, I'm leaving the country at the end of the month, which is only two weeks away. So if you want to see it, it would be best to come on 20th or 21st. That will give me time to sell it elsewhere if you are not interested.

OK, please call or SMS if you can't make it. (198 words)

Bye for now,

*John*

## Sample 115 Friendship / Informal letter

*A Canadian friend recently sent you a present by post. You want to thank him/her.*

- *say how you felt when you received the present.*
- *describe what you like about it*
- *explain how you will use the present.*

Dear \_\_\_\_\_,

I can't tell you how surprised I was when the package from Canada arrived. The postman brought it last Saturday and I was very excited when I saw that it was from you. Then when I opened it and saw the beautiful silk scarf you've sent me for my birthday I have to say I was truly delighted. Thank you so much!

You remember my taste in colours very well. So I really love the mix of blues and greys in the design, and the silk feels very soft. I can't thank you enough for the gift. I know that I intend to wear it every weekend when I go out with the family- and we'll have to take some pictures so you can see how good it looks, even if I say so myself.

So thank you once again, Chris. Give my regards to your folks, but lots of love to you and Peter.

I'll write to you soon and send that photo!

Best wishes, (167 words)

*Jane*

## Sample 116 Friendship / Informal letter

*A friend you met last year has invited you to visit them in their country. You have never been there before and need some information before you leave. Write a letter to your friend. In your letter*

- *request advice about a gift for his/her family*
- *ask about activities and clothing*
- *find out about the food.*

Dear \_\_\_\_\_,

Hi there, I hope you're enjoying your college year. Thanks very much for asking me to come and visit you in Singapore. As you know, I haven't travelled to Asia before, so I thought I'd write and ask you a few questions.

I want to bring a present with me and I wondered what would be appropriate. Perhaps you could let me know what your mum's hobbies are and then I could come up with an idea based on one of them.

Also, what sort of clothes should I bring? I know it's pretty warm where you live but do I need jumpers or a coat? What sort of activities are we likely to do while I'm there and should I bring things like swimming gear or trainers.

Lastly, I hate to be nuisance but I hope you remember that I'm vegetarian. I do eat fish and eggs but I don't eat red meat and chicken at all. Is that going to be a problem?

Look forward to hearing from you. (171 words)

All good wishes,

*John*

## Sample 117 Friendship / Informal letter

*You recently attended your friend's party. Write a letter to your friend. In your letter*

- *thank for the hospitality provided*
- *thank for his/her gift*
- *tell him/her to visit your hometown.*

Dear \_\_\_\_\_,

We've just got back and I wanted to write to you immediately to tell you what a great weekend we had with you. Thanks a lot for inviting us-it was a real break for us both.

I didn't realise before that you lived so close to the sea. To my mind, going for walks along the beach was really relaxing. We especially, enjoyed the meal in the restaurant on Sunday. It was a great little place, and the snack was great too! It was lovely to see you and chat about old times. I also enjoyed the wonderful meal you gave us last night! Thank you so much. I must get that recipe for that great chocolate cake from you although I'm not sure I will be able to make it as well as you did!

Also I want to thank you for the lovely china vase you gave us. Your present was such a wonderful surprise. It looks fantastic in the hall and is just the right style for the house. I do hope we can come back and visit you again soon

Remember, you're always welcome to come and stay with us. We have plenty of rooms here, and there are some interesting places we can visit. Bet you like them!

Thanks again for putting us up, and keep in touch! (222 words)

With much love,

*John*

## Sample 118 Friendship / Informal letter

*Last month you had a holiday overseas where you stayed with some friends.*

*They have just sent you some photos of your holiday. Write a letter to your friends. In your letter*

- *thank them for the photos and for the holiday*
- *explain why you didn't write earlier*
- *invite them to come and stay with you.*

Dear \_\_\_\_\_,

Thanks so much for your kind letter and the lovely photos of my holiday in Mumbai. Sorry for the delay in acknowledging your mail, but your package arrived just as I was about to leave town on a business trip. I've just returned to Toronto today.

Looking at the photos brings back so many happy memories of the times we spent together and the wonderful hospitality you extended to me. I felt completely pampered by both of you! You surrounded me with warm friends, good food, amazing sights, great shopping, unforgettable cultural events and laughter-filled evenings. I would have been lost without you. I can't thank you enough.

These good memories gave me an idea. I know you've always wanted to visit Canada. Why don't you plan a holiday and stay with me this summer? The weather is great at that time of year, all tourist sites are open and I could take two weeks off from work. Aside from seeing Toronto, we could drive to Niagara Falls, Thousand Islands, Montreal, Ottawa and Quebec City. I would be thrilled if you could make it.

Thank you both again for the beautiful holiday and the photos which are already up on my wall. Now, I'm looking forward to hearing from you. (210 words)

Warm wishes,

*John*

## Sample 119 Friendship / Informal letter

*You want something that you can't buy in your own country. You decide to ask an English friend to help you. Write a letter to a friend. In your letter*

- *say what you want*
- *explain why you want it*
- *suggest how your friend could help.*

Dear \_\_\_\_\_,

I hope you are well and enjoying being back at university after the holiday.

I wonder if you could do me a favour. Would it be possible to buy some books suitable for a 14 year old boy? My friend (Jasmine) has a son who is not doing particularly well in his English classes at school. His English is actually good, but he's lost motivation and Jasmine wondered whether it might help if he could be persuaded to do some more reading in the language. As you know, it's very difficult to get hold of English books here and the ones in the bookshops are rather boring for a teenage boy. As you have two younger brothers, I thought you might have some suggestions about what he would enjoy.

If you could choose a couple of books, Jasmine would be very happy to send money to cover the cost of the books and postage. I hope you don't mind my asking you to do this, and do let me know if there's anything I can send you from here to say thank you. (179 words)

Best wishes,

*Jane*

## Sample 120 Friendship / Semi-formal letter

*A friend has asked you to babysit on Saturday and wants to know how much you charge per hour for this. Unfortunately, you already have a commitment this weekend and cannot help. However, you are free the following weekend. Write a letter to your friend. In your letter*

- *explain that you are not able to help this time, but could help later*
- *explain also what your fee for the service is.*

Dear \_\_\_\_\_,

Thank you for asking me to babysit for you. As you know I enjoy looking after Anthony and would be happy to help you out. However, this weekend I already have a commitment which I cannot break.

My parents are coming to visit and I am going to take them down to the coast as I have often promised to do. They are getting older so I like to spend as much time with them as possible. Also, it is my father's birthday and I want to celebrate with them. I am really sorry that I am not able to help this time, but I am free next weekend and would be glad to babysit for you then, if you should choose to go out for the evening.

My charge is fifteen dollars per hour until midnight and twenty dollars per hour after that. You would need to give me any special instructions you might have and, of course, leave a phone number in case of emergency. (167 words)

Yours sincerely,

*Jane*

## Exercise 1

*You are unhappy about a plan to make your local airport bigger and increase the number of flights. You live near the airport.*

*Write a letter to your local newspaper. In your letter*

- *explain where you live*
- *describe the problem*
- *give reasons why you do not want this development.*

## Exercise 2

*A motorway is to be built near your house. As you think that it will destroy areas of natural beauty.*

*Write a letter to the local authorities. In your letter*

- *express your views*
- *explain what damage will be caused*
- *suggest alternative routes.*

## Exercise 3

*You work for a children's home which needs volunteers to help at weekends.*

*Write to the local newspaper. In your letter*

- *request that they publicise the vacancies*
- *include details of what is required of the applicants*
- *explain the ways in which both volunteers and children might benefit.*

## Exercise 4

*You are a member of an environmental protection society which is organising a 'clean-up' weekend.*

*Write a letter to the headmaster of your local school. In your letter*

- *ask for students' help*
- *explain what activities will be involved*
- *explain how useful it will be for the community as a whole.*

## Exercise 5

*A local newspaper for tourists is running a competition to find the 'Restaurant of the Year'.*

*Readers are invited to write a letter to the newspaper. Write a letter*

- *describe the restaurant they wish to nominate*
- *focus on the food, the service and atmosphere*
- *explain clearly how this popular restaurant has attracted a wide range of customers.*

## Exercise 6

*You are studying overseas. You need to return to your country before the end of the semester for a family event.*

*Write a letter to your supervisor. In your letter*

- *request the time off*
- *explain why you need to leave early*
- *reassure him/her that your studies will not suffer.*

### Exercise 7

*You have a full-time job and are also doing a part-time evening course. You now find that you cannot continue the course. Write a letter to the course tutor. In your letter*

- describe the situation
- explain why you cannot continue at this time
- say what action you would like to take.

### Exercise 8

*You are taking a course at a local college. The deadline for your project was last week but you have not finished it. Write a letter to your lecturer. In your letter*

- introduce yourself
- explain why you have not handed in the projects yet
- request more time to do it.

### Exercise 9

*You were unable to attend an important meeting at which you were supposed to make a presentation. Write to the chairman*

- apologise
- explain your absence
- suggest alternative arrangements for the presentation.

### Exercise 10

*A friend recently invited you to a special party. You intended to go but at the last minute you were unable to attend. Write a letter to your friend. In your letter*

- apologise for not attending the party
- explain what prevented you from going
- suggest a way of making up for this.

### Exercise 11

*You are renting a flat from an agency. Your contract was for one year but you need to leave the flat four months early. Write a letter to the agency. In your letter*

- introduce yourself
- ask to leave the flat before the contract finishes
- explain why you need to break the contract.

### Exercise 12

*On a recent holiday you lost a valuable item. Fortunately you have travel insurance to cover the cost of anything lost. Write a letter to the manager of your insurance company. In your letter*

- describe the item you lost
- explain how you lost it
- tell the insurance company what you would like them to do.

### Exercise 13

*You have just spent the weekend in Sydney where you attended a conference. You accidentally left one of your bags in the taxi on the way to the airport. It contained presents for your family, clothing and a copy of your research paper you gave at the conference. You rang the Lost Property Department of the taxi department but they were unhelpful and very rude.*

*Write a letter to the Lost Property Department at the taxi company.*

- *advise them of the circumstances in which you lost your bag*
- *provide details about the bag and its contents*
- *complain about their lack of help in this matter.*

### Exercise 14

*You recently took a trip with a taxi company. The driver behaved in an unacceptable way and you had a lot of problems. You complained to the company but no one has replied to your complaint.*

*Write a letter to the taxi company. In your letter*

- *say why you are writing and how you feel*
- *explain what happened*
- *tell them what you would like them to do.*

### Exercise 15

*You have bought a new laptop from a reputable company and in a few days of purchase discovered major problems.*

*Write a letter to the company. In your letter*

- *say when you bought it*
- *explain the problems*
- *say what action you would like the company to take.*

### Exercise 16

*You recently went shopping at the local supermarket. When you got home and studied your bill you found that you had been charged for items you did not purchase.*

*Write a letter to the supermarket manager*

- *explain what has happened*
- *tell the manager how you feel about the error*
- *ask him to do something about it.*

### Exercise 17

*You are a regular customer of a local restaurant. The last time you ate there, however, you felt that the standards had dropped slightly. Write a letter to the manager of the restaurant. In your letter*

- *say when you were there*
- *explain why you were disappointed*
- *suggest what could be done to improve the situation.*

### Exercise 18

*You recently joined a book club and are very dissatisfied with both the service and the books you have received.*

*Write a letter to the manager of the book club. In your letter*

- *state what type of membership you have*
- *state the reasons for your dissatisfaction*
- *state what you expect to be done.*



## Exercise 19

*An old car was left on the street near your apartment block several weeks ago. You telephoned the local council to get them to take it away, but nothing has been done about it. The car is now causing a problem for residents. Write a letter to the Council. In your letter*

- describe the car
- outline the problems it is causing
- tell the council what you want them to do.

## Exercise 20

*You are going to start a course at a college in Australia. Write a letter to the admissions tutor. In the letter*

- say when and where you are arriving
- explain that you are not familiar with the city
- say what you need from the college.

## Exercise 21

*You have seen an advertisement for part-time work in a hotel for three months over the summer. Write a letter to the Manager. In your letter*

- say what experience you have
- ask what the work involves
- enquire about conditions.

## Exercise 22

*You successfully passed a job interview. You were told to start your work on July 10th but unfortunately you cannot attend your workplace on that day. Write a letter to your new employer. In your letter*

- express your appreciation for the interview
- explain your situation
- suggest a solution.

## Exercise 23

*Write a letter to the manager of the company that you work for. In your letter*

- write about the positive points of your workplace
- write about the problems of your workplace
- suggest what changes are needed to make your work conditions better.

## Exercise 24

*You have just moved into a new home and are planning to hold a party. You are worried that the noise may disturb your neighbour. Write a letter to your neighbour. In your letter*

- introduce yourself
- describe your plans for the party
- invite your neighbour to come.

## Exercise 25

*You have been invited to your friend's birthday party. Write a letter to your friend. In your letter*

- *accept the invitation and thank your friend*
- *ask about his or her plans*
- *suggest how you can help.*

## Exercise 26

*You have been with an old friend for a few days. You hadn't seen each other for a long time. Write a letter to the friend. In your letter*

- *say how you felt about the visit*
- *refer to something enjoyable that you did while staying with him/her*
- *invite your friend for the weekend.*

## Exercise 27

*You play sport (e.g. football) for a local team. You recently heard that a player in your team is in hospital. Write a letter to your team mate. In your letter*

- *say how you feel about the news*
- *ask about the treatment in the hospital*
- *suggest some ways of cheering him/her up.*

## Exercise 28

*You are going to take a holiday. Write a letter to a friend asking him/her to look after your house. In the letter*

- *say where and when you go*
- *tell your friend what needs to be done while you are away*
- *arrange to meet your friend before you go.*

## Exercise 29

*You have a friend who lives in a city overseas. You are applying to do a course at one of the colleges in this city. Write a letter to your friend. In your letter*

- *ask what the city is like*
- *say what work or study you are doing now*
- *explain why you would like to do this course in the future.*

## Exercise 30

*An English-speaking friend has written to you to ask you how your IELTS studies are going. Write a letter telling your friend how you are preparing for the test.*

- *say what progress you are making*
- *explain how you are preparing for the test*
- *say which section you are finding the most difficult.*

Have a plan for your letter. The first one has been done as a model. ►► See page 81

Exercise 1 (Plan 1)	Exercise 16 (Plan 16)
Exercise 2 (Plan 2)	Exercise 17 (Plan 17)
Exercise 3 (Plan 3)	Exercise 18 (Plan 18)
Exercise 4 (Plan 4)	Exercise 19 (Plan 19)
Exercise 5 (Plan 5)	Exercise 20 (Plan 20)
Exercise 6 (Plan 6)	Exercise 21 (Plan 21)
Exercise 7 (Plan 7)	Exercise 22 (Plan 22)
Exercise 8 (Plan 8)	Exercise 23 (Plan 23)
Exercise 9 (Plan 9)	Exercise 24 (Plan 24)
Exercise 10 (Plan 10)	Exercise 25 (Plan 25)
Exercise 11 (Plan 11)	Exercise 26 (Plan 26)
Exercise 12 (Plan 12)	Exercise 27 (Plan 27)
Exercise 13 (Plan 13)	Exercise 28 (Plan 28)
Exercise 14 (Plan 14)	Exercise 29 (Plan 29)
Exercise 15 (Plan 15)	Exercise 30 (Plan 30)

# IELTS

## Writing Task 2

### (Academic & General)

#### Writing Steps:






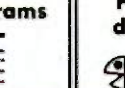
- 1 Analyse the question:** Analyse the task (Theme, Range, Function) ►► See page 160
- 2 Plan the answer:** Make some quick notes (Pre-writing/Critical thinking/Brainstorming).  
Use Lists, Clustering diagrams (Bubble diagrams, Mindmaps, Idea webs, Spidergrams), Tree diagrams (Arrow diagrams), Fishbone diagrams, Venn diagrams and T-diagrams for generating and classifying ideas. Divide the essay into paragraphs appropriately.

#### Critical Thinking Guide (Brainstorming)

(generating main ideas based on the following keys)

Physical	Social	Cultural	Educational
Mental	Global	Political	Moral
Family	Economic	Environmental	Historical

#### Critical thinking formats (Brainstorming)

<b>Lists</b> 	<b>Clustering diagrams</b> 	<b>Tree diagrams</b> 	<b>Venn diagrams</b>  <small>Different Same Different</small>	<b>T diagrams</b> 	<b>Fishbone diagrams</b> 
---	---	---	--	---	---

#### Writing Task 2 : *What are the main causes of crime?* (Sample plan)

<b>Intro</b>	It is unfortunate that... These causes are as follows:
Cause 1:	<u>One major cause...</u> psychological problems/personality disorders ...
<b>Body</b>	Cause 2: <u>Another cause...</u> Family-related factors / poor upbringing ...
Cause 3:	<u>Finally...</u> Financial problems/unemployment ...
<b>Conclusion</b>	In conclusion, a large number of factors... I think... It is important ...

- 3 Write the answer:**

‘SSS Technique’	State	Support	Summarise
-----------------	-------	---------	-----------

Use a range of relevant vocabulary, sentence types and linking words.  
Work out how many lines 250 words are in your handwriting, e.g. if you write about 10 words per line, then you will need to produce *at least* 25 lines. Obviously, you need to write more to address the task but it is very important to keep your essay relevant.

- 4 Check the answer; proofread**

Leave time at the end to check your answer for errors in grammar, spelling and punctuation.

Question Components		
Topic	Range	Function

An essay question generally has three parts.

► **Topic**

introducing the theme; central idea of a writing task

► **Range**

focusing on some aspects of the topic; limiting the central idea

► **Function (Question type)**

specifying the question and what function to use

*Discuss both these views and give your own opinion.  
To what extent do you agree or disagree?  
How far do you agree or disagree with these views?  
Discuss the advantages and disadvantages of this trend.  
What are your opinions on this topic?  
Which other types of...?  
What are some of the reasons for...?  
Why do you think this is?  
Why is it?  
What are the main causes of this problem?  
What impact does this have on ...?  
What do you think are the causes of this?  
What are these problems?  
What solutions can you suggest?  
What are the best ways to ...?  
What can be done to ...?  
Discuss possible ways to...*

►► Note that *Topic* and *Range* might overlap each other slightly.

## Writing Task 2

*Ambition (T) is a negative attribute of a person's character. (R) Do you agree or disagree with this statement? (F/Q)*

*E-mails (T) are the most valuable tool for communication in the twenty-first century. (R) To what extent do you agree or disagree? (F/Q)*

*Advertising (T) is one of the most unpleasant features of modern life. (R) Argue for and against this statement. (F/Q)*

*The amount of sport shown on television every week has increased significantly (T) and this is having an impact on live sports events. (R) Do you think the benefits of having more televised sport are greater than disadvantages? (F/Q)*

*More and more city workers are deciding to live in the country and travel into work everyday. (T) The result is increased traffic congestion and damage to the environment. (R) What measures do you think could be taken to encourage people not to travel such long distances into work? (F/Q)*

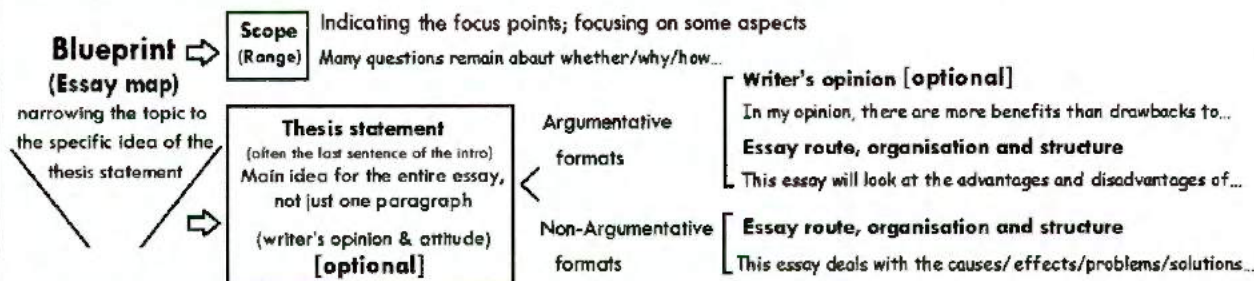
*Motorways (T) help people travel quickly and cover long distances but they also cause problems. (R) What are the problems of motorways (F/Q) and what solutions are there? (F/Q)*

*In today's competitive world, many families find it necessary for both parents to go out to work. (T) While some say the children in these families benefit from the additional income, others feel they lack support because of their parents' absence (R) Discuss both these views and give your own opinion. (F/Q)*

# Essay Structure

## ➤ Introduction (Introductory paragraph/ Lead-in paragraph) About 40-50 words

► **Motivator /Hook (General statement about the topic):** attracting the reader's attention; paraphrasing & introducing the task. (Stating background information or the present conditions of the topic). Don't copy!  
 These days, there is an alarming lack of... This issue has become a worrying concern ...



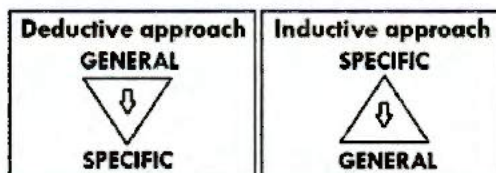
## ➤ Body About 180-200 words

**Balanced**  
**(Argumentative/Persuasive)**  
 (Pro) Argument & Counter-Argument

**Expository**  
**(Non-Argumentative/Explanatory)**

<b>Opinion</b>	<b>Effect</b>	<b>Alternative</b>
<b>Reason</b>	<b>Problem</b>	<b>Type</b>
<b>Cause</b>	<b>Solution</b>	<b>Possibility</b>
<b>Factor</b>	<b>Option</b>	<b>Condition</b>

In Writing Task 2, a body paragraph tends to move from general (Topic sentence) to specific (Evidence); Deductive approach



▼ **Paragraph Structure**

<b>Topic sentence/ Main idea</b> ( the sentence that contains the main idea of a paragraph)
<b>Supporting ideas /... Sub-supporting ideas...</b> (supporting the main idea)
<b>Concrete evidence</b> (tangible examples, statistics, quotes, observations, experiences and anecdotes)
<b>Summary sentence</b> (summarising the main idea)/ <b>Bridging sentence</b> (leading into the next paragraph)[optional]

## ➤ Conclusion (Closing paragraph) About 30-40 words

► **Restating your position (Reworded thesis statement) & Summing up**

► **Clincher (Rounding off sentence):** leaving the reader with a strong impression- ending with any comment that reinforces your viewpoint - stating the general issue in a broader context - making a prediction - providing a sense of finality, but not a new idea!

Common 'Balanced' Format (4 OR 5 paragraphs)			Common 'Balanced' Format (4 OR 5 paragraphs)																														
<p><b>4 paragraphs</b></p> <table border="1"> <tr><td>Intro</td></tr> <tr><td>• Adv 1 • Adv 2 (optional) • Adv 3 (optional)</td></tr> <tr><td>• Disadv 1 • Disadv 2 (optional) • Disadv 3 (optional)</td></tr> <tr><td>Conclusion</td></tr> </table>	Intro	• Adv 1 • Adv 2 (optional) • Adv 3 (optional)	• Disadv 1 • Disadv 2 (optional) • Disadv 3 (optional)	Conclusion	<p><b>5 paragraphs</b></p> <table border="1"> <tr><td>Intro</td></tr> <tr><td>• Adv 1</td></tr> <tr><td>• Disadv 1</td></tr> <tr><td>• Disadv 2</td></tr> <tr><td>Conclusion</td></tr> </table>	Intro	• Adv 1	• Disadv 1	• Disadv 2	Conclusion	<p><b>5 paragraphs (less common)</b></p> <table border="1"> <tr><td>Intro</td></tr> <tr><td>• Disadv 1</td></tr> <tr><td>• Disadv 2</td></tr> <tr><td>• Adv 1</td></tr> <tr><td>Conclusion</td></tr> </table>	Intro	• Disadv 1	• Disadv 2	• Adv 1	Conclusion	<p><b>4 paragraphs</b></p> <table border="1"> <tr><td>Intro</td></tr> <tr><td>• Disadv 1 • Disadv 2 (optional) • Disadv 3 (optional)</td></tr> <tr><td>• Adv 1 • Adv 2 (optional) • Adv 3 (optional)</td></tr> <tr><td>Conclusion</td></tr> </table>	Intro	• Disadv 1 • Disadv 2 (optional) • Disadv 3 (optional)	• Adv 1 • Adv 2 (optional) • Adv 3 (optional)	Conclusion	<p><b>5 paragraphs</b></p> <table border="1"> <tr><td>Intro</td></tr> <tr><td>• Disadv 1</td></tr> <tr><td>• Adv 1</td></tr> <tr><td>• Adv 2</td></tr> <tr><td>Conclusion</td></tr> </table>	Intro	• Disadv 1	• Adv 1	• Adv 2	Conclusion	<p><b>5 paragraphs (less common)</b></p> <table border="1"> <tr><td>Intro</td></tr> <tr><td>• Adv 1</td></tr> <tr><td>• Adv 2</td></tr> <tr><td>• Disadv 1</td></tr> <tr><td>Conclusion</td></tr> </table>	Intro	• Adv 1	• Adv 2	• Disadv 1	Conclusion
Intro																																	
• Adv 1 • Adv 2 (optional) • Adv 3 (optional)																																	
• Disadv 1 • Disadv 2 (optional) • Disadv 3 (optional)																																	
Conclusion																																	
Intro																																	
• Adv 1																																	
• Disadv 1																																	
• Disadv 2																																	
Conclusion																																	
Intro																																	
• Disadv 1																																	
• Disadv 2																																	
• Adv 1																																	
Conclusion																																	
Intro																																	
• Disadv 1 • Disadv 2 (optional) • Disadv 3 (optional)																																	
• Adv 1 • Adv 2 (optional) • Adv 3 (optional)																																	
Conclusion																																	
Intro																																	
• Disadv 1																																	
• Adv 1																																	
• Adv 2																																	
Conclusion																																	
Intro																																	
• Adv 1																																	
• Adv 2																																	
• Disadv 1																																	
Conclusion																																	
<p>Usually when you tend to think the <i>disadvantages outweigh the advantages</i>. The side you agree with usually written in the last body paragraph(s) to be close to the conclusion paragraph in which you express your opinion to maintain coherence.</p>			<p>Usually when you tend to think the <i>advantages outweigh the disadvantages</i>. The side you agree with usually written in the last body paragraph(s) to be close to the conclusion paragraph in which you express your opinion to maintain coherence.</p>																														
Common 'Balanced' Format (4 OR 5 paragraphs)			Common 'Balanced' Format (4 OR 5 paragraphs)																														
<p><b>4 paragraphs</b></p> <table border="1"> <tr><td>Intro</td></tr> <tr><td>• For 1 • For 2 (optional) • For 3 (optional)</td></tr> <tr><td>• Against 1 • Against 2 (optional) • Against 3 (optional)</td></tr> <tr><td>Conclusion</td></tr> </table>	Intro	• For 1 • For 2 (optional) • For 3 (optional)	• Against 1 • Against 2 (optional) • Against 3 (optional)	Conclusion	<p><b>5 paragraphs</b></p> <table border="1"> <tr><td>Intro</td></tr> <tr><td>• For 1</td></tr> <tr><td>• Against 1</td></tr> <tr><td>• Against 2</td></tr> <tr><td>Conclusion</td></tr> </table>	Intro	• For 1	• Against 1	• Against 2	Conclusion	<p><b>5 paragraphs (less common)</b></p> <table border="1"> <tr><td>Intro</td></tr> <tr><td>• Against 1</td></tr> <tr><td>• Against 2</td></tr> <tr><td>• For 1</td></tr> <tr><td>Conclusion</td></tr> </table>	Intro	• Against 1	• Against 2	• For 1	Conclusion	<p><b>4 paragraphs</b></p> <table border="1"> <tr><td>Intro</td></tr> <tr><td>• Against 1 • Against 2 (optional) • Against 3 (optional)</td></tr> <tr><td>• For 1 • For 2 (optional) • For 3 (optional)</td></tr> <tr><td>Conclusion</td></tr> </table>	Intro	• Against 1 • Against 2 (optional) • Against 3 (optional)	• For 1 • For 2 (optional) • For 3 (optional)	Conclusion	<p><b>5 paragraphs</b></p> <table border="1"> <tr><td>Intro</td></tr> <tr><td>• Against 1</td></tr> <tr><td>• For 1</td></tr> <tr><td>• For 2</td></tr> <tr><td>Conclusion</td></tr> </table>	Intro	• Against 1	• For 1	• For 2	Conclusion	<p><b>5 paragraphs (less common)</b></p> <table border="1"> <tr><td>Intro</td></tr> <tr><td>• For 1</td></tr> <tr><td>• Against 1</td></tr> <tr><td>• Against 2</td></tr> <tr><td>Conclusion</td></tr> </table>	Intro	• For 1	• Against 1	• Against 2	Conclusion
Intro																																	
• For 1 • For 2 (optional) • For 3 (optional)																																	
• Against 1 • Against 2 (optional) • Against 3 (optional)																																	
Conclusion																																	
Intro																																	
• For 1																																	
• Against 1																																	
• Against 2																																	
Conclusion																																	
Intro																																	
• Against 1																																	
• Against 2																																	
• For 1																																	
Conclusion																																	
Intro																																	
• Against 1 • Against 2 (optional) • Against 3 (optional)																																	
• For 1 • For 2 (optional) • For 3 (optional)																																	
Conclusion																																	
Intro																																	
• Against 1																																	
• For 1																																	
• For 2																																	
Conclusion																																	
Intro																																	
• For 1																																	
• Against 1																																	
• Against 2																																	
Conclusion																																	
<p>Usually when you tend to be <i>against the topic</i>. The side you agree with usually written in the last body paragraph(s) to be close to the conclusion paragraph in which you express your opinion to maintain coherence.</p>			<p>Usually when you tend to be <i>for the topic</i>. The side you agree with usually written in the last body paragraph(s) to be close to the conclusion paragraph in which you express your opinion to maintain coherence.</p>																														
Common (One-sided) 'Opinion' Format (5 paragraphs)			Common (One-sided) 'Opinion' Format (5 paragraphs)																														
<table border="1"> <tr><td>Intro</td></tr> <tr><td>• Opinion 1 OR (For 1)</td></tr> <tr><td>• Opinion 2 OR (For 2)</td></tr> <tr><td>• Opinion 3 OR (For 3)</td></tr> <tr><td>Conclusion</td></tr> </table>			Intro	• Opinion 1 OR (For 1)	• Opinion 2 OR (For 2)	• Opinion 3 OR (For 3)	Conclusion	<table border="1"> <tr><td>Intro</td></tr> <tr><td>• Opinion 1 OR (Against 1)</td></tr> <tr><td>• Opinion 2 OR (Against 2)</td></tr> <tr><td>• Opinion 3 OR (Against 3)</td></tr> <tr><td>Conclusion</td></tr> </table>			Intro	• Opinion 1 OR (Against 1)	• Opinion 2 OR (Against 2)	• Opinion 3 OR (Against 3)	Conclusion																		
Intro																																	
• Opinion 1 OR (For 1)																																	
• Opinion 2 OR (For 2)																																	
• Opinion 3 OR (For 3)																																	
Conclusion																																	
Intro																																	
• Opinion 1 OR (Against 1)																																	
• Opinion 2 OR (Against 2)																																	
• Opinion 3 OR (Against 3)																																	
Conclusion																																	
<p>OR Following a non-argumentative approach; generating some topic-related main ideas to cover the task. (A very short opposing idea can be mentioned and then <i>refuted</i>). <b>Refutation:</b> Proving that an idea is wrong <b>Concession:</b> Saying an idea is valid but your reasons are still stronger (4 paragraphs possible)</p>			<p>OR Following a non-argumentative approach; generating some topic-related main ideas to cover the task. (A very short opposing idea can be mentioned and then <i>refuted</i>). <b>Refutation:</b> Proving that an idea is wrong <b>Concession:</b> Saying an idea is valid but your reasons are still stronger (4 paragraphs possible)</p>																														
Common 'Comparison & Contrast' Format (4 paragraphs)			Common 'Cause' Format (5 paragraphs)																														
<table border="1"> <tr><td>Intro</td></tr> <tr><td>• Comparison 1 • Comparison 2 (optional) • Comparison 3 (optional)</td></tr> <tr><td>• Contrast 1 • Contrast 2 (optional) • Contrast 3 (optional)</td></tr> <tr><td>Conclusion</td></tr> </table>			Intro	• Comparison 1 • Comparison 2 (optional) • Comparison 3 (optional)	• Contrast 1 • Contrast 2 (optional) • Contrast 3 (optional)	Conclusion	<table border="1"> <tr><td>Intro</td></tr> <tr><td>• Cause 1</td></tr> <tr><td>• Cause 2</td></tr> <tr><td>• Cause 3</td></tr> <tr><td>Conclusion</td></tr> </table>			Intro	• Cause 1	• Cause 2	• Cause 3	Conclusion																			
Intro																																	
• Comparison 1 • Comparison 2 (optional) • Comparison 3 (optional)																																	
• Contrast 1 • Contrast 2 (optional) • Contrast 3 (optional)																																	
Conclusion																																	
Intro																																	
• Cause 1																																	
• Cause 2																																	
• Cause 3																																	
Conclusion																																	
<p>'C &amp; C essays' point out similarities and differences (5 paragraphs possible)</p>			<p>'Factor' Format is also possible (4 paragraphs possible)</p>																														

