



# LEARN HOW TO PLAY THE ESSAY

THIS BOOK IS ADAPTED FROM  
RYAN HIGGINS' BOOK WRITTEN  
ABOUT IELTS WRITING TASK 2

## WRITING TASK 2: Band Descriptors (public version)

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

## Contrast

Technology's presence is growing the world over. **Despite this**, its ability to replace a human in the near future is unlikely.

**Although** technology's presence in the classroom is growing the world over, its ability to replace a human teacher in the near future is unlikely.

Technology-based instructors are very good at teaching simple concepts through repetitive games. **However**, they are incapable of maintaining control of young students in a dynamic classroom setting.

Technology-based instructors are very good at teaching simple concepts through repetitive games. **On the other hand**, they are incapable of maintaining control of young students in a dynamic classroom setting.

**Unlike** a human teacher, technology-driven instructors can carry on teaching for an indefinite period of time.

**In contrast to** a human teacher, technology-driven instructors can carry on teaching for an indefinite period of time.

A human teacher can only teach for a finite amount of time, **whereas** a technology-driven instructor can carry on teaching indefinitely.

A human teacher can only teach for a finite amount of time, **while** a technology-driven instructor can carry on teaching indefinitely.

A human teacher can only teach for a finite amount of time. **Conversely**, a technology-driven instructor can carry on teaching indefinitely.

A human teacher can only teach for a finite amount of time. **This differs from** a technology-driven instructor, which could carry on teaching indefinitely.

## Compare

A technology-driven teacher would need to adjust lessons to its students. This is something it has **in common with** human teachers.

A technology driven teacher would need to adjust lessons to its students, **as would** a human teacher.

A technology driven teacher would need to adjust lessons to its students, a trait it **has in common with** human teachers.

A technology driven teacher would need to adjust lessons to its students. Human teachers would **likewise** need to tailor their teaching approach.

A technology driven teacher would need to adjust lessons to its students. **Similarly**, a human teacher would **also** need to tailor their teaching approach.

A technology driven teacher would need to adjust lessons to its students. **This mirrors** the approach of human teacher, who would **also** need to tailor their teaching.

A technology driven teacher would need to adjust lessons to its students. **This parallels** the approach of human teachers, who would **also** need to tailor their teaching.

A technology driven teacher would need to adjust lessons to its students. **This reflects** the approach of human teachers, who would **also** need to tailor their teaching.

A technology driven teacher would need to adjust lessons to its students. **This resembles** the approach of human teachers, who would **also** need to tailor their teaching.

A technology driven teacher would need to adjust lessons to its students. In this way, the approach of human teachers is **alike**.

### **Support**

A technology teacher would not tire, a quality **beneficial** to lessons that require extended periods of repetition.

A technology teacher would not tire, a quality **advantageous** to lessons that require extended periods of repetition.

A technology teacher would not tire, a **positive** trait when it comes to lessons that require extended periods of repetition.

A technology teacher would not tire, a **desirable** trait when it comes to lessons that require extended periods of repetition.

### **Refute**

Technology-based teaching would have difficulty catering to individual student needs, a **drawback** to this teaching arrangement.

Technology-based teaching would have difficulty catering to individual student needs, a **disadvantage** to this teaching arrangement.

An **undesirable** trait of technology-driven teaching is the difficulty it would have when catering to individual student needs.

A **negative** trait of technology-driven teaching is the difficulty it would have when catering to individual student needs.

### **Increase**

Technology's role in the classroom **has been climbing** the world over.

Technology's role in the classroom **has been increasing** the world over.

Technology's role in the classroom **has been growing** the world over.

### **Maintain**

Technology's role in the classroom is expected to remain steady into the foreseeable future.

Technology's role in the classroom is expected to remain stable into the foreseeable future.

Technology's role in the classroom is expected to remain unchanged into the foreseeable future.

### Decrease

Technology's role in the classroom is expected to **decline** in the foreseeable future.

Technology's role in the classroom is expected to **drop** in the foreseeable future.