Common 'Effect' Format (5 paragraphs)	Common 'Solution' Format (5 paragraphs)																														
<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Intro</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">• Effect 1</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">• Effect 2</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">• Effect 3</div> <div style="border: 1px solid black; padding: 5px;">Conclusion</div> <p style="text-align: center; font-size: small;">^ 'Problem' Format is also possible (4 paragraphs possible)</p>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Intro</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">• Solution 1</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">• Solution 2</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">• Solution 3</div> <div style="border: 1px solid black; padding: 5px;">Conclusion</div> <p style="text-align: center; font-size: small;">^ 'Alternative', 'Measure' and 'Option' Formats are also possible (4 paragraphs possible)</p>																														
Common 'Possibility' Format (5 paragraphs)	Common 'Type' Format (5 paragraphs)																														
<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Intro</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">• Possibility 1</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">• Possibility 2</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">• Possibility 3</div> <div style="border: 1px solid black; padding: 5px;">Conclusion</div> <p style="text-align: center; font-size: small;">(4 paragraphs possible)</p>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Intro</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">• Type 1</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">• Type 2</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">• Type 3</div> <div style="border: 1px solid black; padding: 5px;">Conclusion</div> <p style="text-align: center; font-size: small;">(4 paragraphs possible)</p>																														
Common 'Cause & Effect' Format (4 paragraphs)	Common 'Opinion & Solution' Format (4 OR 5 paragraphs)																														
<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 33%;">4 paragraphs</th> <th style="width: 33%;">5 paragraphs</th> <th style="width: 33%;">5 paragraphs</th> </tr> </thead> <tbody> <tr> <td style="border: 1px solid black; padding: 2px;">Intro</td> <td style="border: 1px solid black; padding: 2px;">Intro</td> <td style="border: 1px solid black; padding: 2px;">Intro</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">• Cause 1 • Cause 2 (optional) • Cause 3 (optional)</td> <td style="border: 1px solid black; padding: 2px;">• Cause 1  • Cause 2</td> <td style="border: 1px solid black; padding: 2px;">• Cause 1 • Cause 2 (optional)</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">• Effect 1 • Effect 2 (optional) • Effect 3 (optional)</td> <td style="border: 1px solid black; padding: 2px;">• Effect 1 • Effect 2 (optional)</td> <td style="border: 1px solid black; padding: 2px;">• Effect 1  • Effect 2</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">Conclusion</td> <td style="border: 1px solid black; padding: 2px;">Conclusion</td> <td style="border: 1px solid black; padding: 2px;">Conclusion</td> </tr> </tbody> </table> <p style="text-align: center; font-size: small;">^ 'Factor &amp; Effect' Format is also possible</p>	4 paragraphs	5 paragraphs	5 paragraphs	Intro	Intro	Intro	• Cause 1 • Cause 2 (optional) • Cause 3 (optional)	• Cause 1  • Cause 2	• Cause 1 • Cause 2 (optional)	• Effect 1 • Effect 2 (optional) • Effect 3 (optional)	• Effect 1 • Effect 2 (optional)	• Effect 1  • Effect 2	Conclusion	Conclusion	Conclusion	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 33%;">4 paragraphs</th> <th style="width: 33%;">5 paragraphs</th> <th style="width: 33%;">5 paragraphs</th> </tr> </thead> <tbody> <tr> <td style="border: 1px solid black; padding: 2px;">Intro</td> <td style="border: 1px solid black; padding: 2px;">Intro</td> <td style="border: 1px solid black; padding: 2px;">Intro</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">• Opinion 1 • Opinion 2 (optional) • Opinion 3 (optional)</td> <td style="border: 1px solid black; padding: 2px;">• Opinion 1  • Opinion 2</td> <td style="border: 1px solid black; padding: 2px;">• Opinion 1 • Opinion 2 (optional)</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">• Solution 1 • Solution 2 (optional) • Solution 3 (optional)</td> <td style="border: 1px solid black; padding: 2px;">• Solution 1 • Solution 2 (optional)</td> <td style="border: 1px solid black; padding: 2px;">• Solution 1  • Solution 2</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">Conclusion</td> <td style="border: 1px solid black; padding: 2px;">Conclusion</td> <td style="border: 1px solid black; padding: 2px;">Conclusion</td> </tr> </tbody> </table> <p style="text-align: center; font-size: small;">Opinions can be 'For' or 'Against' the subject</p>	4 paragraphs	5 paragraphs	5 paragraphs	Intro	Intro	Intro	• Opinion 1 • Opinion 2 (optional) • Opinion 3 (optional)	• Opinion 1  • Opinion 2	• Opinion 1 • Opinion 2 (optional)	• Solution 1 • Solution 2 (optional) • Solution 3 (optional)	• Solution 1 • Solution 2 (optional)	• Solution 1  • Solution 2	Conclusion	Conclusion	Conclusion
4 paragraphs	5 paragraphs	5 paragraphs																													
Intro	Intro	Intro																													
• Cause 1 • Cause 2 (optional) • Cause 3 (optional)	• Cause 1  • Cause 2	• Cause 1 • Cause 2 (optional)																													
• Effect 1 • Effect 2 (optional) • Effect 3 (optional)	• Effect 1 • Effect 2 (optional)	• Effect 1  • Effect 2																													
Conclusion	Conclusion	Conclusion																													
4 paragraphs	5 paragraphs	5 paragraphs																													
Intro	Intro	Intro																													
• Opinion 1 • Opinion 2 (optional) • Opinion 3 (optional)	• Opinion 1  • Opinion 2	• Opinion 1 • Opinion 2 (optional)																													
• Solution 1 • Solution 2 (optional) • Solution 3 (optional)	• Solution 1 • Solution 2 (optional)	• Solution 1  • Solution 2																													
Conclusion	Conclusion	Conclusion																													
Common 'Cause & Solution' Format (4 OR 5 paragraphs)	Common 'Effect & Solution' Format (4 OR 5 paragraphs)																														
<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 33%;">4 paragraphs</th> <th style="width: 33%;">5 paragraphs</th> <th style="width: 33%;">5 paragraphs</th> </tr> </thead> <tbody> <tr> <td style="border: 1px solid black; padding: 2px;">Intro</td> <td style="border: 1px solid black; padding: 2px;">Intro</td> <td style="border: 1px solid black; padding: 2px;">Intro</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">• Cause 1 • Cause 2 (optional) • Cause 3 (optional)</td> <td style="border: 1px solid black; padding: 2px;">• Cause 1  • Cause 2</td> <td style="border: 1px solid black; padding: 2px;">• Cause 1 • Cause 2 (optional)</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">• Solution 1 • Solution 2 (optional) • Solution 3 (optional)</td> <td style="border: 1px solid black; padding: 2px;">• Solution 1 • Solution 2 (optional)</td> <td style="border: 1px solid black; padding: 2px;">• Solution 1  • Solution 2</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">Conclusion</td> <td style="border: 1px solid black; padding: 2px;">Conclusion</td> <td style="border: 1px solid black; padding: 2px;">Conclusion</td> </tr> </tbody> </table> <p style="text-align: center; font-size: small;">^ 'Factor &amp; Solution' Format is also possible</p>	4 paragraphs	5 paragraphs	5 paragraphs	Intro	Intro	Intro	• Cause 1 • Cause 2 (optional) • Cause 3 (optional)	• Cause 1  • Cause 2	• Cause 1 • Cause 2 (optional)	• Solution 1 • Solution 2 (optional) • Solution 3 (optional)	• Solution 1 • Solution 2 (optional)	• Solution 1  • Solution 2	Conclusion	Conclusion	Conclusion	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 33%;">4 paragraphs</th> <th style="width: 33%;">5 paragraphs</th> <th style="width: 33%;">5 paragraphs</th> </tr> </thead> <tbody> <tr> <td style="border: 1px solid black; padding: 2px;">Intro</td> <td style="border: 1px solid black; padding: 2px;">Intro</td> <td style="border: 1px solid black; padding: 2px;">Intro</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">• Effect 1 • Effect 2 (optional) • Effect 3 (optional)</td> <td style="border: 1px solid black; padding: 2px;">• Effect 1  • Effect 2</td> <td style="border: 1px solid black; padding: 2px;">• Effect 1 • Effect 2 (optional)</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">• Solution 1 • Solution 2 (optional) • Solution 3 (optional)</td> <td style="border: 1px solid black; padding: 2px;">• Solution 1 • Solution 2 (optional)</td> <td style="border: 1px solid black; padding: 2px;">• Solution 1  • Solution 2</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">Conclusion</td> <td style="border: 1px solid black; padding: 2px;">Conclusion</td> <td style="border: 1px solid black; padding: 2px;">Conclusion</td> </tr> </tbody> </table> <p style="text-align: center; font-size: small;">^ 'Problem &amp; Solution' Format is also possible</p>	4 paragraphs	5 paragraphs	5 paragraphs	Intro	Intro	Intro	• Effect 1 • Effect 2 (optional) • Effect 3 (optional)	• Effect 1  • Effect 2	• Effect 1 • Effect 2 (optional)	• Solution 1 • Solution 2 (optional) • Solution 3 (optional)	• Solution 1 • Solution 2 (optional)	• Solution 1  • Solution 2	Conclusion	Conclusion	Conclusion
4 paragraphs	5 paragraphs	5 paragraphs																													
Intro	Intro	Intro																													
• Cause 1 • Cause 2 (optional) • Cause 3 (optional)	• Cause 1  • Cause 2	• Cause 1 • Cause 2 (optional)																													
• Solution 1 • Solution 2 (optional) • Solution 3 (optional)	• Solution 1 • Solution 2 (optional)	• Solution 1  • Solution 2																													
Conclusion	Conclusion	Conclusion																													
4 paragraphs	5 paragraphs	5 paragraphs																													
Intro	Intro	Intro																													
• Effect 1 • Effect 2 (optional) • Effect 3 (optional)	• Effect 1  • Effect 2	• Effect 1 • Effect 2 (optional)																													
• Solution 1 • Solution 2 (optional) • Solution 3 (optional)	• Solution 1 • Solution 2 (optional)	• Solution 1  • Solution 2																													
Conclusion	Conclusion	Conclusion																													



### ► Enumeration:

Naming things on a list one by one.

### ► Enumerator:

Helping us show the reader exactly what we are listing or enumerating. Remember that enumerators are valuable key words. You should try to put them in the topic sentences of enumerative paragraphs. This will help you to organise your paragraphs more clearly; it will also help the reader to follow your train of thought more easily. Writers frequently wish to make a list of other things besides *kinds* or *types*. They may for example, want to talk about

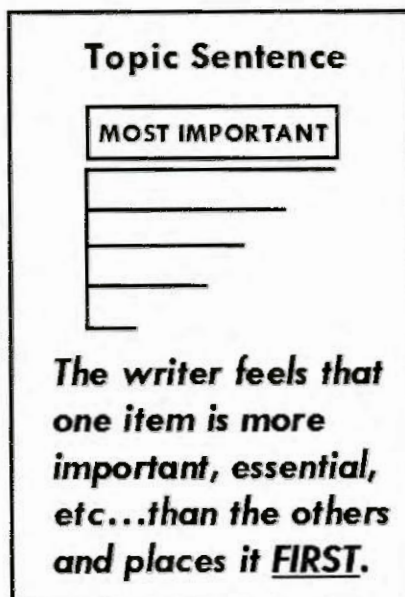
Enumerator		
classes	subdivisions	subclasses
parts	categories	subgroups
aspects	sorts	characteristics
divisions	families	factors

Example:

Listing signals	Enumerator	
<i>The first</i>	<i>kind</i>	<i>is...</i>
<i>The second</i>	<i>type</i>	
<i>The last</i>	<i>etc...</i>	

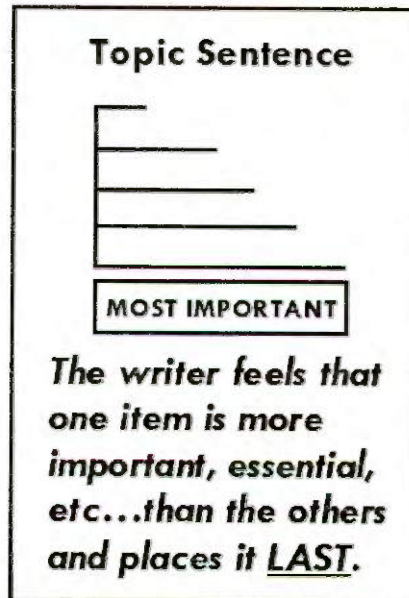
### ► Descending order of importance (Body)

In descending order, the writer lists the most important point first, then goes on to speak of the other points. The writer usually thinks that the other points are important, too, but simply wishes to mention the most important one first. (more common in Writing Task 2)



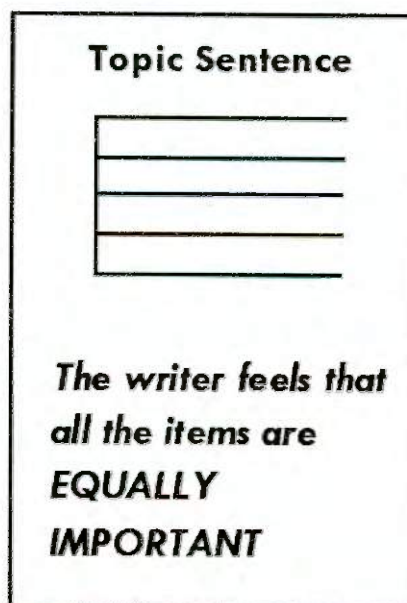
### ► Ascending order of importance (Body)

Ascending order is exactly the opposite of descending order. In ascending order, we list the minor points first, saving the most important for last. This keeps the reader interested, since the paragraph has a kind of dramatic structure to it; it builds up to ascend to a climax.



### ► Equal importance (Body)

When the main ideas are equally important and there is nothing to suggest that one main idea is any more important than the others and represents a simple list.



**Transitions, Transitional words, Cohesive markers, Signal words, Conjunctions, Connectives, Connectors  
Comparative tools, Discourse markers, Correlative conjunctions, Coordinating conjunctions,  
Subordinating conjunctions , Organising words, Linking words, Linking devices,  
Linking expressions, Signposting phrases**

The following may have more than one function

<b>Comparison</b>			
Similarly	Similar to	Similar manner	(to) mirror
Just as	(Just) like	(to) be alike	Likewise
Almost the same as	The same as	In the same way	(to) have in common
As if	In relation to	Correspondingly	as (adj /adv) as
Identical(ly)	Equal	Equivalent to	(to) resemble

<b>Contrast &amp; Concession</b>			
However/ But	Notwithstanding	Still	Although
(Even) though	Despite/ In spite of	Despite the fact that	Whereas
Having said that	Paradoxically	While	On the other hand
On the contrary	In (sharp) contrast	To compare to/ with	In comparison to
Conversely	Otherwise	Alternatively	Unlike
To differ from	Yet	Nonetheless/Nevertheless	After all
Apart from	On (the) one hand	In practice	In theory

<b>Comment &amp; Attitude &amp; Manner &amp; State</b>			
Fortunately	Unfortunately	Incidentally	Normally
Typically	Interestingly	Surprisingly	Astonishingly
Ideally	Obviously	Accidentally	Frankly
Personally	Clearly	Honestly	Seriously
Predictably	Strongly	Theoretically	Understandably
Confidentially	Simply	Miraculously	Officially
Bitterly	Exactly	Precisely	Reasonably
Fascinatingly	Sensibly	Rationally	Realistically
Accurately	Practically	Logically	Attractively
Amazingly	Exceptionally	Justifiably	Hypothetically

<b>Addition &amp; Sequence</b>			
First and foremost	To start with	Moreover	Besides
First and most importantly	Initially	And now	More importantly
In addition	In the first place	Beforehand	Not only...but also
For one thing	Furthermore	Next earlier	The former
One more point	As well as	The first feature	Subsequently
The first point	Additionally	Then	Afterwards
First (ly)/ Second (ly)...	Most significantly	What is more	Last but not least
First of all	After that	Above all	Ultimately
To begin with	The latter	Also	Lastly/Finally

<b>Cause</b>			
For	Because	Since	As
Because of / Owing to	Due to	That's why	In light of
For this reason	In the view of	For the sake of	By/ In virtue of
Hence	For the reason that	In view of the fact	On account of

Degree & Extent& Intensity & Emphasis			
Moderately	Pretty	Quite	Relatively
Rather	Wholly	Somewhat	Up to a point
Too	Almost	Practically	Completely
To some extent	Significantly	Partially	Thoroughly
To a limited extent	Exceedingly	Grossly	Notably
To some degree	Dramatically	Considerably	Immeasurably
To a great extent	Adequately	Enough	Partly
To a certain extent	Excessively	Mainly	Mostly
Extremely	Approximately	Roughly	Truthfully
Greatly	Enormously	Highly	Noticeably
Really	Terrifically	Truly	Unusually
Immensely	Tremendously	Entirely	Markedly
Barely	Profoundly	Virtually	Hugely
Pretty much	Fantastically	Amazingly	Outstandingly
Astoundingly	Absolutely	Undeniably	Unquestionably
Admittedly	Indeed	In fact	Particularly
Primarily	Incredibly	Naturally	More or less
Genuinely	Increasingly	Entirely	Strongly
Evidently	Specifically	In particular	Undeniably
Indubitably	Definitely	Certainly	Utterly
Remarkably	Undoubtedly	Awfully	Terribly
Eminently	Severely	Intensely	Acutely
Eternally	Perennially	Sufficiently	Fully
Massively	Sharply	Totally	Harshly
Vastly	Extraordinarily	Exceptionally	Dazzlingly
Around	Irrefutably	Distinctly	Incalculably

Result			
So	As a result	As a consequence of	Consequently
Therefore	Thus	Accordingly	For this reason

Alternative			
Or	Either ...or	Whether ...or...	Instead
Instead of	Rather than	Alternatively	Interchangeably

Condition			
If	Even if	If so	If not
Provided that	Providing	On condition that	Depending on
It (all) depends on	Unless	Otherwise	As long as

Clarification			
I mean...	To put it another way...	It implies ...	It indicates ...
I am referring to...	That means... i.e	It suggests ...	In other words
To clarify this issue...	What I mean is...	On closer examination, we find...	What I am trying to say is...
The clearest indication of ...	This clearly proves that...	To be exact	More precisely
As a matter of fact...	To be more precise	In fact...	In short ...
Let's put it this way...	To elaborate on this issue	To be more specific	To be more precise

Example			
For example/ instance	The best example that I can think of...	To exemplify...	There are certain situations in which...
A standard example...	In this case.../ In case of	In another case...	Take the case of...
All cases concerning...	To clarify this point...	A perfect/ prime/striking example...	In particular/Particularly...
An example to illustrate this point...	An illustration of this ...	A case in point ...	Chiefly/Notably
Including.../Such as...	A good example of this...	... is a clear indication that...	A classic example...
This point is aptly illustrated by...	One example that springs to my mind...	A typical example...	... epitomised by...
A telling example of the inherent danger of...	As a model/ sample ...	A clear example...	In the example mentioned above...

Time & Frequency			
As soon as	Just as	Meanwhile	While
When	Immediately	Lately	Recently
Now	During	Since	For
Shortly before	Long before	Shortly after	Soon after
Long after	In the (near) future	As long as	These days
Nowadays	At present	At the same time	At the moment
Until very recently	Until	After	before
By the time	Ever since	Since then	Later
Whenever	So far	Simultaneously	Eventually
At last	Gradually	Little by little	Bit by bit
Hardly ever	Regularly	Normally	Soon
In no time	Later	Constantly	Over and over
Currently	All the time	Most of the time	Now and then
Now and again	Just now	In the course of time	Sooner or later
In due course	Prior to	Always	Occasionally
From time to time	At times	Sometimes	Once in a while
Pretty often	Pretty frequently	Seldom	Almost never
Scarcely	Almost always	Every now and then	Periodically
At (regular) intervals	Commonly	All the time	On and off
(Every) now and then	Continuously	Intermittently	Henceforth
Predominately	On a regular basis	On a daily basis	On occasion(s)
Once in a while	As usual	Every day/week	Every other day/week
In the meantime	For the meantime	In the meanwhile	For the meanwhile

Certainty & Probability			
Definitely	Certainly	Undoubtedly	(Most) probably
Maybe	Perhaps	(Immediate) prospect	Supposedly
Hardly likely	Unlikely	Possibly	Seemingly
Apparently	Highly unlikely	Presumably	Quite probable
Evidently	There is a 90% probability...	Conceivably	Ostensibly
A strong probability...	In all probability...	Highly probable	Pretty sure
Almost certainly	Categorically	Improbably	Outwardly
Unimaginably	In all likelihood	Unexpectedly	Without/beyond doubt

Introduction (Fact or attitude)	
It is widely accepted that...	It has become apparent that... / It is obvious that...
It is widely believed that...	It is absolutely imperative to...
It is widely argued that...	I think it is right and proper that...
It is widely acknowledged that...	It is reasonable to assume that...
It is generally acknowledged...	It is frequently asserted that...
It must be admitted that...	These days, it is noticeable that...
It is generally felt that...	In many societies these days, people are concerned about...
It is unjustifiable to say that...	There is growing concern about/over...
I think it is incredibly unfair to say that...	There is considerable concern about/over...
It is hard to accept that...	Today people seem to be anxious...
It is hardly acceptable to expect...	In today's world, ...is a matter of concern to many people...
...is a generally acknowledged fact	...is regarded as the greatest threat to...
It is an incontestable fact that...	These days, ...is considered as a worrying concern
It is a proven fact that in today's society...	There is a decline in the quality of...
It is a well-known fact that...	...is/are likely to cause enormous damage to...
It is an inescapable fact that...	It is certainly true that there is an alarming lack of...
It is a well-established fact...	The rate of ...is escalating alarmingly/... is on the increase
It would be difficult to imagine.../ It is inconceivable that...	Statistics show there is a significant increase in...
Perhaps the majority of people would agree that...	The last century witnessed an unprecedented increase in...
Many people these days claim that...	It should come as no surprise that...
It is certainly understandable that... / It goes without saying...	It might be tempting to agree with...
There is no doubt that.../ No one doubts that...	I think it is reasonable to say that...
It cannot be denied that.../ It is undeniable that...	There are certainly a number of accepted reasons...
We cannot deny the fact that.../ There is no denying that...	It is probably inevitable that...
No one can be sure ...	Nowadays we hear that...
There is a general perception that...	Our ever-increasing use of...has caused...
No sensible person will deny...	Nowadays... is/are becoming more widespread
It would seem that... / It often seems that...	The widespread use of ... has caused /enabled...
It is becoming more and more evident that...	The increasing availability/use of...
There is incontrovertible evidence that...	There was widespread agreement...
There is irrefutable evidence that...	It is quite common these days.../...is all-pervasive in our world today
There is indisputable evidence that ...	...is/are becoming increasingly common/prevalent/frequent
There is growing evidence that...	...have/has long been a common thing
There is abundant evidence that ...	In many countries these days...
There is compelling evidence that...	There is a tendency towards.../In spite of...people still tend to...
There is tangible evidence that...	There is a growing/irresistible trend towards...
There is ample evidence that...	The growing/increasing popularity of.../The growing significance of...
Anecdotal evidence suggests that...	It is crystal clear that...is/are increasing in popularity
There is convincing evidence that ...	...have/has an important role to play in popularising...
There is conclusive evidence...	A growing number of people feel...
There is increasing scientific evidence that...	The number of...is growing exponentially each year
There is little evidence to prove (the fact that)...	A growing number of people.../ There is a growing interest in...
It is undoubtedly true to say...	The significance of...lies in the fact that...
It is probably true to say...	...is/are becoming increasingly sophisticated
It does seem to be true that.../ It is certainly true that...	More and more people throughout the world...
It has been pointed out...	In many countries around the world...
Obviously, it is easy to understand...	... is a matter of considerable public concern

Introduction (Fact or attitude)	
...is always the centre of attention/...is the main focus of attention	In recent times.../In recent decades.../Until very(relatively) recently...
... is/are doing irreparable harm/... cause(s) lifelong damage	It is predicted/ anticipated/ estimated that...
One of the burning issues of today's world...	Over the next few years.../The 21 <sup>st</sup> century witnessed...
One of the scourges of the modern world...	In recent years/ In today's world/ In the near future...
Most developing countries are now experiencing a/an...crisis	In fact, ...is a rhetorical question
...is one the most serious challenges facing the world today	... is/are generally/ widely regarded as...
The world is facing many unprecedented problems	...have/has long been known/recognised as...
In many parts of the world.../ It is important in today's world...	...is considered as a relatively new phenomenon
... is an intractable problem confronting us in modern society	...is a phenomenon of the 21 <sup>st</sup> century/ modern age
In today's globalised world...	... have/has transformed/revolutionised the way/methods...
In many modern industrialised societies...	In fact, at the time, this subject matter was revolutionary
The challenges facing our world seem overwhelming, however...	There has been a marked/dramatic change in attitudes towards...
One of the most conspicuous topics...	The last two decades, have seen enormous changes in the way people ...
It is said that no subject is as controversial as...is	These days, a high degree of reliance on...has caused...
It is undoubtedly true that... is one of today's issues	...would have been considered unthinkable only a decade ago
Many young people today...	...have/has made great improvements in...
According to a recent survey conducted/carried out...	There have been significant developments in...
This is a widely held belief... There are many firmly-held beliefs...	Thanks to modern methods of ... people now are able to...
It is unfortunate/regrettable that.../It is an unfortunate fact that	... have/has greatly facilitated people's lives
Human beings have long struggled with...	The advent of...have/has probably had the most significant effect on everyday life
The most pressing issue... /...continues to be a serious problem	Revolutionary advances in the field of...
Most governments are showing great concern about...	Considerable progress has been made in...
... is/are of (vital/crucial/critical/decisive) importance	Advancements in a field of.../ With recent developments in...
...is/are (absolutely) vital/essential/crucial/critical/indispensable	New developments in science...
... is a question of fundamental importance	...is/are considered as a major technological breakthrough
When discussing... it is important to consider...	As technology advances, humans are becoming...
... is becoming the focus of many governments/authorities	Technological advances in the field of...
...is the matter of the greatest importance...	Scientific advances in the field of...
In today's world ... is regarded as a top priority	Rapid advances are being made in...
I believe the concept of... is fundamentally correct	Recent research has revealed that...
Nowadays, ... is/are characterised by/as...	Research indicates/demonstrates that.../Research has shown...
The philosophy/theory/concept/notion of...	Research has generally suggested.../Most studies confirm that...
These days, ...have/has led to a biased interpretation	According to (official) statistics available on...
It is a widely held misconception that...	The research findings show that.../ Most researchers agree on...
It is very difficult to explicate the term '.....'	Some studies have suggested/established that...
The term '.....' is widely/ commonly used to describe...	Numerous studies have shown... /Most accredited experts say...
The word '.....' is used in different ways	Researchers have claimed that...
To many people the term '.....' means.../ Many people define'.....'as...	Scientists have warned that...
....is a catch-all term that is frequently used to refer...	Scientists have long observed...
From a global/historical/economic perspective... '...' means...	It is certainly true that...may have an important impact on...
At the turn of the century... /Throughout history...	In general ...is/are adversely affected by...
For the past 100 years.../ Over the years...	Most countries spend large proportions of their budgets on...
During the past century/In the last century.../Over the last few centuries...	Enormous/ vast amounts of money spent on...
For decades/ For many years.../ For many hundreds of years...	To answer this question. It is necessary to distinguish between...
Over the last fifty years.../ Over fifty years ago...	There is a fundamental difference between... and...
Over the last few decades.../ The past half century has seen...	There is a perennial dilemma between... and...

Balanced ( Advantages & Disadvantages / For & Against)	
An issue to be evaluated is whether the benefits of...are worth the costs	There is a basic contradiction between...and...
Whether...is a question that requires careful consideration	In fact, these ideas are totally incompatible
The question arises as to whether or not...	...contradict(s) the idea that.../... and ...contradict each other
Whether (or not) ...remains a much debated question	This issue may provoke a hostile response from opposition groups
A pertinent question to be considered is whether... is a positive or negative development	Whether to accept ... (or not) has long divided people
The question is, under what circumstances...is defensible	The issue has polarised public opinion
Many questions remain about whether/why/how...	This controversial issue has attracted worldwide attention
A matter of debate is whether (or not)...is justifiable	Matters of topical interest...
It is highly debatable whether (or not)...is reasonable	...have/has attracted a lot of interest
It is disputed whether (or not)...is moral/ethical	The latest findings have generated a lot of discussions on this issue
It is arguable whether...is defensible (or not)	The problem comes from a collision between two opposing points of view
It is questionable whether... is acceptable (or not)	Both sides regularly collide over policy decisions
One of the curial questions of today's world is whether (or not)...	...is a constant source of disagreement
...has been a matter of interest whether the advantages outweigh the disadvantages (or not)	Some people think that... is not a realistic option while others are of the opinion that...
A controversial phenomenon of recent years is whether...	Opinions on the issue are divided, and my own considered opinion is that...
This is a subject that always causes controversy	Experts hold widely differing views on this topical issue
...has sparked a storm of controversy...	... is a thought-provoking question. This question depends on...
Today, controversy continues over whether/how/what/why...	...is likely to remain an unresolved/ unsettled issue
Controversy exists as to whether/how/why/what...	This question remains unanswered
A considerable controversy at present is...	Both views are highly contentious
Much controversy surrounds...	...tends to be a complicated/complex/knotty subject
Much debate has been generated by ...'s controversial paper	...is a highly emotive subject/issue
...is extremely controversial. There are strong views for and against... /In fact, ...is due to the confrontation between...and...	This argument encompasses a range of complex and interconnected issues including...
... is a sensitive issue which has provoked many discussions	...is a heated discussion
... has always been a matter of heated debate	There is often a debate over whether/how/why...
...has long been the subject of intense debate	...is a challenging question
People have a heated argument about whether/how/why...	... is a divisive issue and known as a source of discord
People argue a lot nowadays about whether (or not)...	...is a highly contentious subject/...remains a point of contention
Strong arguments exist in support of both sides of this debate	...is a subject of considerable debate; and more controversially...
There are both positive and negative sides to this decision	...is a long-running dispute/battle
There are advantages and disadvantages to...	...is a subject of wide-ranging debate
This issue has aroused strong feelings among...	This issue poses some challenging questions
The debate has aroused strong feelings on both sides	There is wide disagreement on this issue
There are a number of different points of view on this issue	The fundamental dilemma over...lies/remains....
...have/has aroused a lot of adverse criticism	This argument has been put forward by many experts, most notably by Dr/Prof...
...attracted a lot of criticism, both positive and negative	Some people think...is/are helpful whilst others are of the opinion that...serve(s) no useful purpose
There are certainly both benefits and drawbacks to...	The supporters of... think that ... serve(s) the interests of ...while others think... is/are of no benefit to...
There are strong arguments for and against...	Some people think... could be of great benefit to...and offer(s) many advantages while others believe...is/are of no real value for...
There are strong emotions on both sides of the debate	People have opposing views about the advantages and disadvantages of this verdict
The antagonism between opposing sides has caused...	The debate is centred around two conflicting theories
There is a growing antipathy towards the idea of...	People have different views about the merits and demerits of this plan
... is an issue which frequently generates a great deal of heated debate/ The issue of... is still hotly debated by researchers	People have conflicting views about the advantages and disadvantages of this plan
The issue remains hotly disputed	There are numerous arguments for and against...
There has always been a great deal of widespread opposition to...	The topic must be opened up for general discussion



Balanced ( Advantages & Disadvantages / For & Against)	
However, there are people who believe that the advantages of... are far greater than its disadvantages	Some people strongly agree with the opinion that.../ Most people share the view that...
There is evidence both to support and refute the view that...	The advantages are numerous. The positive points gained from...outnumber the negative aspects
This issue ... has attracted great attention and... has long divided scholars	The positive points of...should be acknowledged
A subject of broad interest is whether/how/why...	Very often this positive aspect is taken for granted
A topic of broad interest...	This important aspect conspicuously neglected by...
Another angle on this debate suggests that ...	The deficiencies in this argument are easy to spot
It is important to settle the differences by...	Negative side effects of... can occur and include...
In fact, there are a few minor inconsistencies in this argument	This claim makes little sense especially...
This attitude is perfectly understandable/definable/recognisable	Many of these ideas appear to be in conflict with each other
There is often a conflict of interests between...and...	I find this claim unjustified in two respects
This bitter dispute between the two groups has led to...	There is considerable concern about...
The argument over ...will probably continue for ever	There are doubts about the usefulness of...
There is room for argument about...	By contrast it is said that this argument is misguided
Both arguments can be valid provided...	It cannot be denied that it may cause many problems
In fact, this argument can be applied to other contexts	The research findings do not validate the claim made by...
There are people who are (totally/fundamentally) opposed to...	The disadvantages of...are too numerous to mention
It is obvious that the advocates are growing in number	This theory seems to have no basis in fact
There are telling points, but the argument is by no means over	This argument has structural defects
There are subjective judgments about...	There is no scientific basis to this method
This view is subjective and therefore open to disagreement	There is no logical basis for this claim. There is no logic in...
The views which are expressed are diametrically opposed on this issue	This view point is flawed/ This argument has fundamental flaws
There is widespread support for...	Researchers found this explanation to be highly implausible
The supporters strenuously defend the theory of...	These claims are completely unfounded
They state clearly ...; substantiating their claims...	These claims seem to be completely baseless
This is obviously of mutual benefit to...	...have/has been justifiably criticised
...have/has a wide range of benefits	There is a widespread criticism.../ I think it is a valid criticism
...can be very conducive to...	There are certainly convincing explanations to evaluate this subject
Of course, the positive points should not be overlooked	In the face of such criticism, proponents of ...have responded in a number of ways
Opinions are mixed regarding.../ People have mixed feelings about.../ There has been a mixed reaction to...	Scientists have raised strong criticisms of...
It is said that...help(s) most people in quite a lot of ways	They set out some powerful arguments which will shape our thinking for years
Admittedly, ... hold(s) certain advantages over...	This aspect can sway the public opinion in a negative direction
...result(s) in immediate and significant benefits	In contrast, there is considerable disagreement over...
There are many advantages to...	I think there is no defensible basis for this argument
... have/has brought about real advantages to...	There is always a degree of uncertainty surrounding the future of...
Add to this positive point, we can benefit...	...is a problematic situation as there is always a degree of ambiguity surrounding the concept of...
The results of...substantiated the claims	There is growing apprehension that...
... is a positive development/trend	The disadvantages of...should not be neglected
This agreement would be advantageous to both sides	There are basically three schools of thought regarding the issue of...
Many people assume that...is/are beneficial	Several explanations have been offered for the issue of...
... has/have brought about great advantages to...	...is a very convincing argument
There are many people who are for...	There is widespread agreement on this subject. Most specialists are unanimous on this issue
These policies have been widely advocated...	This is a perfectly valid question to raise
The idea of...is strongly supported by...	I tend to side with those who think...
I can see no flaw in the argument	Some people claim that it is a feeble argument
The significance of...is appreciated by the supporters of...	The opponents query the decision ...

<b>Balanced ( Advantages &amp; Disadvantages / For &amp; Against)</b>	
The opponents set out their objections to this issue	It is important to consider the pluses and minuses of...
It is difficult to confirm or disprove...	This essay covers the most important aspects of the debate
It is necessary to counter negative images with positive images	This essay evaluates the positive and negative points of this issue
This is a view echoed by many veteran/seasoned campaigners	I will briefly address each argument
The theory has now been disproved by...	This essay emphasises the controversy surrounding...
This hypothesis is often refuted by...	The arguments for and against ... will be discussed
The opponents challenge the theory of...	This is the subject which has aroused a lot of controversy...
The debate tends to be one-sided	This essay deals with this thorny issue
There is a strong bias in favour of/against...	This essay will discuss both sides of this issue
These views on...are quite objectionable	In this essay, the arguments surrounding... will be analysed
They tend to agree to the proposal in principle but ...	This essay deals with this controversial issue
There is an argument for each side, the final answer comes down to a matter of personal choice	In this essay, I will try to put forward some of these arguments
In support of the opinion that ... it could be argued that...	This essay touches upon this disputable issue
...have/has been disputed for centuries	The aim of the essay is to elucidate the main points of the issue
These claims are often unsupported by research findings	The essay covers much broader aspects of this issue
In some senses, the criticisms are justified	This essay deals with this controversial topic from a different perspective
The theory is based on several erroneous beliefs/assumptions	This essay will look at the reasons for and against ...
The opponents hold a number of mistaken beliefs...	In this essay, the main reasons for and against... will be examined
An unsubstantiated claim...	The main objective of this essay is to discuss the pros and cons of...
Both groups have very definite ideas on how...	In this essay, both viewpoints for and against... will be discussed
The advantages are stronger than the disadvantages	Below are a number of points that suggest...
The problems caused by... continue to outweigh its advantages	In this essay, the pros and cons of... will be discussed
We must weigh the benefits of...against the risks involved in...	In this essay, both aspects of this issue will be elaborated
We must weigh up the pros and cons of...	In this essay, both sides of this argument will be comprehensively discussed
We should appraise the gains and losses of this decision	This essay attempts to deal with both viewpoints
In this essay, I will explain the issue in great detail	This essay assesses these arguments
<b>Advantages (Linking expressions)</b>	
The most obvious advantage (of)...	Another positive outlook on this issue ...
The greatest advantage (of).../ A big advantage (of)...	The strength of such a method is that...
An obvious positive point...	One positive attitude towards this subject...
Another benefit obtained from...	An additional merit (of)...
One the most important advantages (of)...	The next positive aspect I would like to consider...
The most significant benefit (of)...	With regard to social/economic matters, a great advantage...
From a social/cultural point of view, the main advantage (of)...	The last benefit gained from...
By far the most important advantage (of)...	A final advantage of...
<b>Disadvantages (Linking expressions)</b>	
On the minus side.../The greatest weak point/ weakness	Another danger/threat/challenge/risk posed by...
One major disadvantage/ drawback associated with...	A common pitfall...
An inherent weakness in such a decision...	One major shortcoming (of)...
Another negative aspect (of)...	A severe disadvantage (of)...
Another negative point (of)...	A further criticism...
A further disadvantage (of)...	A downside (of)...
Worryingly, the most serious threat (of)...	Another negative aspect (of)...
The most worrying aspect (of)...	On the positive side, we can say...
One barrier/ obstacle/hindrance...	Another loophole...

<b>For (Linking expressions)</b>	
Those people who are in favour of ... believe that...	Another justification the advocates would put forward...
The advocates figure...	Some people are inclined to agree with...
Those who are for.../Those who are in favour of...	An additional argument in support of...
An important consideration to justify...	One explanation to support this point of view...
One justification often given for...	(Some/many/most) experts/academics believe...
Many people evidently agree with this point of view...	(Some/many/most) researchers are of the opinion that...
The supporters of... often refer to...	Some economists/environmentalists/sociologists support ...
The defenders of... often point out...	The most powerful argument in favour of...
The advocates believe... / Some people strongly advocate...	One convincing explanation in favour of ...
Most scholars tend to agree with...	Some scientists point out that...
Many people claim/proclaim...	The supporters of... express their views cogently. They believe...
Those who defend.../ The upholders of ...believe...	Proponents of this view often encourage/promote/support...
A strong argument for...	People who adhere to this concept often claim...
Those who insist ...	The advocates are strongly of the opinion that...
The supporters maintain...	Many people assume that...
To many people...They remark...From their point of view...	There are many people supporting...
There are many people who hold that...	The backers hold strong opinions on...
There may be an argument in favour of this issue...	One of the strongest arguments for...
The simplest explanation for...	The most convincing explanation offered by...
<b>Against (Linking expressions)</b>	
(By contrast), it is often argued... The opponents believe...	Many people have warned that...They have voiced criticism...
(Nevertheless), people who are against... claim...	A number of experts have voiced concern about...They believe...
(However), not everyone agrees.../ not all research agrees...	Another point of disagreement is over...
(Yet), the other side of the issue should be considered...	This issue is open to dispute. Public sentiment tends to be against...
The other side of the coin is...	The pressure groups tend to be against...They think...
These arguments seem inconsistent. Some critics claim...	The advocacy groups tend to be against...
Another justification to reject this attitude...	The interest groups tend to be against...
The opponents believe...They claim.../ One might argue that...	The counterparts of... would probably put forward...
Critics of...argue that.../ Some sceptics claim...	It is widely argued that.../ One might argue that...
Those who object to...often argue that...	One convincing point/case against ...
One compelling argument against ...	In fact, there are a number of reasons which could be given to refute such a claim. The most important reason against...
People who are opposed to ... are of the opinion that...	The initial public reaction is against..because...
Some critics oppose the view that...	Another reason the opponents put forward...
This view is no longer widely held. The main reason for rejecting...	Many criticisms are levelled at...
Another point against...which needs to be taken into consideration...	Others feel that the focus should be on...
Many people find it difficult to agree with...	Others are totally opposed to... They believe...
In opposition to the argument, it could be said...	In contrast to evidence which presents the view that ... an alternative perspective illustrates that...
Those who are against...have reasons that cannot be ignored. The most important argument against...	Some people believe it is almost impossible to explicate this concept in any meaningful way. They usually put forward...
There are people who argue against...	Those who are opposed to...think, and convincingly argue...
There are people who strongly oppose to...	They claim that this approach ignores the fact that...
This approach ignores the fact that...	It could be argued that... Some people tend to disagree with...
Some people suspect that.../ Many people express doubts...	Others are inclined to believe...
Contrary to popular belief, there are many reasons for rejecting...	It seems barely credible that...
Campaigners have objected that...	Another persuasive argument against...
Many people think that this argument is incorrect. They claim...	A reason which convinces me to reject...
Some people believe... is a worrying trend. They think...	Another reason to reject this issue...

Opinions	
The evidence supports the view that...This view is also held by...	The research findings run contrary to popular beliefs
There are certainly many logical reasons to support...	Contradictory evidence suggests that...
The prevailing view seems to be...	The rationale behind this concept.../ The idea behind...is ...
It has been rightly said... Considering the fact that...	This essay makes a case for.../ It is simply/often the case that...
There is considerable proof concerning this subject	Having considered ..., it is reasonable to say...
These statistics lend support to the view that.../ The figures indicate...	There are several theories related to...corroborating...
It is particularly significant that.../This is particularly true that...	For this reason...it should not be overlooked that...
The evidence proves.../ Lots of evidence supports this assumption.../ There are a number of facts suggesting ...	...is arguably necessary.../...is highly critical.../...is of immense importance.../...is of the highest importance
Scientists have found concrete evidence...	It must be conceded that... The point lies in the fact that...
There are two schools of thought about...	It is difficult to pinpoint/find the reasons for...
In fact, the word '.....' has many shades of meaning	This view seems plausible.../ I can see a valid reason for...
The theory of ...expounded by '.....' /...can be explained by...	To look at this issue from different angle, we can conclude...
In point of fact, the concept of...is too vague/ It's not clear precisely how/why...	This approach/method is explicable in terms of...
The simplest explanation for...lies in.../ It is precisely because...	It is an unquestioned principle/issue that...
Before considering ... it is important to note ...	The essay alludes to some reasons that need closer examination
These beliefs are best understood when it comes to...	Many (historians/politicians...) have posited...
There is no clear-cut answer to the question of...	There are many grounds for saying that...
There is certainly a great deal of evidence to support...	An underlying assumption.../ An implicit assumption...
The truth (of the matter) is.../ ... is the real crux of the issue	I tend to agree on this opinion based on the following reasons
It is wrong to make assumptions about...	Below are a number of reasons which prove...
... is an all-embracing theory/study	The following present some of these reasons
Statistical analysis reveals .../Scientists have recently reported...	The reasons are presented in descending order of importance
According to a report issued by... Newspapers... Based on a report.../According to a research published in 2010...	I think there is convincing evidence to suggest that...
According to the results of a survey conducted...	In this essay, I will explore the underlying reasons for ...
The report makes no definite claims but implies...	There are numerous reasons why... This essay will touch on the most frequently mentioned reasons to support...
This is an opinion which is widely echoed in the news /broadcasting media	There are many good reasons for supporting... This essay puts forward the most commonly cited reasons for/behind...
Another way of viewing.../ This view is also held by...	I shall return to this point later in my essay
Many studies have attempted to assess the significance of...	In this essay, I should like to draw a distinction between... and...This essay aims at...
There are a number of facts indicating that...	There are several reasons why I think...is justifiable / reasonable /rational/logical/valid/feasible/viable
The results of this groundbreaking research show...	For the following reasons, I firmly believe...
Opinion (Linking expressions)	
The first and perhaps the most significant reason...	Another convincing explanation .../ A further reason/ point...
The first point that I would like to make...	Another major reason for agreeing/ disagreeing with...
One reason for this is that.../The primary/principal reason to justify...	The chief reason why I agree/disagree/believe with...
Another justification to be taken into consideration...	Another key point to justify this attitude ...
One explanation might be.../ One possible explanation for...	From an overall perspective, one reason for this viewpoint...
Not surprisingly many people are of the opinion that...	One of the most obvious reasons for...
Another logical/leading reason to support...	A reason which convinces me to support...
A possible reason for.../ The most likely reason for ...	Another aspect of this issue is the fact...
(Economic/Social... ) think tanks are of the opinion that...	Another reason which is often overlooked ...
A further point to support.../ Another fact to note...	An underlying assumption...
Perhaps the main reason for this alarming fact...	There is now a belief that...
Perhaps the main reason for this worsening trend...	One culture-related reason to justify...
It is also important to consider the issue (of)...	Another reason why I tend to agree/disagree...
Most leading theorists believe.../One theory that possibly explains...	No one can deny.../One can say..
Many specialists presume that.../ Many experts have highlighted...	Some people correctly put forward that...

Cause & Effect	
Various factors have been criticised for...	...(can) influence(s) ...in a variety of ways
Various factors have been blamed for...	...profoundly/ greatly affect(s)...
The problem often stems from..., more precisely, because of...	...is/are triggered by.../...trigger(s)...
As regards the internal/external factors...	It is unrealistic to lay the blame for...as all the contributors should be taken into account
It is difficult to determine the exact cause of...	...have/has powerful influence on...
Other root causes are...	...have/has enormous influence on...
...(may) lead(s) to inevitable outcomes	...have/has tremendous influence on...
...has always been a prime driving force for...	... is/are (heavily/strongly) influenced by...
It is not fair to shoulder all the blame for...	...is/are deemed as a common cause
There are many factors behind...	Most problems come from ...
...can be expounded by...	...(may) result(s) in/from... / ... resulting in...
Some of these root causes are...	...arise(s) from...
Other key factors which contribute...	The logic behind ...is...
The most probable causes (of)...	...the reason behind...
...is because of having a negative attitude towards...	...is/are directly attributed to... /...is/are attributable to...
Other factors which encourage/promote/persuade/induce...	...is/are attributed to a number of factors
...arise(s) from the fact...	This follows from the fact that...
There are many causes held responsible for this issue	...is a second key factor that should be considered
...is/are related to many factors such as...	...is/are mainly due to lack of...
...(can) increase(s) the impact of...	...is/are (largely/ partly/often) due to...
Other deciding factors which can impact on...	There are manifold causes...
I think a large number of factors may cause...	There is a proven association between...and...
...is a combination of a number of factors	One leading cause which may harm/ hurt/destroy/deteriorate...
The increase in the number of ...has a dramatic impact on...	One leading cause which may discourage/undermine/ worsen...
To some extent ... may contribute to...	One major cause which may induce/persuade/ provoke
...is/are attributed to a number of reasons	One root cause which may intensify...
The problem often stems from...	One common cause which may hinder...
Other leading causes which have been identified are...	...appears to have a direct impact on...
This crisis is the inevitable result of...	Another factor contributing to...
...is/are more likely to cause...	This worrying trend is mainly attributed to...
...cause(s) irreparable damage such as...	A number of problems have resulted from...
... is/are compounded by a number of contributing factors...	There are many unknown reasons behind...
...is/are likely to affect...	... is/are the source of...
The increased availability of...contributed to the problem of...	There are many factors that account for...
Other determining factors which may affect...	The most important influential factor...
Many problems can arise as a result of...	There are clear indications that there is a link between... and...
On closer examination, we find that the root causes are...	The most common factor deemed responsible for...
... strengthen(s) the impact of...	It is clear that ... and...go together
It is said that ... and...are totally unrelated. However,...	...relevant to...
The combination of... and... are all contributory factors	There are many causes in relation to this matter
...is a (common) cause of...	...is the single most important factor
...is/are (mostly) caused by.../...cause(s)...	There is a growing consensus of opinion on the causes of...
... in turn lead(s) to.../...leading to.../...may lead to...	...by the same token...
... (may) bring(s) about...	The problem is twofold...
There are many factors to be considered when comparing...	Some of the most frequent causes of are...
...is (partly) because of...	In order to elaborate on the main causes, I should mention...

Cause & Effect	
... and... have become inextricable	This crisis is the direct result of...
There is an inextricable connection between...and...	The idea may lead to... /... in turn lead(s) to...
There is a direct relationship between...	It is not easy to account for...
There is a direct correlation between...	The results can be counterproductive...
...is/are closely interrelated with...	...is/are having a powerful influence on public opinion...
Closely linked to..., it can be seen that...	The results are utterly predictable
A clear relationship emerged in...	... is an inevitable consequence of this decision
It is axiomatic that there is a clear relationship between... and...	The effects of...are beyond the scope of this essay
There is a complex cause-and-effect relationship between...	The consequences of...seem to be numerous
There is a significant correlation between... and...	... is/are consistently linked with a variety of negative effects
There is a direct connection between...and ...	The situation has been exacerbated by...
Researchers have established a connection between... and...	...(can) cause(s) many unforeseen problems
There is a strong connection between... and...	... have/has a number of long-term effects
There is an interconnection between... and...	The overall effects of ... are overwhelming...
...and ...are interconnected	...is/are having serious/major/significant/huge impact on...
... and ...are directly related	Other long-term effects include...
... and ...are closely related	This illustrates another potential problem. One indirect result of...
... and ...are thematically linked	In the long run, there may be certain positive outcomes...
... and ...are inextricably linked	It is important to learn to distinguish between cause and effect
...and ...are interlinked	The beneficial effects of...are immense
A large number of problems is said to be linked with...	(Environmental/Social... ) factors can increase/decrease...
There is growing awareness of the direct link between...and...	...has/have knock-on effects on...
There is a close connection between...and ...	The scope of the problem facing people is immense
...is because of the inverse relationship between...and...	...would represent a huge/serious setback in...
Apart from the positive aspects, there are some negative effects associated with...	... is/are likely to cause multiple problems
...have/has many serious repercussions	... have/has (positively/ negatively) affected...
...(can) produce(s) the opposite effect	...have/has unforeseen outcomes...
Other effects which are probable to occur...	As a direct of consequence of...
...is/are the outcome of...	...is now regarded as a major problem. One negative effect...
These results directly/indirectly support this hypothesis	...lead(s) to numerous problems such as...
... is/are the (direct) result of...	...have/has far-reaching consequences such as...
Some huge effects include...	The positive effects of... will be apparent when it comes to...
The after-effects of...	The emotional impact on... is huge
...on the grounds that...	The beneficial effects of ... will be soon apparent
One stimulating element...	...is perceived as a serious threat, one damaging effect (of)...
A number of interrelated problems are usually observed...	...(may) have/has unexpected outcomes
This new piece of evidence invalidates ...	The practical/possible consequences are considerable
There are many other problems which are related to...	...(may) have/has long-lasting effects
Other adverse effects associated with...	...(may) have/has tangible results
Other effects which are probable to occur...	The problem is compounded by the fact that...
... have/has adverse side effects on...	...have/has dramatic effects
The results of... are not statistically significant	...have/has made the situation worse. The problem lies in...
...have/has many destructive effects	...may be derived from...
Some people think that....has no significant effect on...	These two factors are equally important
The effects of... are immense	...lead(s) to predictable outcomes...
In the long term, there may be certain negative outcomes...	The results implicate...

Cause & Effect	
Below is an outline of some contributing factors...	The essay will explore the connections between...
This essay aims to clarify the most important effects of...	This essay focuses on some of these contributors
Below is a brief outline of the effects of...	This essay tries to introduce these causes
It is very important to go into greater detail to find the real causes	In this essay I shall concentrate on some of these effects
The essay contains the causes that are germane to this issue	This essay identifies these crucial factors
it is very important to take a close look at the main causes and effects	This essay tries to analyse these effects
In this essay, I will zero in on the main causes and effects of this issue	In this essay, I will point out some of these effects
In this essay, I have attempted to show the relationship between... and...	In this essay, the main causes of this social/cultural/socio-cultural issue will be discussed in more detail
The essay examines the causes of..., and, more pertinently, deals with these effects	The aim of this essay is to enumerate the beneficial effects of...
This essay highlights some of the negative effects of...	Some common causes which have been identified are as follows
This essay has focused on three factors affecting...	This essay focuses on some immediate problems confronting...
This essay shows the main factors which impact upon ...	This essay looks at some of these inter-related problems
The essay highlights the major problems facing...	The goal of this essay is to outline the main causes of...
This essay seeks to investigate the impact of ...in relation to...	This essay will elaborate on the reasons behind...
This essay focuses on ... and how this affects ...	The principal objective of this essay is to describe some of the problems involved with...
This essay explores the main effects associated with this issue	The main aim of this essay is to set out...
Cause (Linking expressions)	
An important cause leading to...	One of the main/ major causes (of)...
One key factor behind...	The most frequent cause (of)...
Another key factor which can make a profound impact on...	Another major contributor...
Perhaps the largest factor...	Another common cause which is related to...
One more variable which is often known as a major cause...	Another ulterior motive...
An important factor which influences...	Another factor which has significant impact on...
Another immediate cause (of)...	Another factor which has huge impact on...
Another reason behind...	One of the main causes (of)...
Another underlying reason for ...	Another reason that could account for...
Another determining factor...	The last contributing factor...
Effect (Linking expressions)	
The first and perhaps the most important effect...	Another positive effect (of)...
The most obvious effect (of)...	The clearest indication of...
The most likely outcome (of)...	An important effect which is likely to happen...
Another potential problem...	Another tangible effect...
One unforeseen result (of)...	Another noteworthy effect of...
Another major difficulty that we face ...	Another matter of great concern...
Perhaps the most important effect (of)...	Another recurrent problem...
One aspect of the problem that has yet to be considered ...	A social effect of this issue...
Another deleterious effect (of)...	One of the possible negative consequences (of)...
Another negative effect (of)...	One unavoidable consequence (of)...
Another unfavourable effect (of)...	Another effect which needs urgent attention...
Another detrimental effect (of)...	One of the possible negative consequences (of)...
The greatest problem area...	Another major result (of)...
Another problem that exacerbates the issue...	Another significant/noticeable effect (of)...
Another harmful effect (of)...	Another possible outcome...
A serious problem inherent in...	One immediate effect (of)...
A problem resulting from...	Another side effect (of)...
Another beneficial effect (of)...	The last outcome (of)...

<b>Solution</b>	
...is a complex issue with no clear solutions. A number of solutions have been proposed to deal with this critical issue	There is much that can be done to address the problem constructively./...can be improved enormously by...
It is very important to make the most efficient use of...	This issue needs to be clarified .We need a clear understanding of../ We should identify the problem areas
It is very essential to make every effort to promote...	Serious attempts to halt/prevent/solve this issue must be made
We should view this issue from the perspective of the people involved.../We should see the issue from a different perspective	To solve this insuperable problem, people should be encouraged to.../There are various ways in which individuals can...
There are several measures which could be taken to identify the severity of the problem	The methods require further elucidation. The best method.../ The only practicable alternative is to ...
More attention should be focused on...to improve/boost...	The key to this problem is not as obvious as it first seems
All possible measures should be taken to minimise the risks of...	Measures like this would be difficult to enforce
...is an issue which needs concrete action, not just concern/ ...is an addressable issue. The first priority should be...	Many decisions have been implemented to encourage /support/promote/discourage/address/solve this matter
Stricter policies are needed to ... /Imposing certain restrictions on ... is often regarded as an effective solution	Official authorities should take steps/take action.../Governments should act quickly and decisively to...
Many of these solutions appear to be in conflict with each other	Many different policies have been adopted to tackle this problem. We should come up with a practical solution
At the simplest level.../ At the individual level.../ At the community level every one can contribute...	More attention should now be focused on.../ More emphasis should be placed on.../ A sensible decision is to focus on...
I think we should view the situation objectively/subjectively	Problems should be dealt with on a case by case basis
...is considered as an effective tool by which we can...	We should strive to find a solution that is acceptable to all cases/... is a step in the right direction
On a national level, a new system can be devised for...	These measures should be compatible with...
People can contribute a great deal through...	The main target should be.../Unlike most methods, this approach helps to make the issue more tractable.
These measures can be of great benefit to improve...	... is largely a matter of trial and error
A programme for ... can be implemented in order to address this issue. We need an in-depth look at...	There are many solutions offered to manage this crucial issue
This problem can be effectively tackled by.../Adopting problem-solving methods...	Having considered...,it seems to be necessary to take the following measure
Let's now examine the range of initiatives that... /There has long been a single method for...	To address this insurmountable problem,... should be limited/restricted/controlled/banned/prohibited/forbidden
In fact, there is no single panacea for the problem of ...	... serves as an important catalyst...
Special programmes can be tailored to the needs of specific groups/ We need a functional approach to...	To alleviate the situation, people should be encouraged to...
The problem could be solved by... When it comes to the point, we have to make the right decision	This issue has several important aspects that deserve careful consideration. The idea is well-worth considering
To address this vexed question, people must...	There is no clear-cut answer to this question. We should constantly strive for...
On a practical note, appropriate measures should be taken to...	The following solutions can be effective to encourage...
We should assign a high priority to...	This essay explores theoretical and practical approaches to...
Individuals can do a great deal to address this problem	This essay tries to present the most effective solutions to...
...offers the best and most-far sighted solution to the problem of...	This essay outlines some practical solutions to deal with...
People should be encouraged to approach the problem from a different perspective	This essay examines some of these solutions more closely
<b>Solution (Linking expressions)</b>	
By far the most important course of action to address this issue.../ The most important cure for.../ Another prescription...	Having identified the root of the problem, a good remedy to cope with.../ Another action plan to halt/prevent...
The first thing to be considered.../ A workable plan...	An effective way to improve the current situation...
The most important policy in order to deal with ...	A good/perfect/clear/simplistic solution to this problem...
From an economic point of view, a feasible solution to tackle...	From a cultural perspective, the most effective way to enrich...
An innovative/sensible/creative/practical solution to cope with...	Perhaps this problem can be effectively solved by...
One measure which may improve .../ An effective way...	A common sense/pragmatic approach to this problem...
A good initiative to enhance.../ Perhaps the best way...	By far the only permanent answer to this problem...
An instant solution to handle ... / An alternative viewpoint is.../ One obvious alternative...	An alternative strategy to optimise/maximise/enhance/boost ...
Having identified the causes, a useful suggestion...	A commonly used method... /A more effective measure...
One strategy to deal with this issue.../ A long term strategy...	From this standpoint, a good plan to achieve...
On the (purely) cultural front, a strategy to encourage... A good method employed by.../ Another workable solution...	An alternative way to combat.../An important step in battling this problem... / A further deterrent...
Another potential solution.../Another and far more frequent solution.../The most important weapon...	From a social standpoint, an efficient way to develop... The most effectual means of...
The most obvious answer.../ The answer lies in...	A worthwhile step to deal with.../ A workable proposal...
A further way to tackle this issue..	The only way to ensure that.../ One possible solution...



### Adjectives frequently used in an essay (Positive)

professional	advantageous	useful	helpful	fruitful	effective	efficient	productive
competent	functional	feasible	reasonable	logical	rational	acceptable	justifiable
defensible	compatible	humane	rewarding	fulfilling	valid	unproblematic	just
beneficial	economical	fair	practical	sensible	wise	ethical	exact
moral	suitable	appropriate	applicable	legal	legitimate	realistic	reliable
systematic	organised	dependable	convenient	successful	safe	secure	invaluable
valuable	comprehensive	complete	equitable	manageable	satisfactory	standard	regular

### Adjectives frequently used in an essay (Negative)

unprofessional	disadvantageous	useless	unhelpful	futile/pointless	ineffective	inefficient	unproductive
Incompetent	non-functional	unfeasible	unreasonable	illogical	irrational	unacceptable	unjustifiable
indefensible	incompatible	inhumane	unrewarding	unfulfilling	invalid	problematic	unjust
vain	uneconomical	unfair	impractical	insensible	unwise	unethical	inexact
immoral	unsuitable	inappropriate	inapplicable	illegal	illegitimate	unrealistic	unreliable
unsystematic	disorganised	undependable	inconvenient	unsuccessful	unsafe	insecure	valueless
worthless	deficient	Incomplete	inequitable	unmanageable	unsatisfactory	substandard	irregular

### Verbs frequently used in an essay

(to) promote	(to) encourage	(to) develop	(to) support	(to) optimise	(to) protect	(to) reinforce	(to) enrich
(to) persuade	(to) enhance	(to) maximise	(to) safeguard	(to) improve	(to) achieve	(to) develop	(to) legalise
(to) motivate	(to) empower	(to) enable	(to) ensure	(to) boost	(to) progress	(to) allow	(to) permit
(to) forbid	(to) prohibit	(to) outlaw	(to) prevent	(to) eradicate	(to) address	(to) slow	(to) deter
(to) limit	(to) discourage	(to) abolish	(to) inhibit	(to) confine	(to) solve	(to) ban	(to) combat
(to) restrict	(to) control	(to) halt	(to) overcome	(to) eliminate	(to) resolve	(to) hinder	(to) disallow
(to) deal with	(to) optimise	(to) minimise	(to) avoid	(to) explain	(to) prioritise	(to) organise	(to) prove
(to) contribute	(to) provide	(to) benefit	(to) balance	(to) consider	(to) outweigh	(to) justify	(to) analyse
(to) regulate	(to) emphasise	(to) plan	(to) intensify	(to) worsen	(to) handle	(to) manage	(to) expand
(to) maintain	(to) generalise	(to) concentrate	(to) allocate	(to) utilise	(to) serve	(to) urge	(to) cause
(to) affect	(to) influence	(to) relieve	(to) adjust	(to) supervise	(to) standardise	(to) implement	(to) focus
(to) determine	(to) propose	(to) judge	(to) direct	(to) specify	(to) advance	(to) challenge	(to) assume

### New points & Comments

The first point...	One more point to remember is...	It is (clearly/particularly) evident that...
It should be stressed/emphasised that...	Another considerable feature...	It is worth pointing out/bearing in mind that...
It should be underlined/noted that...	Another key/noteworthy feature...	One explanation might be that...
Another (significant) point/aspect/feature...	The most striking feature...	It is important to note/remember/realise that...
Another criterion ...	The most outstanding feature...	It implies/suggests...
Another factor/parameter/element ...	It is interesting to note...	It is noteworthy/remarkable that...
Another logical reason ...	Needless to say...	This example clearly highlights...
Another interesting point ...	Most notably/significantly/importantly...	The report/study underlines...
As already mentioned...	Another distinguishing feature...	It is helpful to consider...

### Probability

It is fairly likely that...	It is quite likely that...	Beyond any doubt...
It is very probable that...	There is a strong possibility of...	It appears...
It seems highly possible that...	There is very little chance of...	It is quite unlikely that...
There is a slight possibility of...	There is very remote chance of...	It is reasonable to assume...
There is a strong probability of...	It is rather unlikely that...	It seems...
It is highly probable...	It is bound to...	It is quite possible that...

### Quotation

I should like to preface my essay with a quotation from '.....'	A quote from a speech by '.....'	The renowned writer, '.....' once said...
As the famous writer/novelist /poet/dramatist/ playwright/philosopher '.....' (once) said/wrote...	A quotation from a speech by '.....'	According to '.....'
A quote from an article entitled... by '.....'	This succinct/plthy point quoted by '.....'	This quotation taken from '.....'

### Impersonal opinion

It is generally admitted...	It is widely accepted that...	It is commonly alleged that...
It is generally viewed	It is widely believed that...	It is commonly claimed that...
It is generally said...	It is widely argued that ...	It is commonly asserted that...
It is generally agreed...	It is widely/well acknowledged that...	It is frequently alleged that...
It is generally accepted...	It is strongly advised that...	It is frequently claimed that...
It is strongly recommended that...	It should be noted that...	It is frequently asserted that ...
It should be explained that...	It should be emphasised that...	It should be stated that...
It has been proved...	It has been ascertained...	It has been established...
It is generally felt...	It is generally believed...	It is generally held...

Personal opinion		
(Personally) I think... / What I think is ...	I tend to think...	My experience tells me.../ In my experience...
To my mind...	From my point of view...	I (firmly/strongly) believe.../ It is my belief that...
In my opinion/ view...	I am of the opinion that...	I hold the view that...
To the best of my knowledge/belief...	It has long been my belief that...	It seems to me... I am inclined to think...
As far as I'm concerned...	As far as I can see...	My personal opinion is...
I am quite convinced that...	The way I see it.../To my way of thinking...	My (overall/initial) impression...
Having said this, I think...	I reckon/suppose ...	I would like to point out that...
From my perspective...	We can say beyond any doubt that...	I am inclined to believe that...
On a more personal level, I would say...	I can't help thinking that...	It is clear to me...
Total agreement		
I fully agree with.../ I believe...to the max	It is absolutely right to say...	I am totally convinced that...
I entirely agree with...	That is perfectly true... I strongly support...	I am quite convinced that...
I totally agree with.../I am a great believer in...	There is ample reason to support...	I share the opinion that...
I fundamentally agree with...	I am utterly convinced that...	I totally understand the point of view that

Partial agreement		
I agree on the whole/up to a point...	I agree to some extent	It seems there is some truth in (this)...
I think it is justifiable in some ways	I would tend to agree with...	I only partly agree with...
I am inclined to agree with the former viewpoint	This is partly true but...	I can see both sides of the argument
I am inclined to agree with the latter viewpoint	There could be a case for saying that...	I agree with it to a certain extent

Disagreement		
I find... indefensible. It fails to address...	I am totally opposed to...	I believe ...is rarely justifiable
I think it is unjustifiable to say that	I am completely against...	I can see no possible justification for...
It is hard to justify...	For all these reasons, I disagree...	There is absolutely no justification for...
I doubt/ I find ...somewhat dubious...	It is a paradox that...	Some people mistakenly believe...
It is important to be suspicious of...	I wholly disagree with...	I strongly suspect that...
I remain unconvinced that...	I totally disagree with...	I would not agree that...
I find it hard to agree...	I don't share the opinion...	I cannot altogether agree with...

Restatement (Conclusion)	
On the basis of the points mentioned above, it would seem that...	Having looked at this issue, I would say...
Based on the arguments cited above...it is evident that...	To sum up, the foregoing discussion indicates...
Based on the arguments mentioned above...	The obvious conclusion to be drawn is that...
For the aforementioned reasons, there is no doubt...	What clinches the argument is the fact...
For the above-mentioned reasons, ...	In fact, There is no absolute answer to the question of...
On this basis, it may be inferred that...	According to the above analysis
With the points stated above, we can safely say that...	It is apparent from the above arguments ...
According to the points mentioned above...	It is apparent from the above points...
Finally my main points in the essay...	Given this, it may be concluded that...
The reasons cited above prove that...	In the final analysis...
For these aforesaid reasons...	To return to my original idea...
Given these facts/ points	In general.../Generally.../As a general rule.../As a broad generalisation...
Taking everything into consideration ...	To conclude.../ It can be concluded that.../ In conclusion...
All things considered, one can conclude...	It is my (firm) opinion /view (that)...
Taking into account both these sets of arguments...	It is my (firm) belief (that)...
For the reasons above, it is evident...	As shown/indicated/suggested/outlined/stipulated above...
In sum, with the reasons stated above...	On balance ...
After examining these issues, it is evident that...	On the whole...