Technology's role in the classroom is expected to **shrink** in the foreseeable future.

A **reduced** presence of technology in the classroom is expected to carry on into the foreseeable future.

### Instability

Technology's initial growth as a classroom presence was volatile.

Technology's initial growth as a classroom presence was varied.

Technology's initial growth as a classroom presence was unstable.

Technology's initial growth as a classroom presence was unpredictable.

### Maximum/Minimum

Technology's presence in the classroom **spiked** in the early 2000s.

Technology's presence in the classroom **peaked** in the early 2000s.

Technology's presence in the classroom **hit a trough** in the early 2000s.

Technology's presence in the classroom **hit bottom** in the early 2000s.

### Remarkable

Technology's presence in the classroom has grown in **unexpected** ways.

Technology's presence in the classroom has grown in **astounding** ways.

Technology's presence in the classroom has grown in **unorthodox** ways.

**Firstly**, grade improvement is experienced when high school students get enough sleep every night.

**Secondly**, grade improvement is experienced when the high school students get enough sleep every night.

**Finally**, grade improvement is experienced when the high school students get enough sleep every night.

**Lastly**, grade improvement is experienced when the high school students get enough sleep every night.

To cue evidence

**For example**, several independent studies reveal that high school students in America grade improvement when practicing lifestyle.

**For instance**, many high school students in America experience grade improvement when practicing this lifestyle.

**Take the example of** high school students in America, who regularly experience grade improvement when practicing the lifestyle.

Many high school students, **such as** those from America, experience grade improvement when practicing

### **To show similarity**

**Likewise**, many high school students in America experience grade improvement when practicing this lifestyle.

**Similarly**, many high school students in America experience grade improvement when practicing this lifestyle.

High school students in America **also** experience grade improvement when practicing this lifestyle.

**In tandem with this** are the experiences of many high school students in America, whose grades improve when practicing this lifestyle.

### **To show contrast**

**On the other hand**, many high school students in America experience grade improvement when practicing this lifestyle.

**However**, many high school students in America experience grade improvement when practicing this lifestyle.

Many high school students in America experience grade improvement when practicing this lifestyle; **however**, this is not the case in Canada.

Many high school students in America experience grade improvement when practicing this lifestyle, **but** this is not the case in Canada.

**In contrast**, many high school students in America experience grade improvement when practicing this lifestyle.

**Conversely**, many high school students in America experience grade improvement when practicing this lifestyle.

### **To extend or amplify**

**Further**, several independent studies reveal that high school students in America experience grade improvement when practicing this lifestyle.

**Moreover**, several independent studies reveal that high school students in America experience grade improvement when practicing this lifestyle.

**To add to this**, several independent studies reveal that high school students in America experience grade improvement when practicing this lifestyle.

### **To show result**

**Thus**, the link between sleep and student performance can be seen.

**Therefore**, the link between sleep and student performance can be seen.

**It is clear that** there is a link between restful sleep and student performance.

**Because of this**, students are able to maximize their academic performance.

**As a result**, students are able to maximize their academic performance.

**Consequently**, students are able to maximize their academic performance.

### **To draw conclusion**

**In conclusion**, restful sleep acts as a clear precursor to improved academic performance among high school aged students.

**To summarize**, restful sleep acts as a clear precursor to improved academic performance among high school aged students.

**To reiterate**, restful sleep acts as a clear precursor to improved academic performance among high school aged students.

## Example of essays

### **In achieving personal happiness, our relationships with family, friends, and colleagues are important than work and wealth. Do you agree or disagree**

The increasing pressure of today's money-driven world can often cause people to gravitate towards material items. However, true personal happiness is rarely achieved through professional endeavors or wealth. Although these things may be nice extras, I agree that healthy relationships with family, friends and colleagues are the keys to personal happiness. This will be shown by analyzing the often lonely lives of many wealthy celebrities as well as the advice of older people who speak from experience.