Restatement (Conclusion)	
Altogether...	In the light of this evidence, it is clear...
For these reasons...	I would like to conclude by saying...
All in all...	Therefore, it can be said that...
As a final word / As a final point,...	In conclusion, ... seems to be inevitable...
In brief...	In the normal course of events...
In short...	Generally/Broadly speaking
In a word...	Roughly/Relatively speaking
To put it simply...	Personally speaking
In view of... / In view of the fact that...	Practically speaking
In general, it is foreseeable...	To put it in a nutshell...
It is clear to me that.../ It is obvious that...	The logical conclusion would be...
It appears to me.../ It seems to me...	To summarise... / In summary...
It can be seen from the above analysis that, ...	The overall picture is that...
Thus, it can be deduced that...	To recapitulate briefly...
From an overall perspective...	To recap the main points...
Overall ... To reiterate	To sum up briefly...
Conclusion expressions	
...offer(s)/ ...present(s) more advantages than disadvantages	I think ...will continue to benefit humans
There are more benefits than drawbacks to sth/doing sth	We should deal with these problems on a case by case basis
The drawbacks associated with...outweigh the advantages...	This is an impossibly difficult problem
It is true to say that...have/has always been overshadowed by...	We need an initiative to encourage/promote...
... can offer many advantages depending on...	It is very important to impose (certain) limitations on...
...vastly/greatly/clearly/undoubtedly/far outweigh(s)...	To impose (certain) constraints on... is of crucial importance
The advantages of...outweigh the drawbacks provided that...	It is somewhat illogical to compare...
The benefits and drawbacks appear to cancel each other out	I think... is more of a hindrance than a help
The benefits of...are greater than the risks associated with...	All factors should be considered/ ...and...are equally important
I would say that... is both a positive and negative development	...play(s) a pivotal/vital/crucial/significant role in...
...bring(s) considerable/ great benefits to...	...present(s) a short-term resolution
There are many problems inherent in.../...seems to be unavoidable	A more relaxed approach/attitude to this issue is required
It is (un)wise to assess/evaluate/judge...	To a certain/some extent, it is right to say...
It seems to be (un)fair to say that..	We can say beyond a shadow of a doubt...
The outcome will depend on a number of factors	We should consider that...do not necessarily lead to...
While I admire/appreciate.../While...is certainly understandable...	It is difficult to reach a consensus about this issue as...
I think there is abundant evidence to say...	I think ... should be optional provided that ...
...is not an either or issue. In fact, both factors should be considered	...should be compulsory/ obligatory/ mandatory
Although it is regrettable..., I tend to feel...	They do not contradict each other/... and ... can coexist peacefully with...
Although, the costs involved are enormous,.... is still justified	It is very important to find a way to reconcile the two conflicting views/...should be regulated by law
Given, the advantages of...outlined in the previous paragraph,... it is quite predictable that...	I do not think this is necessarily true
Despite ...,...remain(s) enormously popular	Despite these criticisms, ... the popularity of... remains largely undiminished. We must consider the fact that...
It is important to consider... In fact... is an integral part of...	There is convincing evidence to say...Therefore we can say...
It is important to find a (correct) balance between...	A methodical approach is a useful tool for solving this problem
It is essential to achieve a balance between ...	The fact is that we cannot generalise ...
A balanced approach appears to be the best way to...	I think the first argument appears to be more logical
While it may be true (correct) to say that...	It is not reasonable to say.../ It is not realistic to expect...
I tend to think there is certainly some truth in both views	We have to find a realistic alternative/solution... /We should find a viable alternative
...is a matter of opinion/preference/...is a highly subjective opinion	I can predict with absolute evidence.../ I can safely predict...

## Sample 1 'Balanced' writing approach

*Some people think that genetically modified (GM) crops are a positive development. Others, however, argue that they are potentially dangerous. Discuss both these views and give your own opinion.*

GM products have been at the centre of a global debate for several years. Some people claim that the genetic engineering of food products brings many advantages. This essay deals with arguments for and against this controversial issue.

Those people who are in favour of this method of production argue that food production can be massively increased by making crops more resistant to pests. Secondly, they believe that food can be actually be improved by adding vitamins or removing problem genes that lead to allergies, for example in peanuts. Fruit and vegetables can also last much longer if the gene that ripens them is modified. This means that they can be stored for much longer periods and so there will be less waste.

However, people who oppose the widespread use of GM techniques worry that there could be long-term negative effects. They are concerned that so far the GM industry has not been able to prove that they are safe. The issue is not only how safe such foods are for humans, but also what long-term effects they may have on the environment and wildlife populations. For instance, there is some evidence to suggest that GM crops may contaminate nearby plants.

In conclusion, I personally tend to agree with these concerns. I think that while there may be obvious benefits to GM crops, overall, they present more potential dangers. Their impact could be so large and so irreversible that more long-term studies should be carried out before their use spreads any further. (252 words)

## Sample 2 'Balanced' writing approach

*There are serious concerns about the sale and production of genetically modified food. Yet this is necessary if we are to meet the demands of an increasing world population. Give your opinions on this.*

As world population rises, it is becoming more evident that unless we find ways of producing more food, we could be faced with a serious food crisis. It is often claimed that the only solution to this crisis is through genetically- modified food. Yet, in my opinion, there is no justification for developing farming methods that could harm human health and the environment.

Scientists may be convinced that GM foods provide a quick solution to feeding the world's population. Through science, plants can be made to grow faster and a wider variety of crops can also be created. Although this means more food is being produced, the quality of this food could ultimately be detrimental to human health because of the unknown, long-term risks of genetic modification. In my view, this is one of the major reasons more people are buying organic food. Surely scientific progress should not disregard the long-effects GM foods could have on health.

However, it is also important to consider the issue of producing enough food, both at a local and global level. Many parts of the world, such as Africa, continue to experience famine and starvation. Therefore, there could be a case for saying that GM foods may help to reduce this food shortage. Certainly, in many parts of the world, people are forced to rely on international aid food. Yet, I would argue that GM foods are not the solution. This is something that needs to be tackled in the political arena and governments may have to put more money into alternative ways of producing foods.

In conclusion, while we need to meet the demands of an increasing world population, GM foods are not the solution. I am certain that unless governments look at alternative methods of food production, the harmful health and environmental effects caused by GM foods may prove irreversible. (310 words)

### Sample 3 'Balanced' writing approach

*Genetic engineering is a dangerous trend. It should be limited. To what extent do you agree?*

Over the last few decades, remarkable advances have been made in the field of genetic engineering. Consequently, scientists now have the ability to manipulate genes for a range of purposes, from making improvements in agriculture to experimentation with human genes. The question, however, is whether there should be any limitations on this development. In this essay, I shall examine both sides of the argument.

First it is clear that genetic engineering has brought about certain benefits in terms of crop production. Now plants, for example, can produce more fruit more quickly. This achievement means that greater harvests are guaranteed, so that more people can be fed. In terms of the impact of genetic engineering on healthcare, advocates claim it could be used to cure a range of health-related problems, such as cystic fibrosis and Alzheimer's. Children and adults with these diseases endure terrible suffering.

Yet with gene therapy, there is a possibility of better quality of life. Despite these advantages, there are some aspects of genetic engineering which require ongoing consideration. Critics claim that genetically modified plants have little nutritional value and that they will lead to the eradication of weeds, which many insect species depend on. In the case of gene therapy, it is still uncertain how the alteration of one gene, even though it may be faulty, could affect the functions of the human body in the long term.

In my opinion, the benefits of genetic engineering can outweigh the drawbacks, provided that governments and scientists consider the consequences carefully, and put people before profit. (257 words)

### Sample 4 'Balanced' writing approach

*Using animals to test the safety of cosmetics or drugs used for medical reasons is never acceptable. To what extent do you agree with this statement?*

Before any new product is put on the market whether it is a cosmetic product, or potentially life saving medicine, the producers will want to make sure that it is safe for humans to use. A common way of doing this is to test the product on animals.

Many people feel that this is unacceptable because it assumes that an animal life is somehow less valuable than a human life. Opponents of animal testing point out that the animals involved often suffer great pain and fear, and argue that we have no right to do this to them for our own benefit.

On the other hand, it cannot be denied that animal testing has helped scientists to make great discoveries in the field of medicine, providing effective drugs against cancer, heart disease and other potentially fatal illnesses. Supporters of animal testing argue that many lives have been saved this way. I would agree that there may be some benefits to using animals to test new medicines, although I would prefer such testing to be kept to a minimum. Increasingly, there are new ways of testing products, using cell cultures, which need not involve animals at all.

However, even when this is not possible, I cannot agree that it is necessary to test cosmetic products on animals. There are already thousands of cosmetic products on the market, with no need for further development and testing. Exploiting animals in this way is, in my opinion completely unacceptable.

In conclusion, I would not agree that testing products on animals is never acceptable, but it should be reserved for essential scientific work. (269 words)

## Sample 5 'Balanced' & 'Solution/Option' writing approach

*Success in formal 'pen and paper' examinations is often seen to be a sign of intelligence.*

*To what extent do you agree with the view that formal examinations measure intelligence? How can students be assessed?*

Examinations are one of the most common methods of measuring learning in educational systems throughout the world. At virtually every stage of the learning process, exams are used to verify that the learner is ready to move on to the next stage. However, many people believe that the role of examinations should be reconsidered.

There are clearly certain advantages to exams. They help to ensure fairness by imposing the same conditions on all exam candidates. They are also relatively versatile; different types of exam questions, for example, multiple choice questions and essay tasks, can test different sorts of reasoning ability. However, exams also have clear drawbacks. Test-wise candidates can often perform well on exams without having good underlying knowledge or skills. On the other hand, some test-takers perform poorly in exams simply because of anxiety. Some teachers and learners focus only on those aspects of the curriculum that are likely to be tested, thus narrowing the educational experience for all.

A number of measures should be taken to address these concerns. Whenever possible, exams should match the content and activities of the learning environment. Exam tasks should be varied to give fair opportunities to candidates with different types of skills. Other types of assessment should also be considered; assignment writing, for example, to assess independent learning and research skills, or group projects, to measure teamwork ability.

Exams clearly have a role to play in ensuring proper, objective assessment of achievement. However, exams need to be carefully designed and supplemented with other forms of assessment if they are to be a truly useful component of the educational system. (266 words)

## Sample 6 'Balanced' writing approach

*Do good exam results at school or college guarantee success in life? Discuss. Do you believe that studying hard will bring a better life?*

I do not believe that academic achievement equates with a successful life. Obtaining good grades at school is a separate issue from making the most of your life. However, it is hard to see a person can have a rewarding career without a sound education and appropriate qualifications; for example, a degree.

Well-educated and well-qualified people have more opportunities in the workplace and are more likely to find a well-paid job or be promoted. The result is often more job satisfaction and a better lifestyle compared with people who lack qualifications. On the downside, there can also be more responsibility and stress.

It is still possible to do well in life without good qualifications. Not everybody is academically inclined. Many successful people left school at an early age and went on to achieve great things, often in the world of business. What is clear, though, is that most people had to work hard to achieve success, so failure to do well at school is not a good sign if it means that you were lazy.

There is more to life than work and money, so it is important to strike an appropriate work-life balance. Too much time spent working can harm people's social lives and relationships. Young people can lose out if they spend too much time studying rather than engaging in social activities and acquiring life skills.

I am not certain that by studying hard I will definitely improve my chances in life, but I am sure that I need to study if I am serious about wanting to improve myself. Good results in my examination alone will not bring success. I will have to make the most of my education and any opportunities that present themselves if I am to succeed. (292 words)

## Sample 7 'Balanced' writing approach

*In the modern world there is a movement away from written exams to more practical assessment. Discuss the advantages and disadvantages of this trend.*

Testing students and workers takes various forms including written, oral and practical assessment. However, although written tests are still the most popular way to check achievements at work and university, a range of alternative methods like problem-solving, role-play, oral presentation and work-based assessment are becoming more common. Both approaches of evaluating student attainment are valid, but each tests different things.

Some people believe that there is considerable benefit to be gained from using written exams compared to more practical testing methods. For example, from an administrative point of view, the former are generally easier to deal with. Moreover, if factual knowledge is being tested, then it is easier to check it on a written paper than in a group problem-solving exercise. However, the obvious disadvantage of written tests is that they do not suit everyone. Take students in Italy where oral exams are used as a means of checking knowledge. Switching to written tests could then be problematic. Conversely, students used only to written tests would be at a distinct disadvantage, if they were asked to take a more practical exam.

Other people feel that written tests are of little benefit, as they do not always assess students or workers fitness for the vast array of opportunities that the real world of work provides. Functioning in the real world involves making quick decisions, working with other people and using different types of intelligence like emotional and social intelligence. Therefore, it makes sense to test in the same way. Those people who will enjoy success in the future will be those who are able to operate efficiently within systems and find their way around, i.e. the ones who can manipulate knowledge and use experience rather than possess knowledge. (287 words)

---

## Sample 8 'Balanced' writing approach

*Many people say that the only way to guarantee getting a good job is to complete a course of university education. Others claim that it is better to start work after school and gain experience in the world of work. How far do you agree or disagree with the above views?*

It is probably true to say that most people believe that a university degree is the only way to get a good job. I think this is true in certain areas, while in other areas, a degree is not as useful.

To begin with, many people have ambitions to become a qualified professional and there is no doubt that becoming a doctor or a lawyer, for example, is only possible with a degree. Another advantage of graduating from university is that it gives you more choices when it comes to choosing a job. Most employers will be more impressed by a candidate who has a degree than they would be by one who only has high school qualifications because it shows a certain level of intelligence and education, as well as the commitment and self-discipline that is needed in order to study a degree course for three or four years.

On the other hand, there might be some benefits to starting your career early, especially if your chosen field is one which does not typically require a university education. This would apply to somebody who wants to be a car mechanic, or a fashion designer, for instance, who would not necessarily gain anything from going to university. The hands-on experience you gain in your job while others are studying for a degree can give you a distinct advantage.

So, to conclude, it is possible to get a good job without going to university. Having said that, some professions, such as the law, require you to have a degree and as stated above a university degree could potentially open more doors when looking for a job. (275 words)

## Sample 9 'Balanced' writing approach

*Opinions vary on whether students should take a gap year before going into higher education. Discuss the possible advantages and disadvantages of taking a year out. Do you believe that taking a gap year is a good idea?*

Many students choose to take a year out before going to university. To do so can be a positive and rewarding experience but there are also downsides to consider.

Some people will spend their time travelling whilst others will seek work experience. Travelling, especially to foreign countries, is advantageous because it broadens your outlook on life and its possibilities. It will make you more aware of different cultures and people and should increase your confidence, especially in social situations.

If you choose to spend your year out working this can also bring benefits. Work experience can help you to confirm that you have made the right degree choice. Working in an area related to your degree can also be helpful when it comes to finding a permanent job at the end of your course. A job can also improve your financial situation.

However, there are downsides to delaying your entry into university. One obvious problem is that you will have grown out of the habit of studying. There is a risk that the lure of paid employment will sway you from going to university altogether. If you spent your year out travelling then a future employer might look less favourably on you than a candidate who spent their time working.

I believe that a gap year can be a good idea as long as you do something productive that will be to your advantage in the future. Taking a year out can give you a better feel for life in the world in general and also in the workplace. You may never have the opportunity to take time out again so I would recommend it, but only if you choose carefully what to do or where to go. (288 words)

## Sample 10 'Balanced' writing approach

*Some suggest that young people should take a job for a few years between school and university. Discuss what the advantages and disadvantages might be for people who do this.*

It has become more and more popular for students to work for a period of time rather than going straight to university. There are advantages to this, but I feel that it is also a risk and could lead to some problems.

One of the obvious disadvantages of getting a job is that you may find that you cannot get a university place at a later stage. This is because there may be a lot of competition for places, and the longer you wait, the harder it may be to get one. You could even find that the course you want has been changed or dropped.

Another disadvantage is that you can lose the habit of studying. For example, school students are trained to use a range of study skills, which help them achieve academic success. However, if you are not using these skills regularly, it is easy to forget them. This could make university life much harder.

On the other hand, there are several advantages to getting a job. The first is that you can become independent. For example, people who earn their own money can afford to rent their own apartment. In addition, some of the money can be saved and used to pay for university fees. Another advantage is that working gives you some time to think about what you would really like to study. This is very useful if you are unsure about your future career.

Overall, I think there are arguments for and against the idea of working between school and university. The important thing is to be aware of these issues and choose the path that best suits your personal situation. (277 words)



## Sample 11 'Balanced' writing approach

*Every year thousands of students go overseas to study. Although many benefit from the experience, others go home disappointed. What are the benefits and drawbacks of studying in another country?*

In recent times studying abroad has become very popular. Although there are many advantages to overseas study there are some disadvantages.

One of the major problems with overseas study is that it is expensive. Tuition fees for overseas students are very high and often the cost of living is higher than in the student's own country. On the other hand, an overseas qualification may be a good long-term investment and help the person get a better job when they return home. Furthermore, study at a foreign university may give students a different perspective on their subject.

Of course studying in one's own country is easier. There are no language problems and students know what to expect from the lecturers. In contrast, overseas students may be unable to understand lectures and find it difficult to adapt to different styles of teaching. However, overcoming these problems may provide useful skills later in life. Studying in a different environment helps students become more adaptable and gives them the confidence to deal with difficult problems.

Perhaps the main problem encountered by overseas students is culture shock. For many people it is their first time away from home and they get homesick. They miss their friends and family and find problems adapting to the language and culture. However, there is a sense of satisfaction in overcoming these problems. Overseas experience increases self-confidence and opens up people's minds to new ideas and cultures.

Overall, in spite of the difficulties of studying abroad, it is usually a positive experience. (252 words)

## Sample 12 'Balanced' writing approach

*Increasing numbers of students are choosing to study abroad. To what extent does this trend benefit the students themselves and the other countries involved?*

Studying abroad has become increasingly common in the last few years. Many students and their families clearly consider the experience worth the sacrifices involved. The former often give up friendships when they move abroad; the latter often use their life savings. Moreover, many governments are willing to invest huge sums of money in sponsoring their young people to study in universities overseas. However, this trend has drawbacks as well as benefits for those concerned.

One potential drawback is that the instruction international students receive may not be relevant to their home contexts. For example students from developing countries who go to Western countries for teacher training are often taught to use teaching techniques that are suitable for small classes. When they return home they are often expected to teach classes of 40 or 50 students. Hence, what they have been trained to do may not be relevant.

Another potential drawback is the phenomenon of 'brain drain'. Prior to leaving home, they may be fully committed to returning. Nevertheless, students are often at the stage in their lives when they are forming their most important personal and professional relationships. Thus they may choose to remain in the host country on completing their studies.

However, most international students find ways of making the experience work well for themselves and others involved. Most returned home, enriched by new friendships made abroad. Furthermore, most find ways of adapting what they have learned to their home context.

On balance, I tend to say the drawbacks do not outweigh the benefits. (255 words)

### Sample 13 'Balanced' writing approach

*Nowadays many students have the opportunity to study for part or all of their courses in foreign countries. While studying abroad brings many benefits to individual students, it also has a number of disadvantages. Do you agree or disagree?*

In recent years there has been a vast increase in the number of students choosing to study abroad. This is partly because people are more affluent and partly due to the variety of grants and scholarships which are available for overseas students nowadays. Although foreign study is not something which every student would choose, it is an attractive option for many people.

Studying overseas has a number of advantages. For example, it may give students access to knowledge and facilities such as laboratories and libraries which are not available in their home country. Moreover, by looking abroad students may find a wider range of courses than those offered in their country's universities, and therefore one which fits more closely to their particular requirements.

On the other hand, studying abroad has a number of drawbacks. These may be divided into personal and professional. Firstly students have to leave their family and friends for a long period. Furthermore studying abroad is almost always more expensive than studying at one's local university. Finally students often have to study in a foreign language, which may limit their performance and mean they do not attain their true level.

In my opinion, however, the disadvantages of studying abroad are usually temporary in nature. Students who study abroad generally become proficient in the language quite soon and they are only away from their family and friends for a year or two. What's more, many of the benefits last students all their lives and make them highly desirable to prospective employers. (252 words)

---

### Sample 14 'Balanced' writing approach

*Some people believe that schoolchildren should be made to wear a uniform. Others feel that children should be free to choose their own clothes. Discuss both sides of the argument. Do you agree or disagree with pupils wearing uniforms?*

There are many arguments both for and against children having to wear a school uniform. Some people favour uniforms simply because they look smart. However, uniforms do more than this because they identify you with a particular school which can help to maintain discipline and reduce truancy. Uniforms also promote safety and security by making it easier to identify intruders in the school. On a practical note, a uniform makes choosing clothes straightforward and problem-free for parents. Contrast this with the difficulties faced by parents with limited means (for example, living off state benefits) when a child wants to wear expensive designers clothes, mainly to impress friends. In this circumstance, children from poorer backgrounds can find themselves disadvantaged.

On the other hand, some people would argue that wearing a school uniform is an unnecessary restriction on personal freedom and expression. Instead, pupils should be allowed to choose their own clothes as suits them as individuals, rather than having to conform to a fixed dress code. Many pupils do not like a school uniform that means wearing the same clothes every day.

Personally I see nothing wrong with wearing a uniform to school because there is plenty of opportunity to wear your own clothes outside the school gates. Also, some restrictions are always necessary to stop people from dressing inappropriately whilst at school. There are strict dress codes and uniforms for adults in certain occupations so children might as well get used to the idea of having to wear a uniform of some type. I do not think it is a good idea to let young people have everything their own way too soon otherwise they will have problems with authority later on. (282 words)

## Sample 15 'Balanced' writing approach

*It is very important that children should study hard at school. Time spent playing sport is time wasted. Do you agree?*

We could argue that children go to school to study so that they may become fully productive adults and good citizens. We should ask whether playing sport helps children to become better people. If so, sport is not a waste of time.

No sensible person will deny that it is important that students study hard. The school day is broken up so that students can attend classes in different subjects in order to learn what areas they are most likely to enjoy and succeed at in later life. It is very important that the schools offer a wide range of subjects to cater to all the students in their care. After all, the school is preparing the students for life and for the workforce.

However, it is also true that students need more than the knowledge of a subject. They need to know how to work in groups to achieve a mutual goal, how to work as a team. Where better to learn those skills than on the sports field? Any of the team sports involve coordination with other players, understanding and adopting a team mentality. These skills are too useful to be ignored.

Furthermore, it is important that people be healthy, and good health is not so easily achieved in a sedentary society. Sport gets students outside and gives them good reason to run about, thus countering hours spent sitting still.

So, although school studies are undeniably important, we should regard time spent playing sport as time well spent. (250 words)

## Sample 16 'Balanced' writing approach

*A university degree is essential for people who want to have a successful career. To what extent do you agree or disagree?*

It is certainly true that more and more emphasis is placed on the acquisition of academic qualifications, and growing number of people preparing for higher education. A matter of debate is the subject of whether or not a university qualification ensures a successful career. This essay deals with some of the opinions for and against this matter.

One convincing point against this attitude is the 'missed opportunities' of university educated people. This is to say, having a university degree can be very demanding. It may take four years or even more to obtain a degree while this time could be used more effectively with more practical skills. Another reason against this attitude is that higher education does not necessarily lead to promotions and successful careers. In other words, education is not always the best route for climbing the career ladder or having a successful business. Therefore, it could be argued that higher education does not automatically qualify an individual for a bright career life, and practically a large number of factors contribute to career success.

The most important argument in favour of this subject is that having academic qualifications enable people to have more career-growth opportunities. It is notable that an important criterion in most promotion standards is having an academic qualification. This means university graduates are more likely to have high-ranking positions resulting in higher salaries and more financial benefits. Another reason to be taken into consideration is that most university courses primarily designed to enhance students' practical and theoretical skills. Such courses are intended to boost the learners' practical abilities such as organisational and teamwork skills which in turn lead to more job opportunities for having a decent job.

While it may be true to say that university education does not always ensure a prosperous career, in my opinion, it is almost always considered a very important factor. I think the best way to achieve a successful career is increasing theoretical knowledge and job-related skills which certainly require a comprehensive plan. (333 words)

## Sample 17 'Balanced' writing approach

*Modern societies need specialists in certain fields, but not others. Some people therefore think that governments should pay university fees for students who study subjects that are needed by society. Those who choose to study less relevant subjects should not receive the government funding.*

*Would the advantages of such an educational policy outweigh the disadvantages?*

In every country there are fashions among students about which subjects are the best to the study at university. Sometimes the popularity of a subject is determined by how much money a graduate could subsequently earn in that field. Or subjects that are perceived as relatively 'easy' may also become popular, in spite of later difficulties of finding appropriate employment. It is up to governments to give incentives to students to choose subjects that match the needs of their society.

Obviously one way to do this would be for the government to pay the fees of those choosing such subjects. The advantage would certainly be that higher number of students would enroll and would later fill the employment gaps.

However, the disadvantages of such a policy would be considerable. For example, the students attracted by the funding may not have any real interest in or aptitude for that subject. Such students may drop out before graduation or after working only a short time in a related job. Furthermore, funding one group of students but not other would penalise those with a genuine interest and ability for another field. Such discrimination would certainly affect the whole of higher education of the country and students would develop very negative attitudes towards going to university altogether. This would be very counter-productive for any country.

In conclusion, I think there are many other incentives for students that could be considered, such as making courses more interesting to take, or the job rewards greater after graduation. The education policy proposed above, however, would certainly have more long-term disadvantages than benefits for society. (267 words)

---

## Sample 18 'Balanced' writing approach

*Children should never be educated at home by their parents. Discuss.*

In some countries a small number of parents are choosing to educate their children at home rather than sending them to school. This may be for practical reasons, such as when a family lives a long way from the nearest school, or through parents' personal choice to take on the responsibility for their children's education.

Educating your children at home does seem to have a number of advantages. Firstly, parents may be able to provide a more practical education for their children than schools can, teaching skills needed in the real world such as home management or gardening. A child's own home is likely to provide a more relaxing atmosphere for study than that which a school can offer. Another point is that, parents are in a better position to keep their children away from bad influences if they can keep watch over them at home. Thirdly, parents are often said to know what is best for their children.

However, there are many arguments in support of sending children to school rather than educating them at home. Children are isolated at home; at school they are given the opportunity to develop in a social context, and become accustomed to meeting people independently. Moreover, schools can provide professionally trained teachers and all kinds of educational facilities. It could be argued parents are too emotionally 'close' to their children to make very good teachers.

I think, education at school is preferable to education at home. There are special cases (for example, for disabled children) in which home education is the only option; however, for the vast majority of children greater benefits are gained by going to school. (276 words)

## Sample 19 'Balanced' writing approach

*Some people say children no longer need to develop handwriting skills. Others believe that handwriting is still important. Discuss both these views and give your own opinion.*

In the past, clear handwriting was essential, as it was necessary for school and university work, as well as for many job-related duties. Many people believe handwriting will no longer be useful in the future. Although computers are replacing handwriting in many areas, I still believe it is important children learn to write legibly.

People often talk about a paperless society. This means that all communication is carried out by electronic means. If this ever truly comes to pass, there will be no need to write by hand. Today, university and high school assignments have to be typed, so certainly handwriting is less important than it was before. This has made written communication simpler, as material can be reorganised and edited without being rewritten from scratch.

Although there will be less need for handwriting in the future, it is still an important skill for children to learn. Learning to write helps children learn to read, spell and punctuate. These are skills that computers can help with, but they still need input from the computer user. Furthermore, many schools and universities still require examinations to be handwritten, and this is likely to continue, as there is considerable concern about the possibility of cheating in assignments produced at home on computer.

In conclusion, although handwriting is less important than it was, it is still an important part of young people's education. This is because it is part of the learning process, and because there are still areas where handwritten responses are necessary. (251 words)

## Sample 20 'Balanced' writing approach

*School children are becoming far too dependent on computers. This is having an alarming effect on reading and writing skills. Teachers need to avoid using computers in the classroom at all costs and go back to teaching basic study skills. Do you agree or disagree?*

Nowadays modern technology has totally changed our approach to study. In many countries students no longer have to copy notes by hand from the blackboard; instead the teacher gives them a photocopy. Rather than messy ink and pen, students present a typed-up copy of their assignments. Their computer even checks their spelling as they go. In fact, some people believe that modern technology does a lot of our thinking for us and, as a result, we are going to lose our ability to think for ourselves.

In my opinion, spelling skills have definitely deteriorated in recent years. So many young people use mobile phones to send text messages where speed and conciseness are more important than spelling or grammar. Some teachers complain that these students take the same attitude toward their assignments.

On the other hand, typed assignments are much easier to read and are much neater. Frankly, I find some notes or texts which are handwritten almost impossible to read. Doctors, for example, have a reputation for illegible handwriting, which could lead to disastrous medical mistakes. Perhaps it is time we focused not on handwriting but on presenting information as accurately as possible.

One advantage of computers is that access to the Internet has opened up a new world of learning for us. We no longer have to wait for a book that has already been borrowed from the library before we do our research. In fact, the Internet can clearly be used to research information in the same way as a library but more conveniently.

On the whole, rather than holding students back, I believe modern technology has actually improved standards of education considerably. (276 words)

## Sample 21 'Balanced' writing approach

*Students are becoming more and more reliant on the Internet. While the Internet is convenient, it has many negative effects and its use for educational purposes should be restricted. How far do you agree with this statement?*

Nowadays, the Internet is used widely in education around the world. Some people say it is beneficial for teaching and learning because there is so much information available. However, others claim that the Internet is bad for students' research skills and believe that its use should be restricted. I believe that the use of the Internet should be limited in some ways, but it is still a valuable educational tool.

Firstly, the Internet is essential for many people today. It is widely used in the workplace and people's everyday lives, both for finding information, for personal finance, for keeping in touch with friends and family, for social networking and so on. Therefore school students should learn how to use it correctly. In addition, students also need it for research in school and university subjects. Nowadays the most up-to-date information can be found on the Internet, rather than in books which can become out of date very quickly. Using the Internet is a convenient way of finding out information and developing independent research skills.

However, the Internet has some negative aspects. For example, not all websites are reliable or contain accurate information. Students need to learn how to evaluate and check the material they find on the Internet. Also, many students simply copy large amounts of material, such as essays from the Internet. Some students then pretend that this material is their own work, which is illegal. If students simply copy information or material from the Internet without understanding or analysing it, they will not learn it fully. Teachers need to teach students how to research and use information from the Internet properly.

In conclusion, schools and universities should teach students how to use the Internet by teaching them good research skills. If students know how to use the Internet effectively, they are likely to become better students and have better employment opportunities in the future. (315 words)

## Sample 22 'Balanced' writing approach

*Some students like to take distance-learning courses by computer. Other students prefer to study in traditional classroom settings with a teacher. Consider the advantages of both options, and make an argument for the way the students should organise their schedule.*

Both distance-learning courses and traditional classes provide important but different experiences for college students. On the one hand, there are many advantages to distance-learning courses.

One of the most important benefits is the opportunity to attend class at your convenience. This is very important for students who hold full-time jobs since they can choose to take their classes on a schedule that allows them to continue working. Another advantage is the chance to complete assignments at your own pace. For students who can work more quickly than their classmates, it is possible to earn more credits during the semester. A huge advantage to international students is the option of listening to lectures more than once.

On the other hand, there are advantages to attending a traditional class. The structured environment is beneficial, especially for students who are not as highly motivated. In addition, it is more likely that you will develop a personal relationship with the teacher, an advantage not only for the course but also after the course when you need a recommendation. By seeing you and talking with you face-to-face, the teacher will remember you better. It is also easier to get an immediate response to questions because you only have to raise your hand instead of sending e-mail and waiting for an answer. Last, the opportunity for study groups and friendships is different and more personal when you sit in the same room.

Given all the advantages of both types of course, I think that students would be wise to register for distance-learning courses and traditional classroom courses during their college experiences. By participating in distance-learning courses, they can work independently in classes that may be more difficult for them, repeating the lectures on computer at convenient times. By attending traditional classes, they can get to know the teachers personally and will have good references when they need them. They will also make friends in the class. By sharing information with other students, they can organise their schedules for the following semesters, choosing the best classes and including both distance-learning and traditional courses. (347 words)

## Sample 23 'Balanced' writing approach

*In today's world, many people use mobile phones and the Internet to communicate with others. This has resulted in the use of new words and different forms of spelling and grammar. Are they a positive or negative development?*

There have been many changes in the way we communicate over the last 20 years, and it is understandable that these changes have affected the way we speak and write. Is this a good thing or a bad thing?

In the past, people communicated by writing letters and speaking on the phone. However, technology has changed this, and now emails texts and the Internet are the most common communication tools, especially for young people. These methods of communication are much faster than the old ones, and this means that people write more quickly and communicate more frequently.

Unfortunately, the speed of modern communication systems has reduced the accuracy of our messages. This is because people make up their own words and abbreviations, and some of these can become quite popular. In my country, for example, LOL means 'laugh out loud', and children write this and say it. What is more, punctuation may be missing, and people worry less about how to spell words.

Yet language change is not necessarily a bad thing. Informal texts and emails are just messages between friends. It does not matter too much how they are written. The important thing is that people can switch to more accurate language when they need to. However, if they lose this ability, and formal communication becomes too careless, then there will be problems.

All in all, I do not think that you can stop change and you cannot prevent new ways of communicating. On the other hand, it is still necessary to make sure that everyone can appreciate and use correct grammar and vocabulary. (265 words)

## Sample 24 'Balanced' writing approach

*The Internet has as many disadvantages as it does advantages. To what extent do you agree with this statement?*

Since its development in the 1970s, the Internet has become a key tool for obtaining information and for communication all over the world. The Internet has both advantages and disadvantages but, overall, I believe the advantages are stronger than the disadvantages.

Firstly, the Internet has made work and social life much easier. Sending emails and using video conferencing in the workplace have made business quicker and more efficient. For example, in the past, people often had to travel long distances for meetings and now they can video call instead. Also the Internet makes it easier to keep in contact with family and friends through email and social networking websites. People can give friends and relatives their news quickly and easily. In addition, meetings, parties and social events for large groups of people are easier to organise in this way. Finally, finding out information online is much quicker than visiting libraries or making expensive phone calls.

On the other hand, people claim the Internet has disadvantages. Some people say that the Internet makes people lazy. For example, people now do lots of things online, like shopping and socialising, when it might be better for them to do these things in the 'real' world. Furthermore, the Internet contains a lot of information which is not correct. This is because anyone can put anything they want on the Internet and it is not always checked for accuracy or truth. Users need to be sure that the websites they look at are reliable sources of information.

In conclusion, although it has advantages and disadvantages, the Internet has made life so much easier in so many ways, that, as long as people know how to use it effectively, it can be an excellent tool. (289 words)

## Sample 25 'Balanced' writing approach

*Some people consider computers to be more of a hindrance than a help. Others believe that they have greatly increased human potentials. What is your opinion?*

It is easy to understand why some people believe that computers are more of a hindrance than a help. Operations such as obtaining a refund or changing a ticket tend to be fairly straightforward without the aid of a computer, yet once it is involved, the process can become time-consuming, complex and prone to errors. In an office environment, it can sometimes seem that for every hour saved by computers, at least another is wasted in sending frivolous emails and in trying to resolve the latest set of problems caused by a system malfunction.

Another consideration is that over-enthusiastic use of computers in the home has the potential to divert large amounts of free time away from activities such as socialising, taking exercise or interacting with family members. Spending a lot of leisure time looking at a computer screen could perhaps hinder achieving other goals in life, such as being healthy and socially integrated.

However, it would be simplistic to assert that computers have a generally negative impact. They have enabled enormous advances in communications, medicine, design, education and numerous other fields of human endeavour. Nowadays, virtually the entire sum of human knowledge is as far away as the nearest internet point. Computers have brought about a profound change in the way most people in the developed world live. (Although it should not be forgotten that the majority of the inhabitants of this planet have never so much as touched a computer keyboard).

The benefits of computers undoubtedly outweigh the disadvantages. The question is not whether computers help or hinder, but whether people always use their huge potential in a wise and responsible way. (274 words)

---

## Sample 26 'Balanced' writing approach

*In the modern world, the image (photograph or film) is becoming a more powerful way of communicating than the written word. To what extent do you agree or disagree?*

In today's world, images in the form of photographs, films and pictures are used everywhere as a means of communicating with the public. I certainly agree that such images have become a very powerful means of communication and they are used in many different sectors to influence, inform and entertain the public.

The media, for example, use images to give detailed information and immediate impact to their news coverage. Similarly, advertising industries constantly use images to influence, persuade and make people identify with what they see. The powerful attraction of images is also evident in the entertainment industry and even in the growth in mobile phones that can send photos as part of a regular personal 'conversation'.

However, while it is evident that the image has certainly become a very powerful way of communicating, that is not to say that it has become more powerful than either the written or spoken word. Images can be interpreted in a range of different ways, and because of this they are rarely used alone. Captions, headlines and written explanations or spoken commentaries almost always accompany the use of images, whether they are used in advertising or the media. Used alone, the message of a picture can be notoriously misleading, and is less effective as a result.

In conclusion, therefore, I only partly agree with the statement. While it is true that images can send very powerful messages, they are only really effective as a means of communication when used together with either the written or spoken word. (254 words)



## Sample 27 'Balanced' writing approach

*Most writers of fiction do not earn enough money to live from their writing.*

*Do you think the government should give them financial assistance to help encourage good literature?*

There are some conditions under which a novelist could reasonably expect some government support. In general terms, if the writer has already proved that he or she can write well, and if the stories produced are stimulating and interesting, then I consider that some financial help might be given.

Language quality is difficult to define, but if the writing shows, for example, good grammar, a wide vocabulary, and elegance and imagination, then I can see a valid reason for assisting an author to spend some time free from money problems. Such writing needs to be encouraged. The entertainment value of a book would be also a factor in deciding whether to provide assistance to an author. Further consideration would include social and educational values expressed in the author's work.

However, if the ideas were socially irresponsible, or if the stories contain unnecessary violence for its own sake, then I would not want to see the author sponsored to write stories which do not benefit society. Other exceptions are the many writers of good books who do not require financial help. Books which proved to be extremely popular, such as the Harry Potter stories, clearly need no subsidy at all because the authors have become rich through their writing.

Views on what good quality writing means will vary widely, and so if any author is to be given money for writing, then the decision would have to be made by a committee or panel of judge. An individual opinion would certainly cause disagreement among the reading public. (256 words)

## Sample 28 'Balanced' writing approach

*People who have original ideas are of greater value to society than people who are simply able to copy the ideas of others well. To what extent do you agree or disagree with this statement?*

I certainly agree that people who come up with new ideas are terribly important to our society. However, I also think there is a role in society for good imitators.

No one would deny that certain individuals must be thanked for providing us with facilities that we use every day. Where would we be, for example, without basic items such as the washing machine, the computer and, more recently, digital cameras and mobile phones? These inventions are now used so regularly that we tend to take them for granted.

In fact, the society we live in today has become increasingly consumer-oriented and, while it may be possible to constantly update and improve consumer goods, not everyone in my country can afford them. Furthermore, not everyone lives in area that has access to the latest models on the market. For these reasons, it is useful if someone can provide good copies of expensive products.

Having said that, certain innovations have a more serious impact on our lives than others and cannot easily be replicated. Vital medicines like penicillin and vaccines against dangerous diseases also exist because people made continual effort to develop them. Scientific ideas such as these enable us to live longer and avoid illness.

Undoubtedly, scientists and engineers work extremely hard to make life better for us. In some areas their work just adds comfort to our lives, and if people copy their ideas, it allows a wider population to benefit from them. However, in other areas, their contribution is unique, cannot be copied and without it would be unlikely to survive or move forward. (265 words)

## Sample 29 'Balanced' writing approach

*In today's job market it is far more important to have practical skills than theoretical knowledge. In the future job applicants may not need any formal qualifications. To what extent do you agree or disagree?*

Practical skills are very important and it could be argued that they are as important as academic qualifications when it comes to getting a job. Nevertheless, it is unlikely that academic qualifications will ever become unnecessary.

There are certain manual jobs such as cleaning and labouring where formal qualifications are less important. Employers in these industries are more likely to employ people with a good working knowledge of the job and what it entails. However, even in these jobs it is important for people to have a minimum level of education, especially, if they want to rise above the lowest working level. How can a person without good writing and mathematical skills balance a budget or manage staff? How can such a person make informed decisions about which product to use or safety issues in the workplace?

Having said this, a student graduating from university with the highest level of qualifications, but limited practical skills, still has a great deal to learn. None of us would expect or want a doctor without many years of practical experience and training to perform an essential operation. Students from all disciplines need to understand that entering the job market with a degree in management, for example, does not automatically qualify them from a managerial role.

Clearly, education is important in teaching the theoretical side of any profession. This theoretical knowledge forms an important basis for practical skills which are also essential. In truth neither one nor the other is dispensable when it comes to getting a job. (255 words)

---

## Sample 30 'Balanced' writing approach

*Job satisfaction is far less important than job security in the modern workplace. How far do you agree or disagree with this statement?*

It appears the statement is a little flawed, because even in today's uncertain times, it is still possible to find both satisfaction and security in many areas of current employment. Moreover, it is slightly irrational to suggest that one aspect is more important than the other, given that they are so different. It is a rather meaningless generalisation to make, in any case.

It goes without saying that, for some individuals, long-term job prospects are crucial, perhaps because they are having to spend considerable sums of money each month and need to be confident in their ongoing ability to find the funds. On the other hand, for those people who have fewer personal commitments or are generally more flexible, security will be less of an issue.

What is more, job satisfaction is something that is rather difficult to measure. It cannot be denied that the majority of people would prefer to do a job that is rewarding, rather than have to labour at a job that is very tedious. However, there are many ways to measure job satisfaction. It may be a personal reaction to success or impact in the job, that is to say, achievement rates. Or it may stem from the working atmosphere; working for an inspirational line manager, for example, or with colleagues who are worthy of respect.

In the final analysis, individual circumstances will influence a person's ability to find the job that is right for them, and will also dictate whether they try to keep it in the long term. (255 words)

## Sample 31 'Balanced' writing approach

*Some say that it would be better if the majority of employees worked from home instead of travelling to a workplace every day. Do you think the advantages of working from home outweigh the disadvantages?*

In many parts of the world, and in many different sectors, more and more people are staying at home rather than commuting to work.

Opponents of home-working say that being together in a workplace with colleagues is an important part of keeping people healthy and happy. Staying at home, never meeting people can lead to depression. They also say that, from a professional point of view, it is important to spend time in formal and less formal situations with co-workers. Although it is argued that interaction can happen via computers, especially with a visual element such as video conferencing, they do not believe this can ever replace face to face contact.

For me, the advantages of working from home outweigh the disadvantages. Firstly, many workers prefer home working, saying they function more effectively because they can relax, without the pressure and waste of the long commute. With new technologies placing people in the same room metaphorically, it is becoming much easier to do this. With less travel there is a smaller carbon footprint, although this is a claim which has yet to be proved because many people choose to live in remoter areas and car use is not significantly reduced when working at home.

Finally, what clinches the argument for me is the fact that working at home enables many people to join the workforce who would not otherwise be able to do so. This option is particularly liberating for women because they often have more caring responsibilities. To sum up, I believe strongly that working from home is the fairest and most efficient option for most people. (267 words)

## Sample 32 'Balanced' writing approach

*Computers and modems have made it possible for office workers to do much of their work from home instead of working in offices every day. Working from home should be encouraged as it is good for workers and employers. Do you agree or disagree?*

In recent years the vast expansion of information and communications technology has made teleworking much more practical. Although in many cases office workers could be made geographically independent by using modems, faxes and cell phones, few companies or employees take full advantage of this possibility.

There are a number of strong arguments in favour of allowing workers to work from home. Firstly, costs for employers would be reduced because businesses would require less office space, which is often situated in the centre of large cities. Secondly, workers' lives would be improved in a variety of ways. For example, they would not need to travel to get to work, which would give them more free time. Also, they could combine their work with their family life, which is a major advantage if they are parents of young children or they have old people to look after.

On the other hand, travelling to a centralised workplace also has a number of points in its favour. The first is that many employees would miss the social aspect of work such as seeing colleagues and meeting customers. A further point is that employers would need to be able to trust their workers to work at a high standard and finish their work on time, since supervising teleworkers is even more complicated than supervising workers in the same office.

Finally, working from home might inhibit teamwork and creative work and so perhaps is only really suitable for people doing routine office work.

In conclusion, I believe that while many workers welcome the opportunity to go out to work, others would find the chance to work from home very convenient. Where possible, I think workers should be offered the choice, but not forced to work from home unless they wish to. (295 words)

### Sample 33 'Balanced' writing approach

*Many people are not asking whether it is necessary to transport people to work every morning and home every evening. Wouldn't it be cheaper to move the work to the people? Home making represents the future of work. How far do you agree with this view?*

Most developed countries are now experiencing a transportation crisis. Roads and highways are packed with cars, parking spaces are rare and pollution is a serious problem and transport costs are increasing all the time. These rising costs are met by individual workers. But of course they are passed on to the employer in the form of higher wage costs and to the customer in higher prices.

In recent years, there has been a vast increase in the number of people working from home. This means that employees work from home and keep in touch via laptops and mobile phones. Homemaking has many benefits for the employee. It involves less travelling to work, more leisure time, a better home and family life, reduction in stress and financial savings. Employers save on office space, reduction in absenteeism, greater efficiency and better recruitment. As a result, they are moving out of offices in increasing numbers.

However, although home working may be cost effective and lead to a greater efficiency, there are a number of problems associated with this kind of flexible working. Workers may, for example, feel isolated at home and miss the human contact of the office.

On balance, I think that the key question is; when will the cost of installing and operating telecommunications equipment fall below the present cost of commuters? While petrol and other transport costs are rising dramatically, the price of telecommunications is decreasing considerably. At some point in the near future, home working will be the norm. (251 words)

---

### Sample 34 'Balanced' writing approach

*What are the advantages and disadvantages of privatisation?*

In recent years there has been a trend towards privatisation. There are clearly both advantages and disadvantages in allowing public affairs to be managed for commercial profit. In my view, the answer is that some public matters could be managed for private gain, but others ought to be under government control.

On the one hand for example, increased efficiency is often a feature of a privately run company and there is clearly a benefit to the company and its shareholders.

In addition, where a public need can be serviced by private industry without any disadvantage to the public, there is a case for allowing a private business to provide that need and make a profit in doing so. Public transport is an example of this on condition that everyone who needs to travel is given the chance. Education is another instance where special schools could be run by private companies as long as the public has access to a satisfactory education system. In both cases, acceptable alternatives should be available to those who cannot afford to use a private system. On the other hand, a necessary public service, which may not show a profit, is of no interest to a private firm and will be ignored by commercial interests.

However, there are services which should obviously not be under the control of private interests. A very good example of this is the defence of a country and its policing. In this situation, the opportunities for corruption and profit-making at the expense of the public are too great.

In conclusion, joint public-private enterprises might be suitable. In such cases a public service could receive some kind of government subsidy to provide a profit in exchange for efficient management. (289 words)

## Sample 35 'Balanced' writing approach

*Modern lifestyles are completely different from the way people lived in the past. Some people think the changes have been very positive, while others believe they have been negative. Discuss both these points of view and give your own opinion.*

It is undeniable that the average person's lifestyles has changed enormously during the last few decades owing to the huge impact of modern technology and economic development.

Some people believe that modern life is much better than in the past. As evidence of this, they point to improvements in healthcare and education and the general increase in the standard of living. Furthermore, they argue that machines have changed working conditions and reduced the need for hard physical labour, and they talk about the large leisure industries that have transformed people's free time.

On the other hand, it can be also argued that some changes have had a negative impact on our lives. For example, there has been a negative impact on both the natural and human environments. In addition, stress from all the pressure in today's schools and workplaces may have reduced the quality of life in social terms. Having access to more things and more entertainment cannot compensate for the loss of social relationships. One reason for this loss is that families spend less time together and, as a result, crime rates and divorce rates have increased and people have lost any sense of community.

In conclusion, I think there is evidence to suggest that some of the changes we have experienced in the modern world have affected our lives in a negative way, especially in terms of the family and the environment. But overall, it is clear that most of these changes have been good for the majority of people. Nevertheless, I feel we need to ensure that these positive changes can be sustained and shared more in the future.  
(275 words)

## Sample 36 'Balanced' writing approach

*Some people think that recent innovations in technology have made life more comfortable and helped us to be more efficient by saving us time, while others argue that technology has made us less efficient. Discuss both these views and give your own opinion.*

Technology has existed as long as mankind has, but the pace of technological innovation has never been as fast as it is nowadays. New gadgets which promise to make life easier and more comfortable are launched on a daily basis. We are coaxed into buying electronic devices by high-tech companies which promise that their technological can help us become more efficient.

On the one hand, it is true that technology makes life more comfortable. It is hard to imagine life without such appliances as the vacuum cleaner or the washing machine. The invention of the microchip has enabled engineers to shrink electronic devices to the sizes which make them practical to use. Huge computers which used to take up an entire room in 1950s have evolved into tiny pocket-size infinitely more complex than their early prototypes. Communication technologies such as the Internet enable us to be connected 24 hours a day, seven days a week.

On the other hand, technology is a major cause of stress for those who rely heavily on it. The more complex technological inventions become, the more prone they are to malfunctioning. For example, a broken hard drive can cause a disruption to a project or can bring it to a complete halt for days or even weeks.

As technologies become more sophisticated, people need to spend more time learning how to use them. Quite often by the time technology users have figured out how to use an invention, a new technology comes along to replace the old one, and the cycle begins again.

In conclusion, technological inventions do make life more comfortable. However, I do not believe they make us more effective or efficient unless we learn how to use them properly, which is rarely the case. (291 words)

## Sample 37 'Balanced' writing approach

*Some people feel that developments in science are happening so fast that it is difficult for people to appreciate the effects of such advances. Others feel we should trust scientists more and stop worrying. Discuss both views and give your own opinion.*

The general public is not able to keep up with changes in the world of science and so some people have begun to mistrust scientists. Other people think that, however, that the public should have more faith in scientists.

Some people argue that the developments in the world of science are not clear to the general public. This is because there are too many happening at once and because they are too complicated for people to understand. For example, advances and research related to genetics or other areas of health are not fully understood, so people either ignore them or worry about them. And so, scientists face strong opposition to any developments.

To other people, scientists have brought enormous benefits to society because they have helped many people. Besides improving public health, scientists are involved in other areas which make our lives easier, such as transport and engineering. Cities in countries such as Japan and France are now better connected with high-speed trains with all the latest facilities like TVs and Internet connections. So people should be grateful for what scientists do.

In my opinion, while it is important to allow scientists to continue making advances, we should monitor any developments, especially in the field of medicine and technology such as artificial intelligence, more carefully. In this way, we can make sure that we do not end up with monsters which are a combination of humans and machines, as in some science-fiction or horror films.

In conclusion, if the public were more informed about any scientific developments, they might accept them more. (262 words)

## Sample 38 'Balanced' writing approach

*Mobile telephones have brought many benefits but they have also had negative effects. Do the advantages of mobile phones outweigh the disadvantages?*

Mobile phones have certainly had an enormous impact on us. They have significantly changed the way we communicate with each other in both our personal and our professional lives. However, the impact has not all been positive.

By far the most common criticism of mobile phones is the fact that we are now expected to be available all times of the day and night especially for work-related communication. Before mobile phones were invented, anyone who wanted to contact us had to wait until we were at work, which meant time spent away from the office was our own. Mobile phones mean that the separation between work and free time has disappeared. Another negative effect is that in places such as theatres, cinemas or public transport we often have to listen to the noise of infuriating ring tones and loud one sided conversations. A final drawback is that these small but very expensive devices are easy targets for thieves. A great deal of street crime involves hand phones.

On the other hand, there are several obvious benefits from this invention. The most powerful argument in favour of mobile phones is that they can be used to call for help in the most inaccessible places, for example, when our car breaks down in a remote area. Another positive aspect of mobiles for business people is the fact that they can be available for potential customers at all times. Finally, mobile phones are extremely simple and convenient to use.

To sum up, I feel that although there are some clear drawbacks to mobile phones, their efficiency and portability has greatly improved our ability to communicate in both our professional and personal lives. In my opinion, the benefits of having mobile phones certainly offset their disadvantages. (291 words)

## Sample 39 'Balanced' writing approach

*Mobile phones and the internet have made it easier to stay in contact with other people. However, as a lot of time is spent using telephones and computers, there is less face-to face contact and direct communication. Is the growing use of communications technology a positive or a negative development for society?*

The rapid development of communications technology has had a significant impact on society. There are both positive and negative sides to this, but the problem lies in the way this technology is used rather than in the technology itself.

Mobile phones and email make it possible to contact a person even when you do not know where they are. This allows for greater flexibility in people's lives, which opens up opportunities for individuals and for society. Families and friends can chat or write to each other anywhere on the planet at little or no cost. In addition, a mobile phone can be used to get help immediately and save someone's life in an emergency.

A downside is that some people have become addicted to their screens. While spending time with other people, they continually send texts on their mobile phones or are focused on their laptop computers and so do not give their full attention to the people around them. A text message or email is often superficial, unlike the potentially more genuine and personal nature of face-to face communication. Some people may come to feel more comfortable communicating through devices rather than by talking to a person next to them.

The immediacy of this technology has also increased the pace of life and invaded people's privacy. A quick response is expected to an email and you may never be free of the demands of an employer, so that you may have less time to relax. Some people may even invent multiple identities online, which can be used to deceive others.

Modern technology clearly brings both advantages and disadvantages for society, so it is up to people to use it to their own benefit and to help society rather than to be enslaved by technology. (295 words)

## Sample 40 'Balanced' writing approach

*In the last 20 years there have been significant developments in the field of information technology (IT), for example the World Wide Web and communication by email. However, future developments in IT are likely to have more negative effects than positive. To what extent do you agree with this view?*

The last two decades have seen enormous changes in the way people's lives are affected by IT. Twenty years ago few people had access to a computer whilst today most people use them at work, home or school and use of email and the Internet is an everyday event.

These developments have brought many benefits to our lives. Email makes communication (particularly overseas) much easier and more immediate. This has numerous benefits for business, commerce, and education. The World Wide Web means that information on every conceivable subject is now available to us. Clearly, for many people this has made life much easier and more convenient.

However, not all the effects of the new technology have been beneficial. Many people feel that the widespread use of email is destroying traditional forms of communication such as letter writing, telephone and face-to face conversation. With ever increasing use of information technology these negative elements are likely to increase in the future.

The huge size of the Web means it is almost impossible to control and regulate. This has led to many concerns regarding children accessing unsuitable websites. Unfortunately, this kind of problem might even get worse in the future at least until more regulated systems are set up. Yet perhaps the biggest threat to IT in years to come will be the computer virus – more sophisticated or more destructive strains are almost inevitable.

In conclusion, developments in IT have brought many benefits, yet I believe developments relating to new technology in the future are likely to produce many negative effects that will need to be addressed very carefully. (265 words)

## Sample 41 'Balanced' writing approach

*E-mail has had a huge impact on professional and social communication, but this impact has been negative as well as positive. Do the disadvantages of using e-mail outweigh the advantages?*

It is certainly true that the use of e-mail has greatly changed the way we communicate with each other at work as well as socially. But it is also true that not all the effects of this innovation have been positive, although there are certainly some advantages.

A common criticism of e-mail in the workplace is that it causes extra work and stress. This is because employees receive more messages than they can answer every day and since e-mail writers expect a quick response, this further increases pressure on employees. Other objections to e-mail for both social and professional users include the way it encourages people to spend even longer at their computers and also the danger of incoming messages allowing viruses into your system.

In spite of these negative effects, however, e-mail has brought important benefits as well. One such advantages of using e-mail is that it is a fast and easy way to communicate with family, friends and work colleagues wherever they are in the world. It is not only allows people to stay in touch with each other, but it is also allows them to send all kinds of information (such as pictures, photos, diagrams, texts, etc.) very quickly, cheaply and with a very good quality of reproduction. This is a huge advance on earlier communication systems, and the low cost of e-mail means it is very widely used.

To sum up, while there are some obvious drawbacks to using e-mail, this fast and user-friendly technology has greatly improved our ability to communicate both professionally and socially. Therefore, I think e-mail has brought us many more benefits than disadvantages. (271 words)

---

## Sample 42 'Balanced' writing approach

*Buying things on the Internet, such as books, air tickets and groceries, is becoming more and more popular. Do the advantages of shopping in this way outweigh the disadvantages?*

It is becoming increasingly common for people to go online to buy what they need rather than going to a shop or travel agent to do so. Although there are some dangers and disadvantages to internet shopping, I believe that the convenience often outweighs any drawbacks.

There are two main dangers and disadvantages to buying things on the Internet. The one that attracts the most publicity is the problem of internet fraud. Unless the website is secure, hackers may be able to copy your credit card details and steal your money. A further disadvantage is that you cannot examine what you are buying until after you bought it. This means you may sometimes buy something that you do not really want.

On the other hand, shopping for certain things on the Internet has several points in its favour. The main one is its convenience. People who want to compare products and prices can look at all this information on a website without having to go from shop to shop. Also, they can make their purchases at any time of day or night and from any part of the world. The other advantage is that because internet companies do not need a shop, the products which they sell are often cheaper.

All in all, I think the advantages of using the Internet for buying things such as books, computers and air tickets are greater than the disadvantages. However, someone that wants to buy clothes should visit shops because they need to see and touch them before buying them, and I would not recommend purchasing them online. (265 words)



## Sample 43 'Balanced' writing approach

*Can computerised data collection on individual be justified even though it endangers the rights of individuals?*

Data collection is a fact of modern life. Some argue that data collection is endangering the rights of individuals, though others see it as a useful tool which increases efficiency. This essay will discuss both sides of this issue.

Data collection can violate the right to privacy. When data about a person is collected and stored in a computer then it is open to misuse. For example, the information may be sold to unauthorised persons such as credit agencies or insurance companies.

A further problem with data stored on computer is accuracy. Information stored in a computer may be out of date, or simply wrong. This can seriously affect a person's rights if decisions are made on the basis of false information.

On the other hand, databases provide a very useful tool. Large databases which contain information on many individuals can enable more effective decisions to be made. Institutions such as government departments and police rely on data collection in order to operate efficiently, and hospitals use computerised records to help in their fight against disease.

Databases stored on computer can also be very efficient. Information can be rapidly updated or added, and retrieval of information is extremely fast. Moreover, data which has been collected in one area can be sent anywhere in the world almost instantly.

In summary, although it is possible that unauthorised access or incorrect information may endanger the rights of individuals, the benefits far outweigh these risks. Consequently data collection on individuals can be justified, although all possible measures should be taken to minimise the risks. (260 words)

## Sample 44 'Balanced' writing approach

*Compare the advantages and disadvantages of three of the following as places where advertisers might place advertisements for cars. Explain which you think would be the most effective.  
Cinema, Radio, Billboards, Television, Newspapers, Magazine.*

In our world of media, advertisers are constantly searching for new and better ways to expose consumers to their products. The car industry has huge advertising budgets and tries to combine a variety of advertising venues in order to expose the highest number of consumers to their messages. The most popular car advertising is on television, billboards and newspapers.

The advantage of advertising in newspapers is that car advertisers generally have an idea of the paper's readers and might have access to reader profiles. This could help them decide on the type of advertising to publish and help them create highly focused campaign. However, newspapers also have a great disadvantage, with their short-term life span. Most expensive newspaper advertising usually ends up in the rubbish bin. Billboards provide an effective place for car advertisers, especially along busy motorways, where drivers have a chance to daydream about the cars they wish they could afford. Strategically placed billboards can accomplish a high degree of exposure for car advertisers. Unfortunately, they do not leave a great deal of room for powerful messages. They can be passed up with a blink of the eye or a hoot from the driver behind you.

Television, unlike billboards and newspapers, enable advertisers to create more powerful and long-lasting messages. Car advertisers can highlight the most impressive features of their cars and target their potential markets at the same time. This dynamic medium offers minutes of air time during all hours of the day and night. Using the right market research, car advertisers can target viewers and strategically place their short film clips exactly at the time they know it will be most highly viewed by the right people. Yet, there are no guarantees. The greatest disadvantage for car advertisers is the fact that viewers tend to skip over commercials, opting to change channels when advertisements are aired.

In conclusion, car advertisers face real challenges when it comes to creating effective advertising campaigns that provide them with maximum exposure. In my opinion, television offers them the best way to meet these challenges. After all, television reaches the masses worldwide. (351 words)

## Sample 45 'Balanced' writing approach

*In today's world, the dominance of global product brands is increasingly threatening our identity as individuals. How far do you agree or disagree with this statement?*

It is true that some branded products can be bought all over the world. Take Coca-Cola, for example, which is sold virtually everywhere. Does its popularity as a soft drink mean that we are losing our identity? Considered on its own, probably not, but the combination of many branded products may indeed have some impact on our way of life.

At the same time, not every branded product carries the same importance when it comes to a declaration of lifestyle. For instance, others may make assumptions about who you are according to the type of car you drive, but they will be far less likely to judge you on the basis of which toilet paper you buy. Brand names appear to be largely irrelevant when it comes to everyday product.

In addition, although many international brands are becoming more and more widespread, they still have to conform to local conditions and expectations. Even the most globally available products have to be advertised differently in different parts of the world. This clearly proves that our identity is 'alive and well', rather than being under threat.

Is 'identity' only defined by what we buy? Surely there are other influences shaping us as individuals, such as parents and teachers. The favouring of global brands is sometimes itself a reaction against tradition and upbringing. This undermining of local values is perhaps a more crucial issue than that of the individual. It erases cultural differences and makes the world less interesting as a result.

To conclude, it is definitely the case that global brands are increasingly present in the lives of many people around the world, but they do not necessarily threaten a person's identity. Personally, what I find of greater concern is the likely effect on local culture and customs. (296 words)

## Sample 46 'Balanced' writing approach

*Using a computer every day can have more negative than positive effects on your children. Do you agree or disagree?*

I tend to agree that young children can be negatively affected by too much time spent on the computer every day. This is partly because sitting in front of a screen for too long can be damaging to both the eyes and the physical posture of a young child, regardless of what they are using the computer for.

However, the main concern is about the type of computer activities that attract children. These are often electronic games that tend to be very intense and rather violent. The player is usually the 'hero' of the game and too much exposure can encourage children to be self-centred and insensitive to others.

Even when children use a computer for other purposes, such as getting information or emailing friends, it is no substitute for human interaction. Spending time with other children and sharing non-virtual experiences is an important part of a child's development that cannot be provided by a computer.

In spite of this, the obvious benefits of computer skills for young children cannot be denied. Their adult world will be changing constantly in terms of technology and the Internet is the key to all the knowledge and information available in the world today. Therefore it is important that children learn at an early age to use the equipment enthusiastically and with confidence as they will need these skills throughout their studies and working lives.

I think the main point is to make sure that young children do not overuse computers. Parents must ensure that their children learn to enjoy other kinds of activity and not simply sit at home, learning to live in a virtual world. (273 words)

## Sample 47 'Balanced' writing approach

*Some people think that parents should teach children how to be good members of society. Others, however, believe that school is the place to learn this. Discuss both these views and give your own opinion.*

A child's education has never been about learning information and basic skills only. It has always included teaching the next generation how to be good members of society. Therefore, this cannot be the responsibility of the parents alone.

In order to be a good member of any society the individual must respect and obey the rules of their community and share their values. Educating children to understand the need to obey rules and respect others always begins in the home and is widely thought to be the responsibility of parents. They will certainly be the first to help children learn what is important in life, how they are expected to behave and what role they will play in their world.

However, learning to understand and share the value system of a whole society cannot be achieved just in the home. Once a child goes to school, they are entering a wider community where teachers and peers will have just as much influence as their parents do at home. At school, children will experience working and living with people from a whole variety of backgrounds from the wider society. The experience should teach them how to co-operate with each other and how to contribute to the life of their community.

But to be a valuable member of any community is not like learning a simple skill. It is something that an individual goes on learning throughout life and it is the responsibility of every member of a society to take responsibility for helping the younger generation to become active and able members of that society. (264 words)

## Sample 48 'Balanced' writing approach

*Some people believe it is better for governments to spend any available money for sports on providing facilities for the general population. Others believe that instead they should invest in training top athletes to win major competitions. Discuss both points of view and give your opinion.*

Governments often do not have enough money to spend on sports development in their country. They have to make a decision about the most useful project on which to spend their money.

There are many arguments in favour of the idea that it is good for a government to spend money on supporting the training of people who have already achieved success and who are likely to achieve more. Firstly, having successful sports people gives a country a sense of pride. People feel good about their country and about themselves. In addition, having a famous sports person from a particular place can help make that country better known in the wider world. Finally, successful national athletes are good role models for the young. Perhaps they will go on to become successful sportspeople themselves.

However, there are drawbacks to spending money only on outstanding athletes. It can give the impression that sports is only about winning whereas in fact, co-operation, trying hard and learning how to lose well are just as important. For these reasons, many people feel it is better for governments to spend money on ordinary sports projects, which try to encourage everyone to do some form of sport, even if they achieve much success. This can help reduce levels of health problems such as being overweight, and get children off the streets, doing something useful instead of getting into trouble.

I personally believe that it is a much better use of money to help everyone to participate in sports because this leads to a healthier population with a more balanced view of life and it also shows a sensible attitude to achievement. (273 words)

## Sample 49 'Balanced' writing approach

*Celebrities such as actors, athletes and musicians earn large salaries compared to other professionals. Some people consider this unfair, while others think that celebrities deserve to be paid a lot for the work they do. Discuss both points of view and give your opinion on the subject.*

It is certainly true that athletes, actors, and musicians all over the world earn large sums of money, while professionals in other very important areas receive only a fraction of such incomes. While this may not seem fair to many, it is a matter of debate with several strong arguments for and against celebrities earning a lot more than people in other professions.

On the one hand, celebrities who work in multi-billion-dollar industries such as cinema or sport help to generate a lot of jobs. For example, such events as musical concerts create employment opportunities for people working in catering, logistics and publishing. Some of the money famous people receive is put to a good cause. It is not uncommon for celebrities to give generous donations to charity organisations and to participate in charity fund-raising events.

On the other hand, those who think that paying huge amounts to celebrities is unfair may argue that famous people do not have much to offer except their image. Their success and popularity do not result from many years of academic study or experience, but are created by the media and celebrity-crazed culture.

In conclusion, it is debatable whether many celebrities' large salaries are justified, and both critics and advocates seem to have plenty of arguments in support of their views. On balance, having considered the points employed by both sides of the argument, I personally think that famous people's salaries should be proportional to the amount of money their talent helps to generate. (250 words)

## Sample 50 'Balanced' writing approach

*Some people believe that unemployed people should be made to work for their welfare/benefit payments. Others, however, see this as cheap labour. Discuss the possible advantages and disadvantages of making unemployed people take any job. Do you think that making unemployed people work is a good idea?*

I do not believe that unemployed people should be given money for doing nothing. However, I accept that some people are unable to work through disabilities or ill health, in which case welfare payments are appropriate. Other than these exceptions, I see no reason why benefit claimants should not be made to work for their money like everyone else has to.

There are many advantages to working; it can help the long-term unemployed get back into the routine of work. It is very easy to get out of the habit of getting up early in the morning and working from '9 to 5'. There are self-esteem and confidence issues to consider. Working provides people with a sense of purpose and self-worth. It is easy to become socially isolated if you are out of work, whereas working forces you to meet new people. You might find something that you like doing or even learn new skills. It also looks good on your CV if you have been working rather than doing nothing. I found permanent work after a period of voluntary work in a charity shop.

The disadvantages of being made to work centre on the type of work that is available. If you are a professional person then manual work may be unsuitable for you. To save money, some employers might use unemployed people to do work that should be done by an employee.

I think that making unemployed people do some work for their welfare payments is a good idea. However, the workers should have some choice in the work that they do and it needs to be organised properly so that the employers cannot exploit them. (279 words)

## Sample 51 'Balanced' writing approach

*The amount of sport shown on television every week has increased significantly and this is having an impact on live sports events. Do you think the benefits of having more televised sport are greater than disadvantages?*

It is now possible to watch live sport on television on any day of the week, and the current amount of coverage will undoubtedly increase further in years to come. This is definitely having an impact on the live sports events themselves, and there are both benefits and drawbacks to this.

Why has there been such growth in televised sport? For one thing, with digital broadcasting, there are now many more TV channels than there were even ten years ago. Moreover, sport has become an important form of entertainment, appealing to both men and women.

What are the benefits of this state of affairs? One obvious advantage to the profession is the injection of capital provided by television companies. Larger football clubs benefit financially from TV revenue and the top players can command very large salaries. Less popular sports also receive money that can be invested in training and awareness-raising. Furthermore, there is a health benefit to some of the population, because through televised sport, more people have become interested in actually playing sport.

However, there are certain disadvantages to having so much sport on television. Considering football again, many smaller clubs have suffered financial losses recently, as they cannot compete with the larger ones. There has been a general decline in ticket sales, especially among smaller clubs. Fewer people attend live matches nowadays, preferring to watch from the comfort of their living room. What's more, ticket prices have risen dramatically.

To sum up, while televised sport has created many opportunities and benefited certain individuals and clubs enormously, it has also been responsible for changing the nature of live sports events for ever. (273 words)

## Sample 52 'Balanced' writing approach

*In many parts of the world there is continuous coverage of sport on television. Some people believe this discourages the young from taking part in any sport themselves. Discuss this view and give your own opinion.*

These days, it is noticeable that young people are becoming less interested in team games, sports and other forms of exercise. It is my belief that this is mainly because of our everyday work, which is increasingly sedentary. Besides, I think every person would admit that sitting and relaxing is much easier than moving and running and sweating.

The question is, how much of this laziness is because of the sports programmes on televisions? From one point of view it could be true that these programmes make young people lazy. However, this may be because some people who like sport, and also like watching sports, are attracted to the television programmes and spend so much time watching sport that there is no spare time for them to participate themselves.