Firstly, the lives of wealthy celebrities often illustrate that money cannot buy happiness. For example, many tremendously wealthy pop icons, such as Robbie Williams and Kirsten Dunst, suffer from debilitating depression often linked to extraordinary lifestyles that make it difficult to maintain friendships. As such instances show, money cannot be labeled an infallible precursor to happiness. The manner in which it often isolates people suggests that human interaction in the form of family and friendships is much more likely than money to be at the foundation of lasting happiness in life.

The advice from many older people regularly reiterates this. For example, all four of my grandparents claim their relationships with family with family, friends and colleagues are the experiences that brought them the greatest happiness in their lives. As this a common viewpoint among the aged of all countries and cultures, and because the aged simply have more experience with life, such an opinion needs to be given precedence when discussing this topic. Thus, human relationships are much more likely to be precursors to personal happiness than money or professional pursuits.

As seen above, professional success and wealth cannot buy true happiness and this is a realization that all too often comes in old age. This essay has shown that the health of relationships with family, friend and colleagues is the genuine catalyst to lasting happiness. Thus, keeping in touch with people is much more than just a courtesy.

### **Technology is becoming increasingly prevalent in the world today. In the not too distant future, technology will completely replace the teacher in the classroom. Do you agree or disagree with this statement?**

The use of technology is increasing rapidly in the modern world. Growing technological influence can even be seen in the classroom. Despite this, I disagree that technology will completely replace human teachers in the foreseeable future. Analysing the inability of a technology-driven teacher to both cater to student learning needs and instill motivation will show this.

Firstly, a teacher powered by artificial intelligence would have difficulty interpreting the educational needs of a classroom of students. For example, Honda Asimov, one of the world's most advanced robots, has trouble distinguishing simple human emotions. If today's most advanced intelligence cannot categorize these basic physical cues, it is difficult to believe that a robot could be capable of altering study plans and teaching styles in a dynamic classroom setting. Thus, this makes it clear that a technology-driven teacher is not going to be operational anytime in the future.



Secondly, a robotic teacher would not be able to establish the emotional connection needed to motivate students. The American scientific theory of education plays a good example here. This widely theory argues that young learners are most motivated when they share an emotional relationship with their instructor. As most would agree expecting children to form emotional ties to machinery is unrealistic, the argument that technology will replace the teacher in the classroom can be debunked.

In summary, a robotic teacher would lack the classroom dynamism and emotional intelligence needed to be an effective instructor. Thus, it is clear why having a class run entirely by a machine is an idea that will not be realized anytime soon. As this essay has shown, computer technology will not replace traditional human teachers in the foreseeable future.

**Technology is becoming increasingly prevalent in the world today. In the not too distant future, technology will completely replace the teacher in the classroom. Do you agree or disagree with this statement?**

### **VERSION 2 (concession included)**

The use of technology is increasing rapidly in the modern world. Growing technological influence can even be seen in the classroom. Despite this, I disagree that technology will completely replace human teachers in the foreseeable future. Analyzing the inability of a technology-driven teacher to both cater to student learning needs and instill motivation will show this.

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However, a computerized teacher would not tire, and this endurance makes it the optimal choice for lesson exercises that require repetition. A primitive instance of this is exemplified by iPad apps that teach young children simple vocabulary in entertaining ways. Because this machinery-based lesson arrangement can carry on indefinitely, children can continue learning for much longer periods of time than realistically possible with a human teacher. As convincing as this point is, exercise requiring repetition are only a small part of the overall process. Thus, technology cannot be expected to carry out all tasks of human teachers in the classroom.

In summary, a robotic teacher would lack the classroom dynamism and emotional intelligence needed to be an effective instructor. Thus, it is clear why having a class run entirely by a machine is an idea that will not be realized anytime soon. As this essay has shown, computer technology will not replace traditional human teachers in the foreseeable future.

**Technology is becoming increasingly prevalent in the world today. In the not too distant future, technology will completely replace the teacher in the classroom. Analyze both sides of the argument.**

The use of technology is increasing rapidly in the modern world. Growing technological influence can even be seen in the classroom. The argument that technology will completely replace human teachers in the foreseeable future is a subject that is both supported and refuted by many. This essay will analyze this argument before declaring a position.