By contrast, watching sport may encourage some other young people to take up sport, as these individuals might like that sport and consequently want to try it to see how it feels. Watching such programmes on television can make us feel that we want to be active, want to play basketball, or go swimming and so on. Thus, I would suggest that there are positive aspects of watching sports programmes.

In my opinion, the fundamental issue is the reason why we like sport. Does an individual like sport merely as a spectator or as a participant? If the reason is simply the pleasure of watching other people playing sports, that person will never want to be among those who take part. However, if a person enjoys being active and joining in, then sports programmes will never prevent this. (268 words)

## Sample 53 'Balanced' writing approach

*Popular hobbies and interests change over time and are a reflection of trends and fashions than an indication of what individuals really want to do in their spare time. To what extent do you agree with this statement?*

By comparison with the even recent past, the choice of leisure activities on offer today is vast, so it is reasonable to find that some of these activities reflect the trends and fads of the day.

People have far more money and time than before to pursue their interests but the ever-increasing number of activities does not automatically guarantee continuity. In fact new hobbies come and go. For example, sports such as roller-blade lose their fascination after a few months. Similarly, although snow boarding has taken over from traditional skiing it is doubtful whether its popularity will last. Other things like electronic games go out of date almost as soon as you have bought them because the manufacturers promote the fact the only latest version is worth having, and so ensure continued sales.

On the other hand, not everyone is a victim of fashion in this way and people of all ages and backgrounds may take up hobbies for social reasons. Traditional hobbies range from participation in active sports like tennis to old favorites such as chess and stamp collecting, and these continue to be popular. By joining a club, people can make friends and feel part of a group with whom they can share a common interest and leisure time. Where sport is concerned, most people know what they like and participate out of love of the game, rather than because it is currently fashionable.

I feel therefore, that while fashion may have an influence, particularly among the young people, the majority of people enjoy their hobbies for their own sake. (262 words)

## Sample 54 'Balanced' writing approach

*Some people argue that historic buildings should be preserved in their original forms. Others argue that this is both inadvisable and impossible. Discuss both these views and give your own opinion.*

Nearly every country has old buildings which are significant because of their historical connections to their artistic value. Often, buildings may combine both of these qualities. In cases like this, it may seem vital that these buildings should not be pulled down or changed in any way.

Many people believe that these buildings should not only be preserved, but should be returned to a form as close as possible to the way they first appeared. They say that any later additions to the building should be pulled down or removed. Some people even say that any furnishings or decorations which would not have been in the original building should be removed and replaced with the originals, or else with exact replicas.

However, it can be argued that this view does not reflect the organic nature of most significant buildings. In my country, buildings such as churches, palaces and great houses have been developed and added to over the centuries by the people who use them, reflecting the changes that have taken place in our society during that time. It would be very difficult to decide what the 'original' form of such buildings was, and if we returned to this, I think we would lose much of historical and aesthetic value.

In conclusion, therefore, I feel that although we should not lose sight of the original purposes and nature of our historic buildings, there is no need for them to be frozen in time. A great building can support changes as long as these are carried out with respect for its original nature. (262 words)

## Sample 55 'Balanced' writing approach

*Music is played in every society and culture in the world today. Some people think that music brings only benefits to individuals and societies. Others, however, think that music can have a negative influence on both. Discuss both these views and give your own opinion.*

Generally, music is considered to be one of the most popular and ancient modes of human expression. It features largely in all histories and all cultures and indeed has been one of the main ways of passing on cultural traditions to new generations. Because of this, many people view music as a positive influence for societies. They also believe that the influence on individuals is wholly beneficial as it is a long-established way of communicating and helping us to understand the whole range of human emotion and experience in a more spiritual language than words can represent.

However, there are different kinds of music and the qualities of classical music traditions are not necessarily part of the music many people experience today. In the modern world there is a huge music industry that sells piped music to supermarkets and advertisers. We are also constantly exposed to loud, modern music from people's CD players, iPods or car radios. So the view of music today as a kind of noise pollution produced by selfish people, is also a common and negative one.

But it is difficult to think of a world without music. Certainly there is bad music that may have negative influences, particularly on the young. But people's taste in music tends to change as they get older, and it would be difficult to find someone who had no positive musical associations at all.

In conclusion, I think that music can have both positive and negative influences on people and society, but it is an integral part of human expression that we cannot really separate from our lives. (267 words)

---

## Sample 56 'Balanced' writing approach

*Some people think that there are now too many cars on the roads, and that they are spoiling our towns and cities. Do you agree or disagree?*

Unquestionably, there are many more cars on the roads now than there were even ten years ago but whether there are too many, and they are ruining our urban areas, is a matter of some dispute.

The main arguments against this point of view are as follows. Firstly, we cannot claim that there are too many cars in a given place if the majority of people there feel the numbers are acceptable. Secondly, it is wrong to deprive people of the right to drive their own cars. Public transport is often so poor that it is not a realistic option. Only private cars can enable people to go about their daily lives efficiently and comfortably, for example, commuting to work and going shopping. Thirdly, in most urban areas, even the most congested ones, it is still possible to drive round fairly easily. Buses and bicycles often have special lanes so all forms of transport can co-exist happily together.

However, I feel strongly that there are too many cars in our towns and cities. Roads are becoming more dangerous, with more serious road accidents occurring, affecting everyone, including those in cars. Pedestrians and cyclists have less and less space and freedom to move safely. Another point to consider is that large numbers of cars are causing severe pollution, making the air of our cities unpleasant; at times, almost unbreathable. There has been a sharp rise in the number of people suffering from respiratory diseases, and old and valued buildings are being destroyed by chemicals from exhausts.

Thus, although many people fiercely defend the right of choice to drive cars in cities. I believe steps should be taken to reduce their number before they end up taking over and ruining our urban environments. (291 words)

## Sample 57 'Balanced' writing approach

*In some large cities, people have to pay a fee when they drive their cars into the city centre, in a policy to reduce the number of cars in the city. Give reasons in support of and opposing this policy, and give your opinion.*

As many large cities around the world become increasingly crowded and polluted, imposing a charge on cars that enter city centres is an attractive idea. Although it does have some drawbacks, I suppose this proposal, though with some reservations.

Making drivers pay a fee to drive into the centre of the city would discourage some drivers, which would reduce the amount of traffic congestion as well as pollution. Public buses and trams would then be able to get their destinations faster, so commuters would not spend so much time travelling to and from work. City centers would be more pleasant places for workers, shoppers, cyclists and pedestrians in general.

It can be argued that this policy would discriminate against those who are less well off, because wealthy drivers would not be deterred by such a fee. Also, if the government failed to invest more money in public transport, travel by bus or tram could become more uncomfortable for the greater number of passengers. On top of that, it could be logistically and technically very difficult to install the equipment needed at the many points at which cars could enter the city centre.

I think that this policy is a good idea, though the fee on cars would not necessarily have to be enforced on weekends or late at night. This policy has the potential to make city centres more accessible for the general public provided that there was an efficient public transport system that was a visible alternative to the private car.

Overall, this policy is worth trying in order to reduce the domination of city centres by motor vehicles and to create a cleaner and more attractive urban environment. (282 words)

## Sample 58 'Balanced' writing approach

*An effective health care system should encourage people to take preventative measures against illness and disease, rather than encourage them to rely on treatment. To what extent do you agree with this statement?*

Over the last few centuries, great advances have been made in the field of medicine. More treatments have become available, so that a range of illnesses can be cured and the life expectancy of people in developed countries has extended. It is still a matter of debate, however, whether governments should focus on prevention or cure.

Nowadays the media is used to promote a holistic approach to preserving health. In other words, people are encouraged to look after not only their bodies, but also their mental and emotional well-being. We have had anti-smoking campaigns and advice on nutrition for decades, and many people have quit their nicotine habit or reduced their fat intake. Thus, there has been some decline in lung and heart disease. The government also supports childhood immunisation programmes. Thus few children suffer from previously fatal illness such as rubella or hepatitis B. Now we also have leaflets available in doctor's waiting rooms on relaxation techniques to reduce stress. Alongside these are posters recommending how much exercise should be taken.

There is no doubt that the measures above help people keep their health to some extent. However, when it comes to most forms of cancer and inherited genetic disorders, the only option available is treatment and so it is vital that governments continue to fund research into medication. More effective pain relief and drugs with fewer side effects should be available to all citizens, not just to the minority who can afford the prices that pharmaceutical companies charge.

In general, I think prevention only works when a person has active control over the way their body functions. (269 words)



## Sample 59 'Balanced' writing approach

*Governments should introduce healthcare which prevents illness rather than cures. How far do you agree with this statement?*

Healthcare is very important for everyone in the world but it can be very expensive. Many people believe that governments should try to prevent illness by making sure everyone in their country has a healthy lifestyle. I agree that preventing illness is better than curing it.

The cost of medical treatment can be high so governments have to think of ways to encourage people to be healthier. If people are healthy, they will not need medical care so often. Many diseases can be prevented if people have good diets, take exercise and give up unhealthy habits such as smoking. If people cannot work or care for themselves or their family due to illness, this will cost governments and taxpayers a lot of money. In my opinion, governments should spend money on producing information leaflets and films which encourage people to follow healthy lifestyles, such as eating plenty of fruit and vegetables, taking regular exercise and giving up smoking. Governments should also try to reduce environmental pollution because this can cause illness and health problems.

However, having a healthy lifestyle cannot prevent all health problems. There are many diseases, such as cancer, which are a result of living in the modern world and which cannot be prevented by a healthy lifestyle. Accidents at work or on the roads will also cause injuries which need medical treatment. If governments focus mainly on prevention, there may be less money for urgent healthcare and many people could suffer.

In conclusion, I believe that governments should provide a balance of prevention and treatment because of the different types of health problems, but their main focus should be on prevention rather than cure. (277 words)

## Sample 60 'Balanced' writing approach

*Currently there is a trend towards the use of alternative forms of medicine. However, at best these methods are ineffective, and at worst they may be dangerous. To what extent do you agree with this statement?*

*(Alternative medicine: Any type of treatment that does not use the usual scientific methods of Western medicine, for example one using plants instead of artificial drug).*

Alternative medicine is not new. It is accepted that it pre-dates conventional medicine and it is still used by many people all over the world. I am unconvinced that it is dangerous, and feel that both alternative and conventional medicine can be useful.

The conventional medical community is often dismissive of alternatives, as there is little scientific evidence to support the claims of their supporters. However, it is widely accepted that they can be effective. Furthermore, people often try such treatment because of recommendations from friends, and therefore come to the therapists with a very positive attitude, which may be part of the reason for the cure. Moreover, these therapies are usually only useful for long-term, chronic conditions. Acute medical problems, such as accidental injury, often require more conventional methods.

On the other hand, despite the lack of scientific proof, there is a lot of anecdotal evidence to suggest that these therapies work. In addition, far from being dangerous, they often have few or no side effects, so the worst outcome would be no change. One of the strongest arguments for the effectiveness of alternative therapies in the West is that, whilst conventional medicine is available without change, many people are prepared to pay considerable sums for alternatives. If they were totally unhelpful, it would be surprising this continued. Finally, looking at a problem from a different perspective must be beneficial.

I strongly believe that conventional medicine and alternative therapies can and should coexist. They have different strengths, and can both be used effectively to target particular medical problems. The best situation would be for alternative therapies to be used to support and complement conventional medicine. (277 words)

## Sample 61 'Balanced' writing approach

*Smokers can cause themselves serious health problems. The choice to smoke is made freely and with knowledge of dangers. Smokers should therefore expect to pay more for medical treatment than non-smokers. To what extent do you agree with this statement?*

Everyone has the choice of being a smoker or not. The people who choose to smoke do so knowing there is a risk of causing harmful damage to themselves. However, I do not entirely agree that these people should have to pay more to receive all the medical treatment they need.

I think there are many situations in which a medical problem has nothing to do with whether a person smokes or not. In these cases, where an illness has no relation to smoking, then I believe that smokers should not be required to pay more than other people for their medical treatment. Most car accidents, for example, have no connection with smoking, and the people who are injured ought to have the same medical help, regardless of the cost. And what about the common flu-it does not seem justifiable to me that a smoker should have to pay more to see a doctor for an illness we can all contract.

On the other hand, I agree that a smoker should pay more than a non-smoker for the necessary treatment of any condition which has been caused by smoking. The principle that people should take responsibility for their own actions is a good one. Consequently, if a person chooses to smoke knowing that this habit can cause serious health problems, then there is no reason why the community or an insurance company should have to pay for medical treatment for an illness which could have been avoided. In many countries, cigarette packets have a clear warning that smoking can cause health problems and so no smoker can claim not to know the danger. Lung cancer is sometimes a fatal disease and the treatment is both lengthy and expensive, and it is unfair for the smoker to expect the hospital or the community to carry the cost. In fact, it could also be argued that those who smoke in public should be asked to pay extra because of the illness caused to passive smokers.

In conclusion, I feel that smokers should pay more in cases related to smoking, but for any other illness they should pay the same as anyone else. (362 words)

## Sample 62 'Balanced' writing approach

*Convenience foods will become increasingly prevalent and eventually replace traditional foods and traditional methods of food preparation. To what extent do you agree or disagree with this opinion?*

The increasing availability of convenience foods has been a significant feature of modern life in many developed countries. Some people have predicted that with advances in food technology, traditional foods and traditional methods of food preparation will disappear. In this essay, I will argue that this is unlikely to happen.

It is true that nowadays many people do not have enough time to cook and convenience foods present an attractive option. These foods have improved significantly in terms of quality and availability and the range for sale in the average supermarket is quite impressive. It is possible to find even very sophisticated ready-prepared microwavable meals.

However, the growing popularity of television cookery programmes, 'celebrity chefs', and cook books suggest that people continue to value traditional ways of preparing foods. Farmers markets selling fresh, locally-produced food continue to be the norm in many parts of the world. In fact, they are growing in popularity in countries such as the UK, where they had virtually disappeared from many cities. This may be partly because cooking with basic, natural ingredients is cheaper than buying processed foods.

Moreover, traditional foods are an important aspect of culture and social life. In many countries, traditional meals continue to be shared in regular family gatherings. Important celebrations are often marked by traditionally prepared feasts.

In spite of the utility of convenience foods, people are unlikely to abandon practices that are economically sound and give them great pleasure. It is hard to imagine a world in which people do not continue to enjoy traditional, home-cooked meals at least some of the time. (265 words)

### Sample 63 'Balanced' writing approach

*Some people prefer to spend their lives doing the same things and avoiding change. Others, however, think that change is always a good thing. Discuss both these views and give your own opinion.*

Over the last half century the pace of change in the life of human beings has increased beyond our wildest expectations. This has been driven by technological and scientific breakthroughs that are changing the whole way we view the world on an almost daily basis. This means that change is not always a personal option, but an inescapable fact of life, and we need to constantly adapt to keep pace with it.

Those people who believe they have achieved some security by doing the same, familiar things are living in denial. Even when people believe they are resisting change themselves, they cannot stop the world around them from changing. Sooner or later they will find that the familiar jobs no longer exist, or that the 'safe' patterns of behaviour are no longer appropriate.

However, reaching the conclusion that change is inevitable is not the same as assuming that 'change is always for the better'. Unfortunately, it is not always the case that new things are promoted because they have good impacts for the majority of people. A lot of innovations are made with the aim of making money for a few. This is because it is the rich and powerful people in our society who are able to impose changes (such as in working conditions or property developments) that are in their own interests.

In conclusion, I would say that change can be stimulating and energising for individuals when they pursue it themselves, but that all change, including that which is imposed on people, does not necessarily have good outcomes. (260 words)

---

### Sample 64 'Balanced' writing approach

*It is generally believed that some people are born with certain talents for instance for sport or music and others are not. However, it is sometimes claimed that any child can be taught to be a good sports person or musician. Discuss both these views and give your opinion.*

The relative importance of natural talent and training is a frequent topic of discussion when people try to explain different levels of ability in, for example, sport, art or music.

Obviously, education systems are based on the belief that all children can effectively be taught to acquire different skills, including those associated with sport, art or music. So from our own school experience, we can find plenty of evidence to support the view that a child can acquire these skills with continued teaching and guided practice.

However, some people believe that innate talent is what differentiates a person who has been trained to play a sport or an instrument, from those who become good players. In other words, there is more to the skill than a learned technique, and this extra talent cannot be taught, no matter how good the teacher or how frequently a child practices.

I personally think that some people do have talents that are probably inherited via their genes. Such talents can give individuals a facility for certain skills that allow them to excel, while mere hard-working students never manage to reach a comparable level. But, as with all questions of nature versus nurture, they are not mutually exclusive. Good musicians or artists and exceptional sports stars have probably succeeded because of both good training and natural talent. Without the natural talent, continuous training would be neither attractive nor productive, and without the training, the child would not learn how to exploit and develop their talent.

In conclusion, I agree that any child can be taught particular skills, but to be really good in areas such as music, art or sport, then some natural talent is required. (281 words)

## Sample 65 'Balanced' writing approach

*Money is not the most important thing in life. Discuss*

Money is certainly something which is often discussed in today's world. It is highly debatable whether it is more important than other considerations, such as health and happiness, which some people consider to be a greater significance.

To begin with, it is often argued that having money enables people to exert influence over others. Wealthy businessmen, for example, are often the most highly respected members of society, and business tycoons are often consulted by world leaders, who then make policies which affect the whole population. As a consequence, money can be seen as the single most important factor in daily life. Secondly, from the point of view of the individual, money is vital for survival. Western society is structured in such a way that, without money; people are deprived of the means to obtain proper nutrition and health care. Furthermore, in some cases where state benefits are inadequate, the inability to pay heating bills can indeed become a matter of life and death.

On the other hand, many people claim that one of the factors in which is undoubtedly of greater importance than money is health. Izzak Walton said, health is 'a blessing that money cannot buy'. What is more, money is of little consolation to those who are suffering from health problems. Despite the fact that money can pay for best medical care available, this is no guarantee of a longer life. In addition, most people would agree that personal happiness easily outweighs money in importance. Even if an individual extremely rich, it does not necessarily lead to happiness. In some cases, the contrary is true and vast wealth brings a range of problems and insecurities. Genuine happiness cannot be bought and is usually independent of financial status.

On the whole, although there are those who would rank money the single most important thing in life, the vast majority would disagree. Money, they argue, has an important part to play but perhaps the world would be a more harmonious place to live in if this we kept in proportion and society put more emphasis on moral issues. (349 words)

## Sample 66 'Balanced' writing approach

*Some people feel that the legal age at which people can marry should be at least 21. To what extent do you agree or disagree?*

It is widely agreed that a happy and stable relationship in marriage is the bedrock of any community, with a greater likelihood of responsible partners, and if children result, harmonious families. Because of this, it is important to support the institution of marriage in every way possible. One important question in relation to this is: at what age should couples be allowed to marry?

There are a number of reasons for making the minimum legal age for matrimony as late as possible. Many would argue that people in their 20s are able to make much more rational and informed decisions than teenagers can. Older people will have seen enough of the world to know that the feelings they hold for someone at a given moment may not last. They will realise that superficial characteristics like physical beauty or sporting prowess may not be the only ones to bring happiness in a relationship. Older couples are likely to give more consideration to issues such as income and job prospects, but also to less obvious but important personality traits such as tolerance, kindness or moral strength.

However, other people contend that it is unrealistic to make couples wait until their 20s before marrying. They suggest that as soon as the boy and girl have reached puberty they should be allowed to marry. To prevent them doing so would result in resentment between the generations, frustration and an increase in the number of unsupported pregnancies. If married teenagers are given enough help and support, they can have children when they are young and healthy enough to enjoy them.

Taking into account both these sets of arguments, I feel that 21 is probably too old but that 18 should be made the legal minimum at which couples can marry. (295 words)

## Sample 67 'Balanced' writing approach

*Some people believe that it is the duty of city authorities to have cultural attractions such as museums and art galleries others believe that this is a waste of money, and the focus should be on providing an effective infrastructure and efficient services. Discuss both views and give your opinion.*

The issue of how to divide public funds in cities is one which many people feel strongly about. Some argue that providing facilities such as galleries and museums should be a priority for those in power. Others feel that the focus should be on practical things such as having effective telecommunications, good transport networks and well-run public utilities. This essay will discuss both these positions.

Although putting a focus on infrastructure seems sensible, it does not necessarily mean that this would always be in the best interests of the city. Many cities, cultural facilities attract people thus making them popular locations to work and visit. For instance, the popularity of London is partly due to the famous galleries and museums, despite the city having some serious infrastructure problems with an ageing underground and congested road systems. Therefore I believe that cultural attractions are a major factor in a city retaining a skilled workforce and remaining an attractive destination for tourists.

On the other hand, the fact that a city provides good cultural and amenities does not necessarily mean that it will be economically strong. Investors, businesses and entrepreneurs, who are a vital part of a thriving city, require a dependable infrastructure before they choose their location. In addition, if investment in infrastructure falls, a city may cease to function properly resulting in growing economic instability and social tension. It is my view that poor transport, faulty communications or unreliable services will all lead to the decline of a city.

To conclude, the success of a city depends on having cultural attractions to make it an attractive place to live or visit, but also on having an efficient infrastructure so that people want to remain living there and so that businesses can thrive. Hence, I believe that expenditure needs to be allocated to both public services and cultural facilities. (315 words)

## Sample 68 'Opinion' writing approach

*As languages such as English, Spanish and Mandarin become more widely spoken, there is a fear that many minority languages may die out. Some countries have taken steps to protect minority languages. What is your view of this practice?*

As the world becomes more integrated, the need for common means of communication is becoming more pressing. Inevitably, speakers of minority languages have been under pressure to speak the languages of more dominant groups, both locally and globally. Some people argue that there is nothing that can or should be done to stop this process. I would suggest that the issue merits more careful consideration.

It is true that as the balance of power among groups of people throughout history has shifted, languages have arisen, changed and died out. Even once widely spoken languages, such as Latin, have disappeared. To some extent, therefore, this process may be inevitable. However, there are examples of communities that have managed to preserve and even revive languages under threat. Irish and Scots Gaelic, for example, have been preserved by government policy on education and broadcast media.

There are, indeed, several benefits to preserving minority languages. Retaining the language of a community often means that other forms of culture are maintained; songs, literature and local traditions. These all contribute to the richness and variety of human culture. Moreover, language helps communities to remain cohesive and to have a strong sense of identity. This can help people to be strong in adversity. Where this sense of identity and cohesion has been lost, for example among many indigenous communities in North America, problems can follow; low self-esteem, lack of confidence and loss of initiative.

In short, it is possible and in many cases, desirable, to make the effort to preserve minority languages. This can have benefits both for the minority speech community and for society as a whole in terms of cultural richness. (276 words)

## Sample 69 'Opinion' writing approach

*A report written in the 1960s made the following claim: 'Machine translation (MT) is slower and less accurate than human translation and there is no immediate or predictable likelihood of machines taking over this role from humans.' To what extent do you think this is still true today? Could a machine ever take the place of a human translator or interpreter?*

It is true that there have been great advances in technology over the last forty years. For instance, the use of mobile phones and e-mail communication are common these days. However, machines which translate from one language to another are still in their early stages.

It seems to me that a machine could never do as good a job as a human, especially when it comes to interpreting what people are saying. Of course, machine can translate statements such as 'Where is the bank?' but even simple statements are not always straightforward because meaning depends on more than just words. For example, the word 'bank' has a number of different meanings in English. How does a translating machine know which meaning to take?

In order to understand what people are saying, you need to take into account the relationship between the speakers and their situation. A machine cannot tell the difference between the English expression 'look out!' meaning 'Be careful' and 'look out' meaning 'put your head out of the window'. You need a human being to interpret the situation.

Similarly with written language, it is difficult for a machine to know how to translate accurately because we rarely translate every word. On the contrary, we try to take into consideration how the idea would be expressed in the other language. This is hard to do because every language has its own way of doing and saying things.

For these reasons, I feel that it is most unlikely that machines will take the place of humans in the field of translation and interpreting. If machines ever learn to think, perhaps then they will be in a position to take on this role. (283 words)

## Sample 70 'Opinion' writing approach

*In most countries multinational companies and their products are becoming more and more important. This trend is seriously damaging our quality of life. To what extent do you agree or disagree?*

Multinational companies nowadays find it easy both to market their products all over the world and set up factories wherever they find it convenient. In my opinion, this has had a harmful effect on our quality of life in three main areas.

The first area is their products. Supporters of globalisation would argue that multinational companies make high-quality goods available to more people. While this may be true to some extent, it also means that we have less choice of products to buy. When powerful multinational companies invade local markets with their goods, they often force local companies with fewer resources to go out of business. In consequence, we are obliged to buy multinational products whether we like them or not.

This brings me to my second point. It is sometimes said that multinational companies and globalisation are making societies more open. This may be true. However, I would argue that as a result the human race is losing its cultural diversity. If we consume different products. Societies, all over the world, would be more varied. This can be seen by the fact that we all shop in similar multinational supermarkets and buy identical products wherever we live.

Thirdly, defenders of multinational companies often point out that they provide employment. Although this is undoubtedly true, it also means that we have become more dependent on them, which in turn makes us more vulnerable to their decisions. When, for example, a multinational decides to move its production facilities to another country, this has an adverse effect on its workers who lose their jobs.

All in all, I believe that if we as voters pressured our governments to make multinational companies more responsible and protect local producers from outside competition, we could have the benefits of globalisation without its disadvantages. (298 words)

## Sample 71 'Opinion' writing approach

*Supermarkets should only sell food produced from within their own country rather than imports from overseas. What are your opinions on this?*

Nowadays, supermarkets are stocked with food products from around the world. Some would argue that it would be better if food produce was not imported. I firmly believe that this view is correct, and will discuss the reasons in this essay.

It is certainly the case that importing food can have a negative effect on local culture. This can be seen in countries such as Japan where imported food has become more popular than traditional, local produce, eroding people's understanding of their own food traditions. Although some would claim that this is a natural part of economic development in an increasingly global world, I feel strongly that any loss of regional culture would be detrimental.

A second major reason to reduce imports is the environmental costs. Currently, many food imports such as fruit, are transported thousands of miles by road, sea and air, making the product more expensive to buy and increasing pollution from exhaust fumes. Despite the fact that the trade in food exports has existed for many years, I am convinced that a reduction would bring significant financial and environmental gains. However, many jobs depend on food exports and some less developed countries may even depend on this trade for economic survival. In spite of this, the importance of developing local trade should not be undervalued.

In conclusion, I am certain that reducing food imports would have cultural and environmental benefits. What is more, the local economy should, in time, prosper commercially as the demand for local and regional products remains high resisting the competition from oversea. (259 words)

## Sample 72 'Opinion' writing approach

*Many people judge success solely by money and material possessions. However, success can be achieved or measured in other ways. What are your opinions on this topic?*

If a person appears to be relatively wealthy, perhaps owning an expensive car, living in a nice house and generally enjoying a high standard of living then most people would say this person is successful. This may indeed be true but there are certainly numerous other ways, in my view, in which success can be achieved or measured.

First of all, in terms of education, passing exams or completing a course can be considered successful activities. If A levels, a diploma or a degree are attained then this is recognised as a successful achievement, yet qualifications such as these do not necessarily lead to riches.

Another type of success can be achieved in work situations simply by doing one's own particular job effectively. Furthermore, job satisfaction and career fulfillment are also indications of success, yet do not necessarily mean being in highly paid employment. For example, a voluntary worker for an aid agency in a developing country who has helped to construct buildings or to improve local facilities has been part of a successful project.

I also believe that success can be achieved in domestic life such as raising and supporting a family. On a personal level it might also simply mean putting up shelves for the first time or winning a local sporting competition.

In conclusion, there is no doubt that in today's society people often regard success purely in terms of wealth or materialistic values, but in my opinion this does not account for the variety of other ways that success can be achieved. Ultimately, measuring success might depend on an individual's personal goals. (266 words)

## Sample 73 'Opinion' writing approach

*Is there any value in studying academic subjects that are not 'useful' in terms of generating wealth for the country?*

Many people these days claim that a useful education is one that prepares graduates for occupations that create wealth. However, when we evaluate the usefulness of an academic subject we should think carefully about how we define the term 'useful'. In this essay, I argue that many academic subjects that do not directly generate great wealth can still be very useful.

Some subjects can be useful because they create knowledge that can be applied in related fields. Linguists, for example, study the way language works. Their analyses can be used to create more effective methods of language teaching. Improved international communication can result in better trading relations, which can in turn generate wealth. Archaeologists investigate the lives of people in the past through their artifacts. Many of these will be displayed in museums, which can attract tourists who generate income for hoteliers, restaurants and so on.

Many academic subjects can also be 'useful' in terms of contributing to people's quality of life. Some people pursue hobbies in fields such as geology in order to have a better understanding of the planet we live on. Others with an interest in stars and planets may become amateur astronomers. Curiosity is an important human trait, and many academic subjects allow people to satisfy this need.

In short, there is a little evidence that simply educating people to be efficient workers makes them happier or richer in the broader sense. Human curiosity and the unpredictable nature of knowledge creation mean that a variety of academic disciplines should be valued. (255 words)

## Sample 74 'Opinion' writing approach

*In the last 20 years, the assessment of students has undergone major transformation. Many educational institutions no longer use formal examinations as a means of assessment as they believe formal examination results are an unfair indication of a student's ability. To what extent do you agree or disagree with this statement?*

In the past two decades, the use of formal examinations has become less frequent in many countries. The educational systems in some societies, however, are still dominated by formal examinations. I believe that, to a certain extent, examinations can give an unfair assessment of a student's ability. Even though examination results have been used extensively as a means of assessment in the past, there are times when they do not appear to reflect a student's ability accurately.

Firstly, examinations can be unfair in several ways. For example, the whole career of a candidate depends upon what he or she does on a certain day and hour of an exam. If the candidate is ill, or if he or she has had some emotional trauma, these factors could have a negative effect on the student's exam results. Furthermore, some students do not perform well under pressure and require a longer time to reach useful conclusions. Even though they may have studied diligently and know the subject matter thoroughly, their performance does not reflect their ability. For these students, examinations appear to be unfair.

In many ways, exams have the opposite effect. Some candidates merely so that they can perform quickly for the demands of the test. Other forms of assessment, such as course work and oral presentations are a more accurate reflection of how hard students work. In the assessment of their ability, students' diligence, initiative, deductive reasoning and organisational skills are considered, which are important indicators of ability but are rarely tested in a formal examination.

In conclusion, even though formal examinations have been used in the past, they should no longer be used as the only means of assessment because they can be an unfair indication of the student's overall ability. In the long term, other less formal means of assessment such as course work or oral presentations are a more useful indicator of the skills required in adult life and, therefore, a more accurate indication of a student's ability. (332 words)



## Sample 75 'Opinion' writing approach

*University education should be restricted to the very best academic students, rather than being available to a large proportion of young people. To what extent do you agree or disagree?*

In the past, tertiary education was limited to a small proportion of people who were the most academic students. Today, however, many more young people have the opportunity of going to university, and I think that this is a much better situation for several reasons.

Firstly, individuals today need much higher level skills and technical knowledge. For example, many professionals require advanced computer skills and an ability to adapt to a rapidly changing workplace. Schools do not have the resources to equip students with these skills, so universities have to fulfill this role.

Furthermore, societies cannot continue to develop unless more citizens are educated. In order to progress and compete in the modern world, each country needs people who can develop modern technologies further and apply them in new fields.

Finally, it is only fair that anyone who could benefit from a university education should have access to one. Therefore, there should be equal opportunities for everyone to realise their full potential. Going to university is part of this.

In conclusion, I totally disagree with the statement because I believe that the increasing availability of tertiary education is vital both for the individual and for society as a whole. Individuals need as high a level of education as possible to achieve their full potential, and in the same way, society in the 21st century cannot function unless it has large numbers of highly educated people to cope with the changes to our living and working environment that are likely to occur in the coming decades. (255 words)

## Sample 76 'Opinion' writing approach

*Going overseas for university study is an exciting prospect for many people. But while it may offer some advantages, it is probably better to stay home because of the difficulties a student inevitably encounters living and studying in a different culture. To what extent do you agree or disagree with this statement?*

There is no doubt that going to study in a foreign country, with its different language and culture, can be a frustrating and sometimes painful experience. But while overseas study has its drawbacks, the difficulties are far outweighed by the advantages. Indeed, people who go abroad for study open themselves up to experiences that those who stay at home will never have.

The most obvious advantage to overseas university study is real-life use of a different language. While a person can study a foreign language in his or her own country, it cannot compare with constant use of the language in academic and everyday life. There is no better opportunity to improve second-language skills than living in the country in which it is spoken. Moreover, having used the language during one's studies offers a distinct advantage when one is applying for jobs back home that require the language.

On a university campus, the foreign student is not alone in having come from far away. He or she will likely encounter many others from overseas and it is possible to make friends from all around the world. This is not only exciting on a social level, but could lead to important overseas contacts in later professional life.

Finally, living and studying abroad offers one a new and different perspective of the world and, perhaps most important, of one's own country. Once beyond the initial shock of being in a new culture, the student slowly begins to get a meaningful understanding of the host society. On returning home, one inevitably sees one's own country in a new, often more appreciative, light.

In conclusion, while any anxiety about going overseas for university study is certainly understandable, it is important to remember that the benefits offered by the experience make it well worthwhile. (299 words)

## Sample 77 'Opinion' writing approach

*To get a good job today it is more important for children to study mathematics and foreign languages than art and music. To what extent do you agree or disagree with this opinion?*

There is no doubt that some subjects that are studied at school are felt to be a waste of time when it comes to getting a good job. Among those subjects which often find themselves in this category are music and art. However, I personally believe that students should study a large number of subjects, so that they can make a good decision about their future when they leave school- not everyone is good at mathematics or foreign languages.

Firstly, although many employers today would be looking for someone with a mathematics or a foreign language qualification, I believe that they would also be keen to have someone who knows about art and music. It is good for a child to have an interest in and knowledge about the culture of his or her country. In addition, art and music are essential in helping a child to learn how to express himself or herself, and this is a quality that is important in the workplace.

Much depends on what type of job you are applying for. After all, what is a good job? Is it a job which pays well or gives you security? For some people, the salary is not a consideration. It may be easier to find a job where mathematics and a foreign language are important, but there are still jobs, such as in TV, museums and teaching, where art or music would be more appropriate.

In conclusion, I believe that students should study a wide curriculum in order to be able to make an informed decision when they are thinking of a career. (268 words)

---

## Sample 78 'Opinion' writing approach

*Some people believe that children should be allowed to stay at home and play until they are six or seven years old. Others believe that it is important for young children to go to school as soon as possible. What do you think are the advantages of attending school from a young age?*

In many places today, children start primary school at around the age of six or seven. However, because it is more likely now that both parents work, there is little opportunity for children to stay in their own home up to that age. Instead, they will probably go to a nursery school when they are much younger.

While some people think this may be damaging to a child's development or to a child's relationship with his or her parents, in fact there are many advantages to having school experience at a young age.

Firstly, a child will learn to interact with a lot of different people and some children learn to communicate very early because of this. They are generally more confident and independent than children who stay at home with their parents and who are not used to strangers or new situations. Such children find their first day at school at the age of six very frightening and this may have a negative effect on how they learn.

Another advantage of going to school at an early age is that children develop faster socially. They make friends and learn how to get on with other children of a similar age. This is often not possible at home because they are the only child, or because their brothers or sisters are older or younger.

So overall, I believe that, attending school from a young age is good for most children. They still spend plenty of time at home with their parents, so they can benefit from both environments. (258 words)

## Sample 79 'Opinion' writing approach

*'The education you receive from your family is more important than the education you receive from school'.  
To what extent do you agree with this statement and why?*

Education comes from many places, not just formal schooling. People learn from their family, their friends, the television and personal experience among many other ways. Although these avenues of learning are certainly important, I believe that education within schools is much more important, as it lays the foundations for future achievement and wider success as I shall show.

Firstly, formal qualifications which are earned at school are often the entry points to certain careers and jobs. In order to be a lawyer or doctor, you need to do well at school so you can go on to study for professional qualifications. Additionally, many jobs ask for basic qualifications in maths and English when you apply. Without these qualifications, an individual could become limited in what they can do with their professional lives.

In addition to this, school also prepares you for relationships outside your family, which is an important aspect of life. School is a good socialisation tool because a student needs to deal with relationships on many different levels, for example with teachers and school friends, and they also need to deal with threats to happiness such as bullying or workloads.

Families are important as often children gain their moral outlook and aspirational goals from their parents. However, children can succeed without a favourable family setting to a certain extent. It is doubtful whether they could succeed without schooling.

In conclusion, although there are many beneficial forms of education, I believe schooling is more important than education within the family. This is because formal education gives you qualifications and socialisation that the family cannot offer. (266 words)

## Sample 80 'Opinion' writing approach

*Many people believe that women make better parents than men and that this is why they have the greater role in raising children in most societies. Others claim that men are just as good as women at parenting. What are your opinions on this topic?*

The view that women are better parents than men has shown itself to be true throughout history. This is not to say that men are not of importance in child-rearing indeed, they are most necessary if children are to appreciate fully the roles of both sexes. But women have proven themselves superior parents as a result of their conditioning, their less aggressive natures and their generally better communication skills.

From the time they are little girls, females learn about nurturing. First with dolls and later perhaps with younger brothers and sisters, girls are given the role of carer. Girls see their mothers in the same roles and so it is natural that they identify this as a female activity. Boys, in contrast, learn competitive roles far removed from what it means to nurture. While boys may dream of adventures, girls' conditioning means they tend to see the future in terms of raising families.

Girls also appear to be less aggressive than boys. In adulthood, it is men, not women, who prove to be the aggressors in crime and in war. Obviously, in raising children, a more patient, gentle manner is preferable to a more aggressive one. Although there certainly exist gentle men and aggressive women, by and large, females are less likely to resort to violence in attempting to solve problems.

Finally, women tend to be better communicators than men. This is shown in intelligence tests, where females, on average, do better in verbal communication than males. Of course, communication is of utmost importance in rearing children, as children tend to learn from and adopt the communication styles of their parents.

Thus, while it is all very well to suggest a greater role for men in raising children, let us not forget that women are generally better suited to the parenting role. (303 words)

## Sample 81 'Opinion' writing approach

*In many countries today, the eating habits and lifestyles of children are different from those of previous generations. Some people say this has had a negative effect on their health. To what extent do you agree or disagree with this opinion?*

It has been recently suggested that the way children eat and live nowadays has led to a deterioration in their health. I entirely agree with this view, and believe that this alarming situation has come about for several reasons.

To begin with, there is the worrying increase in the amount of processed food that children are eating at home, with little or none of the fresh fruit and vegetables that earlier generations ate every day. Secondly, more and more young people are choosing to eat in fast-food restaurants, which may be harmless occasionally, but not every day. What they eat there is extremely high in fat, salt and sugar, all of which can be damaging to their health.

There is also a disturbing decline in the amount of exercise they get. Schools have become obsessed with exams, with the shocking result that some pupils now do no sports at all. To make matters worse, few even get any exercise on the way to and from school, as most of them go in their parents' cars rather than walk or cycle.

Finally, children are spending far more time at home, playing computer games, watching TV or surfing the Internet. They no longer play outside with friends or take part in challenging outdoor activities.

To sum up, although none of these changes could, on its own, have caused widespread harm to children's health, there can be little doubt that all of them together have had a devastating effect. This, in my opinion, can only be reversed by encouraging children to return to more traditional ways of eating and living. (269 words)

---

## Sample 82 'Opinion' & 'Factor/Cause' & 'Reason/Cause' writing approach

*Is fast food to blame for obesity in society or is gaining too much weight the responsibility of the individual? What factors contribute to obesity? Why do you think that children are becoming obese?*

I believe that eating fast food is making our society overweight. However, people can choose what type of food they eat so fast food is not entirely to blame.

People will gain weight if they eat too much food or if it has a high fat or sugar content. It should be possible to control your weight by avoiding convenience foods, biscuits and snacks, and by making healthy choices at mealtimes. A lack of exercise also encourage obesity as does a family history of putting on weight. People should take action to stop themselves from becoming obese; for example, by going on a diet or taking more exercise. A more active lifestyle will help people to burn off the extra calories.

Fast-food companies must take some blame for obesity in society because they often sell high-fat food in oversize portions. They should offer healthier alternatives and label their food with its calorie content. Ready-made meals are very popular but these are not always the healthiest choices. People should cook more of their own food so that they know what has gone into it.

I think that obesity in children is the fault of the parents. Children should not be exposed to unhealthy high-fat foods too early in life or be allowed to develop a 'sweet tooth'. A visit to a fast-food restaurant should be an occasional treat rather than a regular eating habit. It is also important that schools encourage healthy eating in children by providing tasty, healthy food at lunchtime. If young people can make the right nutritional choices then obesity will not be a problem for society. (270 words)

### Sample 83 'Opinion' writing approach

*People who cause their own illnesses through unhealthy lifestyles and poor diets should have to pay more for health care. To what extent do you agree or disagree with this opinion?*

Healthcare costs all over the world are rising due to the rise in modern diseases which are a product of unhealthy lifestyles. These lifestyles include poor diet, smoking and lack of exercise. While many people do not need to use medical services, there are others who constantly need medication due to their unhealthy daily lives. In my view people who are responsible for their own illness should have to contribute towards the cost of their medical treatment.

First of all, it is important to highlight the fact that ignorance is not an excuse. Information about health and fitness is widely available so everyone should know that smoking and eating fast food are not only bad for our health, but can cause serious diseases. Furthermore, there is a wide range of help services which people can consult for advice on improving their health from doctors to sports trainers and dieticians. People who continue to live unhealthy lifestyles despite advice from doctors or medical professionals should not receive free or reduced cost medical services.

Secondly, it is clear that certain types of treatment are very expensive and some diseases can be prevented by adopting a healthy lifestyle. If people who are obese require treatment, they are taking money away from another patient, whose operation or treatment may be costly, but necessary. Therefore it could be a good solution to make people pay some money towards the cost their treatment. If their health improved, this payment could be reduced.

In conclusion, making people contribute towards the cost of medical treatment for self-inflicted diseases could help reduce this type of disease and make more money available for other people. (275 words)

### Sample 84 'Opinion' writing approach

*Convenience foods will become increasingly prevalent and eventually replace traditional foods and traditional methods of food preparation. To what extent do you agree or disagree with this opinion?*

One of the most significant advances in civilisation is the development of modern methods of food production and preparation. Convenience foods have now become the norm in many societies. Although some people idealise traditional cooking practices and believe they will prevail indefinitely, demographic trends suggest that this is unlikely to be the case. In fact, there are a number of reasons for believing that convenience foods are likely to grow in popularity.

The first reason is the decline in family size and the increase in single-adult households. In more traditional societies, where families tended to be large, it made economic sense for one person to devote him/her self to time-consuming domestic tasks such as growing and preparing food. Nowadays, people tend to live in ever smaller family units. If each family were to spend large amounts of time growing and processing food, this would be a poor use of society's human resource.

Another reason convenience foods are likely to become more popular is the increase in the number of adults, especially women with children, who work in full-time employment. In the UK, for example, working mothers significantly outnumber stay-at-home mothers. There is evidence that consumption of convenience foods rises with numbers of hours worked. As modern life increasingly demands that people are economically active, this trend is likely to continue.

Although many people still value traditional foods and methods of cooking, the trend towards smaller, dual-income households suggests that convenience foods are likely to continue to grow in popularity and may very well eventually replace traditional methods of food production and preparation. (261 words)

## Sample 85 'Opinion' writing approach

*Should parents be obliged to immunise their children against childhood diseases? Or do individuals have the right to choose not to immunise their children?*

Some people argue that the state does not have the right to make parents immunise their children. However, I feel the question is not whether they should immunise but whether, as members of society, they have the right not to.

Preventative medicine has proved to be the most effective way of reducing the incidence of fatal childhood diseases. As a result of the widespread practice of immunising young children in our society, many lives have been saved and the diseases have been reduced to almost zero.

In previous centuries children died from ordinary illnesses such as influenza and tuberculosis and because few people had immunity, the diseases spread easily. Diseases such as dysentery were the result of poor hygiene but these have long been eradicated since the arrival of good sanitation and clean water. Nobody would suggest that we should reverse this good practice now because dysentery has been wiped out.

Serious diseases such as polio and smallpox have also been eradicated through national immunisation programmes. In consequence, children not immunised are far less at risk in this disease-free society than they would otherwise be. Parents choosing not to immunise are relying on the fact that the diseases have already been eradicated. If the number of parents choosing not to immunise increased, there would be a similar increase in the risk of the diseases returning.

Immunisation is not an issue like seatbelts which affects only the individual. A decision not to immunise will have widespread repercussions for the whole of society and for this reason, I do not believe that individuals have the right to stand aside. In my opinion immunisation should be obligatory. (274 words)

## Sample 86 'Opinion' writing approach

*In a recent survey conducted in this country, it was found that up to 20% of twelve year-olds in some schools were showing early signs of nicotine addiction. In the eighteen to twenty year age bracket the percentage was as high as 70%. A large contributing factor to this high level of addiction is attributed to the uncensored TV advertising of cigarettes. For this reason all cigarette advertising should be banned. Discuss.*

The issue of cigarette advertising is an important one, especially in the country where so many young adolescents smoke. One of the main causes of this problem is peer pressure. Another cause is advertising, especially TV advertising, smoking as we all know, leads to a number of serious health problems such as cancer and heart disease. Many people feel that cigarette advertising should not be banned since this would limit our free choice in the matter. However, there is growing evidence that this serious problem is getting out of control. Let us examine the facts more closely.

The most important reason why cigarette advertising should be banned is that cigarettes are bad for our health. Smoking causes lung cancer and heart disease. Many people also suffer slow, painful deaths from a disease called emphysema. Another health issue is passive smoking which means that non-smokers also suffer from smoking-related diseases.

Another important reason why cigarette advertising should be banned is that it costs the tax payer money. People who become sick from smoking have to be cared for in expensive hospitals. In addition their deaths often result in financial problems for their families.

Finally cigarette smoking may lead to another problem namely drug addiction. Although there is not conclusive evidence that this often happens, many experts in this area feel that there is connection between the two.

Perhaps a solution to this problem is the education of young children concerning the dangers of taking up this habit. Also a heavy tax could be placed on cigarettes so that youngsters would not be able to afford them. In any case, it seems beyond any reasonable doubt that cigarette advertising should be banned. (277 words)

## Sample 87 'Opinion' writing approach

*Some people believe that advances in technology designed to reduce crime, such as closed circuit television systems, invade the personal privacy of innocent people. To what extent do you agree or disagree?*

In recent years great strides have been made in the application of technology to the prevention of crime and the capture of criminals. For example, CCTV systems and face-recognition software allow computer-based records to be kept of the faces of millions of people. DNA testing means that a single flake of skin left at the scene of a crime can be matched against records held of suspects. Soon it may be even possible to tell a criminal's appearance from a DNA sample.

As always with any type of scientific progress, concerns have been raised about the use of this technology. Some people would like to see much stricter controls put on the use of such developments, or even to see them banned completely. I understand the reason for their concern, but feel that they are misguided for several reasons.

Firstly, these developments mean that genuine criminals can be apprehended more quickly and reliably. For example, instead of having to search manually through thousands of photograph, with all the possibility of human error that this involves, a computer-based search can be carried out in seconds. In addition, the increased reliability of such techniques as DNA testing reduces the likelihood of innocent people being convicted and punished for crimes they did not commit. A further point is that the existence of such techniques acts as a deterrent to potential criminals.

I appreciate these techniques do to some extent affect the personal privacy of every member of society. However, I feel that the positive uses to which they can be put, as outlined above, outweigh these dangers. (266 words)

## Sample 88 'Opinion' writing approach

*Globalisation is creating a world of one culture and destroying national identity. To what extent do you agree with this statement?*

Globalisation has had a considerable effect on the world in the last few decades. While some people believe that these effects are all positive it can also be argued that globalisation is destroying the identity of many countries in the world. This is because aspects of our lives such as entertainment, communication, products and business are similar in many parts of the world. This essay will argue that globalisation is destroying national identity for three reasons.

Firstly, in terms of entertainment young people are less interested in their local culture and this could have dangerous consequences. If young people do not know about their cultural heritage, they will not understand the older generation. As a result, there could be serious communication breakdowns within cultures.

In addition, globalisation has produced large corporations which often prevent local businesses from making money. Many people only want to buy branded products from these international companies. Unless governments do something to limit the influence of these companies, local businesses will continue to disappear.

Finally, there is the problem of language. Due to globalisation English has become the most important language in the world and many languages are beginning to die out. This is a negative aspect of globalisation and could have serious consequences in the future. If everyone has to speak English in the future and not their own native language the way we communicate could start to change in a negative way.

In conclusion, globalisation is having negative effects on national identity and people should focus more on their local culture. (257 words)

## Sample 89 'Opinion' writing approach

*New technologies and ways of buying and selling are transforming the lives of consumers.  
To what extent do you agree or disagree with this opinion?*

The internet has undoubtedly changed the way people shop. In some countries, buying and selling products online has become commonplace. Enthusiasts claim that the Internet offers consumers greater choice and flexibility. However, those who say that the Internet is transforming the lives of consumers are going too far.

Firstly, although online shopping appears to offer greater convenience, it is often rather risky and cumbersome in practice. Consumers cannot evaluate the quality of online products by handling them directly. Instead, they must rely on sellers to describe goods accurately in words or pictures. Mistakes can easily be made, leading to the inconvenience of having to exchange goods or seek a refund. Products bought online also normally need to be delivered by post. The convenience of online shopping thus hinges in part on the efficiency of the postal service.

Secondly, in spite of the promise of lower prices, Internet shopping seldom offers substantial savings. A competitive marketplace ensures that large price differentials rapidly disappear as suppliers align themselves with one another. Also, the cost of postage is normally borne by the buyer. A product that appears to be a bargain on screen often turns out to be no cheaper than the same product bought in a shop. Not surprisingly, only one in ten purchases in the UK are made online.

For these reasons, Internet shopping is likely to remain a minority pursuit. The continuing popularity of shopping in the traditional way suggests that consumers continue to value its advantages: the opportunity to sample, compare and buy products in a real as opposed to a virtual space. (265 words)

## Sample 90 'Opinion' writing approach

*New technologies and ways of buying and selling are transforming the lives of consumers.  
To what extent do you agree or disagree with this opinion?*

New technologies, and in particular the Internet, are undoubtedly having a major impact on the way goods and services are bought and sold. In many countries, buying products online has become a mainstream activity. Now in the UK, for example, roughly 12 percent of all retail trade is conducted on line. While some maintain that the actual impact on the Internet on shopping is negligible. I would argue that it is in fact quite significant for two main reasons.

The first main reason is the development of online shopping has meant the market for goods available to the individual has grown exponentially. It is possible to buy virtually anything from what has effectively become a world-wide retail market: exotic food, art works, rare books, adventure holidays; the list is endless. Products that were once only available to those who lived in large cosmopolitan cities with a wide variety of shops can now be bought by those living in small towns with few local amenities.

Another significant reason is that the buyer can have more control over the process. Price comparison websites make it easier to find bargains. Shopping can be done at any time of the day or night, and shoppers can browse for as long as they like without pressure from sales assistants. This means that shoppers can potentially become more astute and knowledgeable about the products they are buying. Because of the greater competition involved in trading within a large market, sellers may have to improve the quality of their products.

In short, experience suggests that online shopping has shifted the balance of power in favour of consumer. Consumers not only have wider access to goods but also have greater access to information and more control over how they shop. (292 words)



## Sample 91 'Opinion' writing approach

*There has been huge increase in the size of cities. Many cities have grown in a haphazard way. Why is careful planning important in the development of cities?*

In all aspects of life planning has a role to play. It is especially important in major projects such as developing cities. This essay will provide some reasons why careful planning is important in the development of cities.

Careful planning is important in the development of infrastructure. For example, all cities need efficient water delivery services and hygienic sewage disposal systems. Planning can ensure that when services are built they form an integrated, efficient system.

Careful planning is also important in building developments. In most cities, more and more homes and industrial areas are being built as populations increase. Without planning, the results of this building boom could be disastrous, leading to a situation which satisfies no-one. Furthermore, planning the building of homes and factories can also allow for better integration of old and new, thus retaining the original character of the city while accommodating increases in population.

Lifestyle issues benefit from proper planning. The provision of parks, open spaces and sporting facilities enhances the quality of life of the inhabitants of cities. However, these recreation areas need to be planned; otherwise urban sprawl will leave no room for them. In addition, with careful planning a clean environment can be provided more easily.

To sum up, careful planning is important in the development of cities as it can provide efficient and effective infrastructure, lead to better building practices and contribute to the quality of life of the city's inhabitants. Consequently, planning should be a high priority in all areas of development in cities. (254 words)

---

## Sample 92 'Opinion' writing approach

*Many people believe that media coverage of celebrities is having a negative effect on children. To what extent do you agree or disagree with this opinion?*

In the past, news about famous people may have been confined to gossip column in newspapers; these days it is not uncommon for celebrities to feature as front page news. There is evidence that the public feels there is too much news coverage of famous people. Not surprisingly, there is concern about how this might be affecting people, and in particular children.

One of the possible negative consequences of the 'cult of celebrity' is the tendency to confuse fame and notoriety. Celebrity scandals are just as likely to receive publicity as celebrity achievements. Indeed, some famous people have received more attention for their misuse of drugs and alcohol than for their successes on the stage or in sports. Children who crave attention may come to see misbehaviour as normal.

The emphasis on individuals in the public eye may also be at the expense of serious news coverage. Next to the superficial excitement of celebrity gossip, news about serious events and issues that have a more profound effect on people's lives may seem uninteresting. Children may be forming a very distorted picture of how the world works.

The negative influence of celebrities on children can also be seen in children's career aspirations. These days young people are much more likely to see themselves as potential sports stars or entertainers. The prevalence of these figures in the mass media may convey the impression that such positions are plentiful. Children may be developing unrealistic expectations that they too will become rich and famous.

In summary, the 'cult of celebrity' may be affecting children in number of undesirable ways. It is important that children be taught to critically evaluate what they see in the media so that they can form a more realistic view of society, acceptable behaviour, and indeed themselves. (297 words)

## Sample 93 'Opinion' & 'Type/Opinion' writing approach

*Some people believe that entertainers (e.g. film stars, pop musicians or sports stars) are paid too much money. Do you agree or disagree? Which other types of jobs should be highly paid?*

I agree with the view that stars in the entertainment business are usually overpaid. This is true whether we are considering stars of film, sport or popular music, and it often seems that the amount of money they are able to earn in a short time cannot possibly be justified by the amount of work they do.

However, it is also true that it is only those who reach the very top of their profession who can get these huge salaries. So the size of salary that stars expect is closely linked to the competition they have to overcome in order to reach success. They are, in effect, rare talents.

Furthermore, the majority of stars do not hold their top positions long. Sport stars and pop stars, for example, are soon replaced by the next younger, more energetic, generation, while the good looks of most film stars quickly fade. So this relatively short working life may be some justification for the very high pay.

Unfortunately, professionals from other fields, who make a much greater contribution to human society, are paid so much less that it is hard to disagree with the statement. Teachers, nurses, laboratory researchers etc. are never listed among the best-paid professionals, yet they are more important to our well-being and our future than the stars who earn their fortunes so quickly.

In conclusion, I think there may be some reasons why entertainment stars earn high salaries but overall I agree that they are overpaid. The gaps between their earnings and those of people who work less selfishly for the good of society cannot be justified. Such professionals should be much better appreciated and better paid. (279 words)

---

## Sample 94 'Possibility' & 'Opinion' writing approach

*We are becoming increasingly dependent on computers. They are used in businesses, hospitals, crime detection and even to fly planes. What things will they be used for in the future? Is this dependence on computers a good thing or should we be more suspicious of their benefits?*

Computers are a relatively new invention. The first computers were built fifty years ago and it is only in the last thirty or so years that their influence has affected our everyday life. Personal computers were introduced as recently as the early eighties. In this short time they have made a tremendous impact on our lives. We are now so dependent on computers that it is hard to imagine what things would be like today without them. You have only got to go into a bank when their main computer is broken to appreciate the chaos that would occur if computers were suddenly removed world-wide.

In the future computers will be used to create bigger and even more sophisticated computers. The prospects for this are quite alarming. They will be so complex that no individual could hope to understand how they work. They will bring a lot of benefits but they will also increase the potential for unimaginable chaos. They will, for example, be able to fly planes and they will be able to co-ordinate the movements of several planes in the vicinity of an airport. Providing all the computers are working correctly nothing can go wrong if one small program fails disaster.

There is a certain inevitability that technology will progress and become increasingly complex. We should, however, ensure that we are still in a position where we are able to control technology. It will be all too easy to suddenly discover that technology is controlling us. By then it might be too late I believe that it is very important to be suspicious of the benefits that computers will bring and to make sure that we never become totally dependent on a completely technological world. (288 words)

## Sample 95 'Cause/Factor' & 'Opinion' writing approach

*Many people leave their homes in the countryside to live in large cities. What factors make people want to move to the city? How realistic it is to control the numbers of people moving to the city?*

Although some people prefer to live in the countryside, there are many reasons why people move to the city. These include better work and education prospects, and more entertainment opportunities. It is probably more realistic to improve the conditions in the countryside than to stop people moving to the cities.

Many people leave the countryside, as it is easier to find well-paying work in the city. This is because companies congregate in population centres that have a well-trained workforce and the services they need. Most careers require specialist training, which is often only available in the city. As young people leave to pursue a career, country towns become populated by the elderly.

As the average age in the country towns rises, the facilities are designed for older people. Therefore country becomes boring for young people. People choose to move to the city to live a more exciting life. As people move out, shops and businesses close down. This means that people are unable to stay in the countryside because of a lack of jobs.

It is unrealistic to expect people to stay in the countryside while there are no jobs or services. Even if it was illegal for people to move to the city, they would still do so to try to improve their lives. The only way to encourage people to stay in the country is to improve the job prospects and facilities there.

The lack of employment opportunities and the consequent lack of services mean that it is inevitable that people will want to live in the city. (260 words)

---

## Sample 96 'Effect' writing approach

*'Telecommuting' refers to workers doing their jobs from home for part of each week and communicating with their office using computer technology. How do you think society will be affected by the growth of telecommuting?*

Telecommuting is growing in many countries and is expected to be common for most office workers in the coming decades.

The spread of telecommuting is sure to have far-reaching effects on society. By itself, telecommuting refers to office workers spending much of their time working from home and using electronic technologies to communicate with their employers. The broader implications of telecommuting, however, may involve changes to corporate structure, workers' lifestyles and even urban planning.

The most obvious changes may be apparent in the 'normal' offices of companies, governments and other organisations. If even half the working week is spent telecommuting from home, then we would initially expect many empty desks in the office. As offices become smaller, workers coming in for the day would be expected to share desks with their absent colleagues. This, in turn, may affect the social atmosphere of an organisation, however, as less social contact with one's colleagues could harm morale and loyalty.

For the individual office worker, telecommuting would mean spending more time at home. For a parent with young children, this may be a blessing. Moreover, many telecommuters would be able to work the hours they wished: having a nap in the after noon, for example, but working some hours in the evening. One substantial benefit for all telecommuting workers is that there will be no need to travel to work, allowing more free time.

The structure of urban life is also likely to be affected by telecommuting. We would expect to see fewer cars on the road during peak hours and, eventually, a smaller concentration of offices in cities' central business districts. In short, people will have less reason to travel to city centres from outlying areas. As more people work and live in the same location, shops and cultural events will likely relocate themselves out of the city centre.

In sum, telecommuting will serve not only to change the way we work but also the way we live. (326 words)

## Sample 97 'Effect' writing approach

*What are the effects of a positive outlook on our lives?*

Happiness is a state of being that everyone wants to achieve. A positive outlook can help you be happy and change the outcome of your life. It can enrich your relationships, improve your health, and guide you through some of life's greatest challenges.

A positive outlook helps you find happiness in professional, social, and personal relationships. Having a positive attitude will help you find a good job and keep it. Colleagues enjoy working with someone who always looks at the bright side and avoids conflict. Friends will appreciate your energy and want to spend more time with you. A happy person makes everybody else happy. It is contagious. Happiness and a positive outlook on life can also have a beneficial effect on personal relationships. As a consequence, any partnership will be a solid, strong, and happy relationship.

Having a positive outlook also makes a person healthy. In fact, medical science has proven that stress, which causes many of today's common illnesses such as high blood pressure, heart disease and cancer, can be avoided when people feel good about themselves. If you have a good sense of humour and laugh a lot, a chemical substance called serotonin will be released into your blood stream, giving you an immediate feeling of well-being and tranquility. Being positive and happy is synonymous with health and longevity.

Finally, people with positive outlooks are stronger and capable of confronting difficult situations. Happy people's optimism creates the strength needed to find rational solutions to the many unexpected problems that life presents. This optimism also promotes self-esteem. For example, happier students are more likely to approach professors for help when they are having some trouble in their course work.

In conclusion, it is a good idea to have a positive outlook and recognise what makes us happy since it will bring us more harmony. Happiness will bring us strong relationships, good health and the ability to face any obstacle. If we promise ourselves to laugh more and think positively, we will change our lives for the better. (339 words)

## Sample 98 'Cause' & 'Effect' writing approach

*Young people in the modern world seem to have more power and influence than any previous young generation. Why is this the case? What impact does this have on the relationship between old and young people?*

I would agree that young people today play a bigger role in society than their parents' or grandparents' generation did. This is mainly due to the larger social and technological changes that have increased the experience gap between the generations. For instance, young people today are generally better educated, and because they have been trained from a young age to use computer technology, they have internet access to information in way that was unimaginable for earlier generations.

This means that they are probably better informed than their parents' grandparents were at their age, and their hi-tech skills give them confidence in dealing with the very rapid changes in technology that are so uncomfortable for older people.

In addition, younger people are often the most affected by globalisation. They follow fashions in clothes, music and social habits that are common among young people throughout the world. So they have become powerful consumers who influence big global markets today.

As a result of these developments, relationships with older people are often difficult. Teachers and parents are no longer treated with respect, and experience is undervalued because young people think they know everything, or at least can learn about everything from the internet. In many cultures this has led to a lack of discipline in schools, family breakdowns and even serious social problems.

However, the current generation gap is the responsibility of both younger and older generations. Both have to make efforts to understand each other and a good starting point would be for families to spend more time together than they normally do today. (262 words)

## Sample 99 'Solution' writing approach

*What could be done to improve the lives of the elderly?*

For many elderly people the latter part of their life is not a time to relax and enjoy retirement, but rather a difficult and unhappy period, owing to financial worries, failing health and loneliness. As life expectancy increases, the average person lives well beyond the age of retirement. As a result, the elderly make up an ever-increasing percentage of society, which makes it more important than ever for a real effort to be made in improving the lives of senior citizens.

One way to deal with the situation would be to ensure that the elderly have enough money on which to live. Obviously, when a person stops working, they still require a source of income to cover their basic needs such as food, accommodation and heating. A clear solution to the problem is for the government to make sure that the state pension is adequate for these needs. Furthermore, free financial advice should be made available to retired people so that the stress of worrying about money could be reduced as far as possible.

Steps should also be taken to overcome problems the elderly face as a result of deteriorating health due to old age, and inadequate health-care provisions. Again, the responsibility should fall to the government to provide access to the best health care available, which may necessitate paying for residential homes where the elderly can have round-the-clock nursing, or, at the very least, providing medication free of charge to all people over a certain age. As a result, old people would enjoy not only better health, but also peace of mind from the knowledge that they need not fear falling ill and being unable to pay for treatment.

The lives of old people could also be improved if attempts were made to address the problem of social isolation which so many of them face. If we organised trips for the elderly to community centres, visits from social workers or free bus passes to allow pensioners greater mobility, the effect would be to alleviate the problem of loneliness which marks the lives of so many old people living alone and far from their families.

To sum up, there are several measures which could be taken to improve the lives of old people. If the government and individuals alike were to help, it would make retirement and old age a time to look forward to, rather than dread. (398 words)

## Sample 100 'Solution' writing approach

*In the early 21 century many cities are being rapidly redeveloped. In this process the needs of special interest groups such as people with physical disabilities are sometimes taken into account. How can society improve conditions for people with physical disabilities?*

Disabled people living in our cities daily face challenging and potentially difficult situations which society must consider. This essay will offer suggestions as to how conditions may be improved for people with a physical disability.

One of the most important ways in which life can be improved for disabled people is the provision of financial support. Some disabled people may have difficulties due to the cost of special equipment or care which they require. The government could offer assistance through a range of measures including tax deductions for equipment such as wheelchairs, or loan assistance for major purchases.

The special needs of people with disabilities must be taken into account by the education system. The visually impaired would benefit from access to computers which convert text to voice. The hearing impaired may need special tutors skilled in sign language. The goal, however, would be the integration of the disabled into the regular school system while maintaining these services.

Employment is third factor which must be considered. In order that disabled people can be given equal opportunity to work and contribute to society in every possible field, the government could establish quotas for disabled workers in large companies. Moreover, financial incentives such as tax rebates could be offered to smaller companies who hire disabled workers.

Thus, conditions for the physically disabled can be improved in a number of ways including providing financial support, adequate educational services and equal employment opportunities. Through the pursuit of these goals, society can ensure that life for the disabled is rewarding and fulfilling. (258 words)

## Sample 101 'Solution' writing approach

*The importance of biodiversity is being more widely recognised as increasing numbers of species come under threat. What can be done to maintain biodiversity?*

In recent years there has been growing awareness of the importance of preserving the world's biological diversity. As increasing numbers of unique, and potentially useful, plants and animals come under threat, people are beginning to ask whether more can be done to reverse this trend.

One possible approach is to regulate agricultural and industrial activity so that pollution and disruption to natural habitats is kept to a minimum. People argue that economic prosperity must be curtailed if it comes at the expense of the environment. However, businesses affected are unlikely to comply with such a strategy. It may even generate hostility to conservation efforts generally if the economic costs are perceived to be too high.

An alternative approach would to protect and expand nature reserves so that complete ecosystems can be kept intact. This would ensure that a minimum number of wild plants and animals would survive. However, although such places are indeed valuable, experience shows that it is difficult to protect rare plants and animals from exploitation. In fact, as some species, like the tiger become rarer, the more valuable they become to poachers and others who seek to benefit from their trade.

A more effective approach is to educate the public about the benefits of biodiversity. Money should be invested in the research and development of the world's biological resource. Once people understand that there are real benefits to exploiting natural resources in a sustainable way, they are more likely to make the short-term sacrifices necessary to preserve natural habitats. (252 words)

---

## Sample 102 'Solution' writing approach

*The rising levels of congestion and air pollution found in most of the world's cities can be attributed directly to the rapidly increasing number of private cars in use. In order to reverse this decline in the quality of life in cities, attempts must be made to encourage people to use their cars less and public transport more. Discuss possible ways to encourage the use of public transport.*

Anyone who lives in a city is aware of the increasing number of cars on the road and the kinds of problems this creates: traffic jams, air pollution and longer commuting periods. As economies grow and access to cars spreads to increasing numbers of people, this trend is likely to worsen. The solution, it would seem, is for government to encourage the use of public transport in urban areas, thus decreasing dependence on the car.

One way to stimulate public transport use is to make private car use more expensive and inconvenient. The introduction of tolls along urban motorways has been successfully employed in many cities. Other such measures are high-priced permits for parking in urban areas and the restriction of parking to a limited number of cars. Faced with high costs or no place to park, commuters would perhaps be more willing to abandon their cars in favour of buses or trains.

There are also less punishing ways of spurring public transport use. The construction of free car parks at suburban train stations has proven successful in quite a number of countries. This allows commuters to drive part of the way, but take public transport into the central, most congested, urban areas.

Indeed, making public transport more comfortable and convenient should work to attract more commuters and decrease traffic congestion. Public transport that is convenient and comfortable retains its passengers, much like any business that satisfies its customers. The more commuters committed to taking public transport, the less congestion on city streets. (253 words)

## Sample 103 'Solution' writing approach

*There is a good deal of evidence that increasing car use is contributing to global warming and having other undesirable effects on people's health and well-being. What can be done to discourage people from using their cars?*

Mass car ownership clearly has a number of undesirable consequences for people's health and fitness as well as for the environment and community life generally. Nevertheless, owning a car is still seen as a desirable option. In fact, the number of cars in the world today is fast approaching one billion. Although this trend may seem inexorable, there is much that can be done to discourage unnecessary car use.

One possible approach is to make cars expensive to own and use, for example, by taxing them at the point of purchase or annually through a road tax. Certain types of car use, for instance short journeys within already congested cities, can also be discouraged through road pricing schemes such as that operating in London. However, these punitive measures alone are unlikely to have a major impact unless alternative means of transport are available.

Evidence suggests that where public transport options are plentiful, convenient and reliable, people will use them. Inhabitants of cities such as Paris, which have invested heavily in commuter rail networks, are more likely to use public transport than people living in cities where such networks have been allowed to deteriorate. A less expensive and more environmentally sound option is to create a network of cycle lanes and other facilities for cyclists, such as safe weather-proof shelters for parking bicycles. This has the additional advantage of encouraging people to keep fit whilst allowing them the flexibility of autonomous travel. Cities in the Netherlands, which have relatively high rates of cycling, have shown how this can work.

In brief, the trend towards rising car ownership and use need not to be inexorable. People can be encouraged to use other means of transport. However, rhetoric alone is unlikely to bring about change. Investment in practical alternatives is what is needed above all. (304 words)

## Sample 104 'Solution' writing approach

*In some countries privately owned transport systems have a poor safety record. Yet it is the government who has ultimate responsibility for public safety. How can governments ensure that private transport companies do not neglect safety regulations?*

In recent years, certain countries have adopted a policy of allowing private businesses to run transport systems which were previously publicly owned. However, many people are concerned about how transport safety standards would be upheld once a government gave up control. There are several solutions which I believe would be effective.

One of the major roles of government is to make and enforce laws. If they made it against the law to endanger public safety, any company that did not comply with the regulations could be dealt with in a court. The advantage of this policy would be that the inevitable bad publicity from such a trial would certainly be a strong motivation for companies to maintain good standards.

Although the government would not be running the transport system, there is no reason that they could not control it by means of inspections and penalties if companies were not operating safely. If the government found dangerous practices resulting from an inspection, they could refuse to allow that company to continue trading. They might also consider financial penalties for lesser problems. The drawback of these ideas is that they would involve the government in running an inspection system which may well be expensive.

A final solution would be to consider changing the law to stop private companies running any public transport. However, such a proposal might be highly unpopular with voters if they felt private companies had made improvements.

To summarise, the problem of balancing private profit with public safety on buses and trains is not easy to resolve. However, it is my view that if governments carried out regular inspections supported by a system of tough penalties, then public safety would be maintained. (285 words)

## Sample 105 'Solution' writing approach

*The high road toll is robbing our society of many people who could otherwise be leading useful and productive lives. How can society protect itself from these losses?*

Every day we see newspaper and television reports which give details of road accidents. We are saddened by the loss of human life and the pain of victims' injuries, but we tend to forget the terrible cost to society of these events. This essay will try to suggest ways to reduce the number of accidents.

It is certainly true to say that 'Prevention is better than cure'; we should concentrate upon ways to prevent these accidents. Imagine roads without blind corners or pothole, with excellent road signs and probably planned intersections. These roads reduce the risk to both motorists and pedestrians.

Pedestrians are frequently hurt on the roads. City roads should have enough well-marked pedestrian crossings so people are not tempted to wander across the road just anywhere. Ideal road management would segregate cyclists from motorists. A truly lethal combination is a road with rough edge which tempts the cyclist into the path of cars.

Inside the car, the seat belt does save lives. So does the baby's safety seat and the increasingly popular air bag. Cars can be designed to withstand impact from the side as well as from the front or rear. Helmets help protect cyclists and motor cyclists.

Good road design and well-planned safety devices will not only work if people choose to use them properly, and the ultimate responsibility must come back to drivers, riders and pedestrians. One impatient driver driving through a red light can cause terrible damage: it is indeed up to everyone to use the road responsibly.  
(254 words)

---

## Sample 106 'Solution' writing approach

*Learning to manage money is one of the key aspects of adult life. How in your view can individuals best learn to manage money?*

Learning to manage money is something that virtually everyone must do as the ability to maintain a balance between income and expenditure is essential for a stable life. In many developed countries, the availability of easy credit and a wide variety of financial products have made the task of managing one's money more complex. In less affluent parts of the world, lack of money or access to credit creates its own challenges. In this essay, I will outline two ways in which people can learn to manage their money.

Learning by example is one important method. From their early years, children can observe how their parents make financial decisions. They may notice, for example, whether money is saved for costly purchases, or whether purchases are bought on credit. Children can also see what kinds of criteria parents use when choosing what to buy, for instance, whether quality or quantity is more important. It is important, therefore, that parents model sensible purchasing behaviour and explain what they are doing and why. However, in many circumstances, this may not be sufficient.

Another means of teaching people to manage money is through education. When school children, for instance, learn arithmetic, they could also be taught the basics of budgeting and how to recognise good value. For adults, the Internet could be a good source of advice on how to save money. Price comparison websites, for example, can be a good way of researching what is available before making an expensive purchase.

The ability to manage money is often taken for granted. Because the consequences of poor money management can be severe, it is worthwhile taking steps to ensure people are as well-informed as possible.  
(281 words)



## Sample 107 'Cause' & 'Solution' writing approach

*In some countries young people have little leisure time and are under a lot of pressure to work hard on their studies. What do you think are the causes of this? What solutions can you suggest?*

Some young people find themselves with very little leisure time. I believe there are two main causes of this situation. The first parental pressure and the second is competition for university places.

Every parent wants to see his or her child do well in school and go on to have a successful career. This means that they exert pressure on their children to spend hours each day studying at home. Some even arrange extra tuition for their children. In my own country, it is not uncommon for young people to spend another three hours at small private schools after their usually day at state school is over. As a consequence, their leisure time is extremely limited and the pressure on them is considerable.

The second cause is related to the higher education system. Each year, there are many times more applicants to university than there are university places. The result of this is that only those students with very high grades manage to obtain a place. This contributes to the pressure on teenagers, since they must work long hours to have any chance of success.

One solution to the problem is for parents to be made aware of the effects of the pressure they put on their children. Schools should inform parents that too much pressure can lead to anxiety, stress and depression. They should be shown ways in which they can help their children lead more balanced lives, with a reasonable amount of leisure time.

Another effective measure would be for the government to invest in the creation of more university places. This could be done by expanding existing universities or by building new ones. This would have the effect of easing competition for places, giving teenagers some of their precious free time back. (296 words)

## Sample 108 'Cause' & 'Solution' writing approach

*In many countries schools have severe problems with student behaviour. What do you think are the causes of this? What solutions can you suggest?*

Poor student behaviour seems to be an increasingly widespread problem and I think that modern lifestyles are probably responsible for this.

In many countries, the birth rate is decreasing so that families are smaller with fewer children. These children are often spoiled, not in terms of love and attention because working parents do not have the time for this, but in more material ways. They are allowed to have whatever they want, regardless of price, and to behave as they please. This means that the children grow up without consideration for others and without any understanding of where their standard of living comes from.

When they get to school age they have not learnt any self-control or discipline. They have less respect for their teachers and refuse to obey school rules in the way that their parents did.

Teachers continually complain about this problem and measures should be taken to combat the situation. But I think the solution to the problem lies with the families, who need to be more aware of the future consequences of spoiling their children. If they could raise them to be considerate of others and to be social, responsible individuals, the whole community would benefit.

Perhaps parenting classes are needed to help them to do this, and high quality nursery schools could be established that would support families more in terms of raising the next generation. The government should fund this kind of parental support, because this is no longer a problem for individual families, but for society as a whole. (256 words)

## Sample 109 'Cause' & 'Solution' writing approach

*People who travel to another country to live, work or study for a period of time often suffer badly from homesickness. Why is it? What are the best ways to reduce this problem?*

I think most people who travel away from home for any length of time will feel homesick at the beginning because missing their own home and country is a natural reaction.

However, I think it becomes less of a problem as people adapt to the new environment and start to enjoy new relationships and experiences. Today many young people study abroad and for them it is probably their first time away from family, friends and everything that is familiar.

The country they have moved to may have completely different culture and language, so they need to adjust to this and learn how to communicate in the ways. This can be very tiring, but until they can do so, they will feel out of place and unable to form new relationships. Professionals who have moved abroad for work may have left older parents behind, or even young children. For them the separation can be worse because they feel so far from the people they feel responsible for.

I personally think that people should try and prepare themselves for study or work abroad. They need to learn the new language, and try to be as adaptable and independent as they can. At the same time, however, they need to set up ways of communication quickly and easily with people back home, by using email for instance, so that they know what is happening there and do not need to worry. If people are aware of the problems, they can do a lot to reduce their homesickness and make their stay abroad a positive, exciting experience.  
(262 words)

---

## Sample 110 'Cause' & 'Solution' writing approach

*In general, people do not have such a close relationship with their neighbours as they did in the past. Why is this so, and what can be done to improve contact between neighbours?*

In the past, neighbours formed an important part of people's social lives and they helped them when they had problems. Nowadays people often do not even know their neighbours and in consequence they live much more isolated lives. There are a number of reasons why we have less contact with our neighbours.

Firstly, our lifestyles are mobile. This means people may change the area where they live quite frequently and this causes their relationships with their neighbours to be more superficial. Secondly, nowadays people often live and work in different places. This leads to people forming closer relationships with work colleagues than the ones they have with their neighbours. Finally, modern lifestyles make us spend more time inside our houses watching television, and when we go out, we travel by car. Consequently, we do not speak to the people in our neighbourhood so much.

There are a number of ways in which I think contact between neighbours can be improved. First of all, local authorities can provide communal areas such as playgrounds for children community halls so that there are places where neighbours can meet and make friends. Next, I think that when new neighbours come to a street, the people living there ought to introduce themselves and welcome them. Lastly, people living in a street or small district should form neighbourhood associations and meet regularly to discuss the things which affect them.

In conclusion, these suggestions will probably not make neighbours as important in our lives as they were in the past. However, they will help our relationships with our neighbours to become more useful and valuable.  
(268 words)

## Sample 111 'Cause' & 'Solution' writing approach

*In some countries, it can be very difficult for people over the age 50 to get good jobs, despite their experience. What do you think are the causes of this problem, and what measures could be taken to solve it?*

Many older people are forced to end their working lives much earlier than they would like to, and this is a shame because their experience is valuable. Also, it is good for people to work if they want to. If older people were able to get good jobs, it would be good for business, the economy and society.

One reason why older people find it difficult to get jobs is that many jobs these days require skills and knowledge that they did not get when they were younger. In particular, computers and information technology play a very big role in many professions and these are things that only came into existence after older people had finished school or college and after they had begun their working lives.

Another reason is that in many countries these days, there is a view that younger people are preferable for many jobs to older people. Experience is seen as being less important than youth. Many businesses and industries have a majority of workers who are young, and young people are promoted to top jobs much more quickly than they used to be. One way of solving the problem is for older people to be re-trained so that they learn the skills required in the modern world. Training course should be made widely available and affordable. Older people should be made to feel that they can get good jobs after re-training, and this will encourage them to re-train. Employers should understand that older workers have a lot to offer, and that their experience can be very useful to companies, for example because they can pass their experience of work and life on to younger employees. (280 words)

## Sample 112 'Cause' & 'Solution' writing approach

*Every country has poor people and every country has different ways of dealing with the poor. What are some of the reasons for poverty? What can we do to help the poor?*

Even in developed countries a degree of poverty exists. However, in many developing countries poverty is a major problem, and the number of poor people continues to increase. There are various factors that cause poverty and these need to be addressed to help the poor.

The first factor influencing world poverty is the current global economic system. This system reinforces inequality between rich and poor people since it allows resources to get distributed unequally amongst people. In addition, the global economic system can favour the investment strategies of large transnational corporations, which often pay their workers sub-standard wages.

Another reason for world poverty is illiteracy. Many people around the world do not have access to education, and as a result do not learn to read or write. They are, therefore, precluded from well-paid employment and so can not improve their living conditions.

In order to provide help for the world's poor these problems need to be addressed. Firstly, the international community has to establish a fairer economic system in which the wealth of each country can be shared equitably amongst its people. Moreover, all countries around the world should make it a priority to eradicate illiteracy by providing comprehensive education for all citizens so that everyone is equally capable of improving their living standards via access to education.

To conclude, it can be said that poverty will probably always exist. Nevertheless, countries around the world can take actions to reduce poverty by ensuring that there is a fair distribution of wealth amongst people, and by making sure that all people have access to education. (264 words)

## Sample 113 'Cause' & 'Solution' writing approach

*In many countries the level of crime is increasing and crimes are becoming more violent. Why do you think this is and what can be done about it?*

It is true that the crime rate is increasing in many areas of the world. Many government react to this problem by building prisons to contain the criminals. This has proved so unsuccessful that each year bigger and tougher prisons are needed. Perhaps we need to go back to the basics of this problem and assess the possible causes.

One of the reason that is often given is the increase in violence both on television and in computer games. While this may be responsible for making crimes more violent, I think it is unrealistic to lay the blame for all criminal activity on the media. I think the main cause of crime is the increasing gap between the rich and the poor, as well as the increasing use of drugs. The majority of crimes are being committed by people in need who are forced to take what they do not have, and by people addicted to drugs.

Solving these problems is not easy. We could try to ensure that more jobs are created so that the divide between rich and poor is reduced. However, criminals need to be trained and rehabilitated so that they can enter the workforce. Furthermore, providing employment only addresses part of this problem; so far there has been little success in the war against drugs.

I believe that crime will be continue to rise, particularly in crowded and overpopulated areas, unless we can find an effective way to address these issues. Perhaps we can help to break the cycle by trying to ensure fewer young people enter a life of crime in the first place. We could do this through education and by making sure that they are able to work. (284 words)

## Sample 114 'Cause' & 'Solution' writing approach

*A large number of deaths are caused by road accidents. Why do so many road accidents occur? Make recommendations that would help to reduce the number of road accidents.*

Road accidents are responsible for the deaths of an ever-increasing number of people. Before solutions to this problem can be found it is necessary to examine the main causes of accidents: vehicle roadworthiness, road conditions and human error.

Many accidents are caused by inadequate vehicle maintenance, for example driving with defective brakes or bald tyres which increase the stopping time. Regular mechanical inspections would help reduce the number of unworthy vehicles on the road.

Road conditions also contribute to accidents. Heavy rain, fog or snow, can make roads slippery and accidents can occur. In addition, narrow, winding roads and road surfaces which are in state of disrepair contribute to the number of road fatalities. A greater proportion of money needs to be designated to improving roads and providing clear road signs.

The third cause of accidents is driver error. Drunken driving and excessive speed are frequently the cause of driver misjudging distance and losing control of their vehicles. Other examples are drivers failing to signal a turn and overtaking other cars without due care. Although these problems of human error are the most difficult to resolve, advertising campaigns have proved effective in educating drivers about road hazards.

In conclusion, although it is inevitable that some accidents will occur, there are ways to reduce their frequency. Governments need to put in place stricter tests and penalise careless drivers more severely. It is also necessary to allocate more money to maintaining and upgrading roads and educating drivers. By implementing these measures, the roads will be safer for everyone. (258 words)

## Sample 115 'Cause' & 'Solution' writing approach

*As people in cities are becoming richer, more of them can afford to buy cars. In consequence, city centres are becoming more congested and polluted all over the world. What are the main causes of this problem and what are the solutions?*

Traffic congestion is a growing problem in cities throughout the world. Most cities were planned when people used horses and carts, walked or rode bicycles. As a result, the streets are too narrow to take today's traffic. In addition to this, there is not enough off-street parking in the city; therefore drivers leave their cars on the side of the road, making the space even narrower. People may be reluctant to use public transport because it is inconvenient, too expensive or not available for the journey they want to make. Cars are also major status symbols, meaning that more and more people want to own one.

Now that traffic congestion has become such a problem, governments and local councils are desperately seeking solutions. In view of the fact that the number of car drivers has increased, the obvious solution is to build more roads, but this is unpopular owing to its effect on the countryside. Inside cities, one-way systems can be introduced at little cost. Thus, the traffic flow can be eased. Some cities now make drivers pay to enter the city centre, so that they are encouraged to leave their cars at home. Another scheme is 'park and ride', in which people leave their cars outside the city and take a bus to the central district, thereby reducing the number of cars in the city centre.

Overall, it is clear that urgent action needs to be taken, since traffic congestion leads to pollution and frustration. Reliable, cheap and convenient public transport must be the answer. (257 words)

---

## Sample 116 'Cause' & 'Solution' writing approach

*Environmental degradation is a major world problem. What causes this problem, and what can we do to prevent it?*

There is no doubt that the environment is in trouble. Factories burn fossil fuels which produce acid rain, and this kills trees. At the same time, greenhouse gases rise into the air and contribute to global warming which threatens to melt the polar ice cap. Meanwhile farmers clear huge areas of rainforest in places such as the Amazon to produce feeding land for cattle or produce wood for building. Rivers and oceans are so heavily contaminated by industrial waste that it is no longer safe to go swimming. Cars pump out poisonous emissions which we all have to breathe in. Poaching and overfishing are killing off millions of animals, including whales, elephants and other endangered species. In fact, all around us, all living things large and small which comprise our finely balanced ecosystem are being systematically destroyed by human greed and thoughtlessness.

There is a lot we can all do, however, to help prevent this. The easiest thing, of course, is to recycle waste material such as paper and glass so that we can use it again. We should also check that the things we buy from supermarkets are packaged in biodegradable packaging which decomposes easily. At the same time, we should make a conscious effort to avoid foods which are genetically modified (at least until someone proves that they are safe both for us and for the environment). If you are truly committed to protecting the environment, you should only buy organic fruit and vegetables, safe in the knowledge that they have been naturally cultivated. Finally, we should buy a small car that uses unleaded petrol which is less harmful to the environment or, even better, make more use of public transport.

The serious environmentalists, however, do much more. They are aware of the global issues involved and will actively involve themselves in conservation programmes by making sure our forests are kept safe for future generations. They will oppose activities which are harmful to animals, such as battery farming. And they will campaign to keep the Green Belts around our towns and cities free from new building.

We cannot all be as committed as them, but we can at least do our own a little bit at grass roots level. We, as humans, have inherited the earth, but that does not mean we can do whatever we like with it. (390 words)

## Sample 117 'Effect/Problem' & 'Solution' writing approach

*Many people believe that the high levels of violence in films today are causing serious social problems. What are these problems and how could they be reduced?*

The increasing amount of violence that is shown regularly in films has been a cause of concern for some time. Such films make violence appear entertaining, exciting and even something to be copied. However, it seems to be increasingly clear that this development is causing problems in our society.

First of all, those who enjoy such films eventually stop associating the violence with any real consequences. They therefore lose their sense of reality and no longer take violence seriously or have any sympathy with the victims. This is bad for both individuals and for our whole society. Another worrying trend is that in these films the heroes are shown as people to be admired, even though they are very violent characters. This leads to impressionable people to believe that they can gain respect and admiration by copying this aggressive behaviour, and so the levels of violence increase, especially in major cities throughout the world.

What is needed to combat these problems is definite action. The government should regulate the film industry on the one hand, and provide better education on the other. Producers must be prevented from showing meaningless violence as 'fun' in their films. In stead, films could emphasis the tragic consequences of violent acts and this would educate people, especially young people, to realise that violence is real.

To conclude, I think that viewing violence as entertainment may indeed cause serious social problems and that the only way to improve this situation is by regulating the industry and educating the public about the real human suffering that such violence brings. (262 words)

## Sample 118 'Effect/Problem' & 'Solution' writing approach

*Motorways help people travel quickly and cover long distances but they also cause problems. What are the problems of motorways and what solutions are there?*

Many countries in the world rely on motorways for speedy and efficient transportation, as they are a very convenient way of travelling long distances. However, motorways also have negative aspects such as dangerous traffic, damage to the environment and pollution. In this essay, I will look at some of the problems of motorways and how they can be overcome.

One major problem of motorways is that they can be dangerous. In many countries, the speed limit on motorways is very high. This means that any accidents are more likely to be serious and involve many vehicles. Sometimes in bad weather, several vehicles crash into each other and many people are killed or injured. The problem could be solved in a number of ways. People could have special lessons on how to drive safely on motorways. In addition, special signs could be displayed when driving conditions are bad to make people drive more slowly and safely. Alternatively, the general speed limit could be reduced slightly.

Secondly, motorways can spoil the environment. Motorways often go through beautiful areas and may damage plants and wildlife. This problem could be avoided by building motorways through less beautiful areas or putting some sections in tunnels. In addition, the large amount of traffic on motorways produces both air pollution and noise pollution. However, governments could help to reduce air pollution by making environmentally friendly cars cheaper. Noise pollution could be reduced by changing motorway surfaces or by putting up sound proof fences.

Despite the problems of motorways, they are necessary and useful. With careful preparation and planning, the problems they cause could be reduced. People today are also more aware of environmental issues and as a result cars and road transport in general are becoming more environmentally friendly. (292 words)

## Sample 119 'Effect/Problem' & 'Solution' writing approach

*Many countries are experiencing serious problems with their environment, with pollution of their land, water and air. What are these problems and how might they be reduced?*

Almost every country in the world has problems with the environment, affecting its land, air or water. I believe the main problems on land are caused by building too many houses, using up land for depositing rubbish and also the destruction of trees, which leads to soil erosion. Perhaps the most helpful thing we can do to tackle these difficulties is to try to persuade governments to stop building on certain areas so that there will be room for more trees. We should also try to use more 'biodegradable' materials so that they decay naturally and do not stay in the ground for thousands of years. We should also aim to plant more trees which will prevent soil erosion.

The ways in which air is affected are as follows. Firstly, by burning so many fossil fuels we pump large amounts of toxic gases into the atmosphere which leads to harmful climate change and the destruction of the protective ozone layer. I believe that the best way to reduce these problems is by changing our transport policies; we should use more public transport or at least try to use more efficient fuels in cars.

The main effects of pollution and other environmental problems on water are the melting of the ice caps because of global warming which leads to flooding. There is also contamination of rivers by harmful chemicals. These can be dealt with if global warming is reduced and also by such measures as taxing industries which repeatedly pollute our waterways.

It is crucial that these measures are taken in order to ensure a healthy future for our planet. (266 words)

---

## Sample 120 'Effect/Problem' & 'Solution' writing approach

*In recent years some countries have experienced very rapid economic development. This has resulted in much higher standards of living in urban areas but not in the countryside.*

*This situation may bring some problems for the country as a whole.*

*What are these problems? How might they be reduced?*

From the evidence of developing countries all over the world it seems inevitable that economic growth is generated in the business and industrial centres of the major cities. As a result, urban citizens have access to jobs and facilities that improve their living standards considerably. However, it is usually the case that these are not equally enjoyed by people in the countryside and this generates several problems for the countries concerned.

First of all, people from the countryside will try to move to the cities to get more employment opportunities and better access to the facilities available there. But this increase in the urban population puts greater pressure on housing and services, and leads to the creation of massive slum areas where condition may be lower than in the rural villages. These are often left under-populated and this can impact on food production and can have severe affects for people in both urban and rural areas.

Finally, as a country's economy develops, there may be an increasing sense of inequality as the towns get richer and villages get poorer, and this may lead to more crime and even civil unrest.

The key to reducing these problems seem to lie in improving the standards of living and the facilities available in the countryside. Perhaps incentives can be offered to factories and companies to relocate; roads and rail networks can be built to make such relocation possible; doctors and teachers could be required to spend part of their professional lives in rural areas, etc.

In conclusion, however, improving rural living standards requires investment and political will that is sometimes not easy to generate. (272 words)

### Exercise 1

*Modern technology is changing our world. This has advantages such as bringing people closer together through communication. It also has disadvantages such as destroying the differences between cultures. To what extent do you agree or disagree with this statement?*

### Exercise 2

*Television is a very powerful medium of influence over large populations. There are many positive aspects to television. For example, it is an educational tool. However many people feel that it is doing irreparable harm. Present argumentation to highlight your opinion on this matter.*

### Exercise 3

*According to a recent survey, the more time people use the Internet, the less time they spend with real human beings. Should we worry about the effect this is having on social interaction or should we see the Internet as a way of opening up new communication possibilities worldwide. What are your views?*

### Exercise 4

*With recent developments in technology like e-books, some people feel that printed media like books, newspapers and magazines will soon be a thing of the past. Others feel that these forms of media will never disappear. What is your opinion?*

### Exercise 5

*While studying abroad provides an opportunity to broaden one's experience, it also presents the danger of negative influences from the host culture. Discuss.*

### Exercise 6

*Some people believe that university students should be required to attend classes. Others believe that going to classes should be optional for students. Which point of view do you agree with?*

### Exercise 7

*In the modern world, more and more emphasis is being placed on the acquisition of practical skills rather than knowledge from text books or other sources. Discuss the advantages and disadvantages of this trend.*

### Exercise 8

*Some people think that it is important to use leisure time for activities that improve the mind such as reading and doing word puzzles. Other people feel that it is important to rest the mind during leisure time. Discuss both these views and give your opinion.*

### Exercise 9

*Only formal examinations, written or practical, can give a clear picture of students' true knowledge and ability at university level. Continuous assessment like coursework and projects are poor measures of student ability. How far do you agree with this latter statement?*

### Exercise 10

*The number of overweight children in developed countries is increasing. Some people think this is due to problems such as the growing number of fast food outlets. Others believe that parents are to blame for not looking after their children's health. To what extent do you agree with these views?*



**Exercise 11**

*In achieving personal happiness, our relationships with other people (family, friends, colleagues) are more important than anything else. Issues such as work and wealth take second place. Do you agree or disagree?*

**Exercise 12**

*Some famous athletes and entertainers earn millions of dollars every year. Do you think these people deserve such high salaries?*

**Exercise 13**

*The traditional idea of working for the same company for life in one particular place is changing. Today people work for different companies, in different jobs and different ways. Unfortunately, this also leads to job insecurity and uncertainty about the future. Do you agree or disagree?*

**Exercise 14**

*Tourism is emerging as a significant source of revenue for many countries but its disadvantages can not be overlooked. How far do you agree with this statement?*

**Exercise 15**

*Some people say that advertising encourages us to buy things we really do not need. Others say that advertisements tell us about new products that may improve our lives. Which viewpoint do you agree with?*

**Exercise 16**

*In many countries people no longer wear their national costumes. They are forgetting their history and traditions. More people should be encouraged to wear their national costumes every day. Do you agree or disagree?*

**Exercise 17**

*Do the advantages derived from the use of chemical preservatives in food processing outweigh the disadvantage?*

**Exercise 18**

*Some people think that strict punishments for driving offences are the key to reducing traffic accidents. Others, however, believe that other measures would be more effective in improving road safety. Discuss both these views and give your own opinion.*

**Exercise 19**

*Some people think that animals should not be kept in zoos. Others believe that there are good reasons for having zoos. Discuss both these views and give your own opinion.*

**Exercise 20**

*Too much attention is paid to and too much money is spent on keeping pets, while people throughout the world are starving. Discuss the arguments for and against keeping pets.*

**Exercise 21**

*In many countries today insufficient respect is shown to older people. What do you think may be the reasons for this? What problems might this cause in society?*

**Exercise 22**

*Air pollution is the most important concern of many countries. What are the main causes and effects of this issue?*

**Exercise 23**

*Discuss the causes of the escalation of crime rates in most cities. What effect does this have on society?*

**Exercise 24**

*It is often said that crime is one of the main things that makes quality of life poorer. Crime in developed countries is one of the biggest problems in society. What are the causes and what measures can be taken to reduce it?*

**Exercise 25**

*More and more people claim that modern work patterns are a source of stress. What do you think are the causes of this? Can you suggest some possible solutions?*

**Exercise 26**

*Even though doctors all over the world agree that fast food is bad for people's health, more and more people are eating it. Why are more people eating fast food? What can be done about this problem?*

**Exercise 27**

*What are the main causes of air pollution? How can this issue be effectively addressed?*

**Exercise 28**

*As technology advances, humans are becoming redundant. Discuss the problem and suggest what might be done to remedy the situation.*

**Exercise 29**

*Genetic engineering poses a number of worrying problems, both moral and practical. Discuss some of these problems and suggest what could be done to overcome them.*

**Exercise 30**

*Many countries are experiencing serious problems with their environment, with pollution of their land, water and air. What are these problems and how might they be reduced?*

- Fill in the grid. The first one has been done as a model. For some questions, more than one writing approach is possible.

Suggested writing approaches				
1. Balanced	7.	13.	19.	25.
2.	8.	14.	20.	26.
3.	9.	15.	21.	27.
4.	10.	16.	22.	28.
5.	11.	17.	23.	29.
6.	12.	18.	24.	30.

Critical thinking workshop [Brainstorming]	Balanced ( Advantages / For)		Balanced ( Disadvantages/ Against)	
	Advertising	Introducing new products/ More choices...		Creating unreal needs/ Misinformation...
Animal testing				
Astrology				
Automation				
Computerisation				
City life				
Fame				
Fashion				
Globalisation				
GM food				
High-rise buildings				
Home schooling				
(The) Internet				
Life in the country				
Music				
Online learning				
Pets				
Television				
Tourism				
Space exploration				
Unemployment benefits				
	Causes	Effects	Solutions	
Accident				
Acid rain				
Addiction				
Air pollution				
Aging				
Brain drain				
Bribery				
Child labour				
Crime				
Culture shock				
Diseases				
Divorce				
Doping				
Famine				
Fear				
Generation gap				
Global warming				
Globalisation				
Homelessness				
Illiteracy				
Juvenile delinquency				
Migration				
Noise pollution				
Obesity				
Overpopulation				
Poverty				
Stress				
Traffic				
Unemployment				
Violence				
Water pollution				

Spelling			
<b>-or vs. -our</b>		<b>-ze vs. -se</b>	
<b>American</b>	<b>British</b>	<b>American</b>	<b>British</b>
color	colour	maximize	maximise
favorite	favourite	criticize	criticise
honor	honour	memorize	memorise
<b>-er vs. -re</b>		<b>-ll vs. -l</b>	
<b>American</b>	<b>British</b>	<b>American</b>	<b>British</b>
center	centre	enrollment	enrolment
meter	metre	fulfill	fulfil
theater	theatre	skillful	skilful
<b>-og vs. -ogue</b>		<b>-e vs. -oe or -ae</b>	
<b>American</b>	<b>British</b>	<b>American</b>	<b>British</b>
analog	analogue	encyclopedia	encyclopaedia
catalog	catalogue	maneuver	manoeuvre
dialog	dialogue	medieval	mediaeval
<b>-ed vs-t</b>		<b>-vs ed</b>	
<b>American</b>	<b>British</b>	<b>American</b>	<b>British</b>
dreamed	dreamt	fit	fitted
leaped	leapt	forecast	forecasted
learned	learnt	wed	wedded
Punctuation			
▪ <b>Full stop:</b> At the end of a sentence that is not a question or an exclamation.			
/ <b>Comma:</b> To separate words in a list.			
: <b>Colon:</b> To introduce a list of items.			
; <b>Semicolon:</b> To separate parts of a sentence that already contain commas.			
? <b>Question mark:</b> At the end of a direct question.			
! <b>Exclamation mark:</b> At the end of a sentence expressing surprise, joy, or any strong emotion.			
' <b>Apostrophe:</b> With s to indicate that a thing or person belongs to somebody.			
- <b>Hyphen:</b> To form a compound from two or more other words.			
- <b>Dash:</b> To indicate that what follows is a summary or conclusion of what has gone before.			
/ <b>Slash:</b> To introduce alternative words or phrases.			
' <b>Quotation mark :</b> To enclose words and punctuation in direct speech.			

IELTS Writing Answer Key (Maximiser) is the source that many English teachers and students have been waiting for.

**Key features of the book:**

- 360 classified and standard IELTS writing tasks with model answers
- 90 supplementary exercises; 30 Writing Task 1 (AC), 30 Writing Task 1 (GT) and 30 Writing Task 2
- 'Useful language' for the IELTS Writing Test

## Writing Task 1 (Academic)

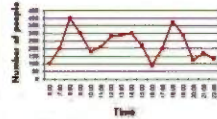
The graph shows changes which took place in...

As can be seen, there was a sharp increase ... reached a peak of...

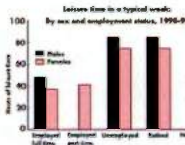
On the other hand, the number of...decreased...

To sum up, the popularity of... increased considerably while ... decreased.

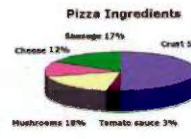
### line graphs



### bar charts



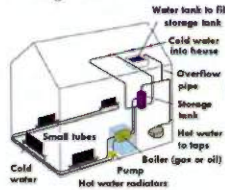
### pie charts



### tables

Age groups	Bank potholing	Divided losses
18-20	68%	7%
21-40	22%	23%
41-50	10%	57%
Other	5%	14%

### systems



### processes



### cycles



### maps



## Writing Task 1 (General)

Dear...,  
 I am writing with regard to ... dated...  
 Firstly,...  
 Another point,...  
 Finally,...  
 I would appreciate if you ...  
 Thank you for your attention  
 Yours faithfully,  
 John Smith

- Complaint
- Enquiry
- Application
- Invitation
- Apology
- ...

## Writing Task 2

There is growing evidence ... is a highly controversial issue. This essay deals with...  
 One of the advantages of...  
 In other words, ...A good example is...  
 On the other hand, a major disadvantage ...Firstly,...  
 Secondly...  
 In conclusion, while it is true to say that...I think ...

- Pros & Cons
- For & Against
- Opinion
- Possibility
- Cause & Effect
- Factor
- Type
- Solution
- ...

Alireza Memarzadeh is a TESOL certified teacher and holds teaching certificates from University of Cambridge, Trinity College London, Cavendish College, ATI Florida and a BA in Business Management from Shahid Beheshti University. He has been teaching English for over ten years; working in many educational centres as an English instructor.

فرمول واقعی امتحان

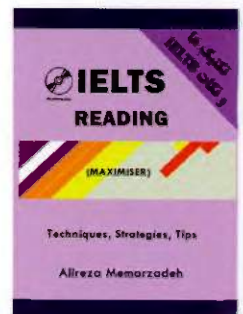


ISBN:978-600-04-0463-5



9 786000 404635

۱۸۰۰۰ تومان



978-964-04-2275-5