Firstly, when communicating simple concepts that can be taught through repetitive games, machines seem capable of matching or even surpassing the teaching abilities of human beings. For example, several tablet applications are starting to be used in classrooms because they are able to hold the attention of young children and teach them tremendous amounts of vocabulary. Thus, it is clear that for simple concepts that can be taught through repetition, robotic teachers are as effective as human teachers. However, whether this proves true for more complex classroom concepts or situations remains questionable.

It must be remembered that a teacher powered by artificial intelligence would have little to no control over its students. For example, it is commonly understood that children require watchful eye of a teacher to ensure that they are indeed completing their class work and not fooling around during class time. Unfortunately, this is something that a robotic teacher could never provide. This evidence makes it thus doubtful that technology will ever completely replace the teacher in the classroom.

In summary, both sides of the argument regarding the possibility of technologically driven classroom have strong support. However, because class content must extend beyond simple concepts that can be taught through repetition, it is clear that the idea of having a class run entirely by a machine remains unlikely. I thus feel the scenario of automated classroom instruction will not materialize anytime in the foreseeable future.

**Some believe the primary purpose museums is t entertain people, while others believe their purpose is to educate. Discuss both views and give your own opinion.**

Museums fulfill different things for different people. On the one hand, many people feel a museum's primary purpose is to entertain. However, others feel they function to foster understanding. Both arguments will be analyzed before a conclusion is declared.

Firstly, some argue a museum's main purpose is to amuse. For example, the Museum of Natural History in Ottawa limits descriptive placards and instead uses life-sized exhibits that allow visitors to role play historical moments. Although this approach is stimulating and helps visitors better envision life at certain points in time, it does little to impart a full understanding of broader historical themes at play. Thus, the merits of this opinion are hard to support.

An alternative position argues that the primary purpose of museums is to educate. For example, the British Museum in London heavily placards its exhibits to provide its visitors with the tools needed to be informed about what is on display. Although perhaps not as visually stimulating, patrons leave this museum with a much richer understanding of historical topics and the underlying trends that were at

work during certain periods of time, an approach that offers perspective on modern day life and humanity as a whole. Thus, the heightened benefits of museums that focus on educating can clearly be seen.

After looking at these different points of view, I feel that museums better serve the public when they are organized to educate as opposed to entertain. Thus, I hope that the museums of the future are arranged primarily for this purpose.

**Smart devices have put all of the world's information at our fingertips. The benefits of this development are obvious, but what are the drawbacks?**

People today are capable of accessing the internet through their mobile smart device. This puts them in touch with an extremely large amount of information. Although this trend has many positive ramifications, such as interconnectivity between people and the spreading of understanding, it is not without drawbacks. To illustrate this, the effect smart devices have on their user's memory and privacy will be analyzed.

For one, smart devices have caused people to rely less on their memories. For example, sites like Wikipedia make it easy for smartphone users to quickly access information on almost any topic. The problem with this convenience is that it encourages people to commit fewer and fewer things to memory, and this makes humanity's collective understanding of the world increasingly dependent on machinery. Thus, this is one of the main drawbacks to having unrestricted access to information through smart devices.

In addition to this, smart devices reduce people's privacy, which can lead to unwanted exposure to public scrutiny and ridicule. For instance, last year a child in America was unknowingly filmed by his classmate while performing an embarrassing dance routine. After the video was uploaded to the internet, this child suffered extreme teasing and ultimately developed anxiety issues. As this shows, the exchanging of information through smart devices is not always a positive thing.

As the above makes clear, smartphone use can weaken user's memory and reduce their privacy, two unfortunate drawbacks to a tool that has otherwise been very positive for humanity. These drawbacks will likely remain ongoing obstacles into the foreseeable future.

**The advent of the internet has made it possible for people to work from home. Write an essay looking at the advantages and disadvantages of this professional arrangement. Share personal examples in your essay.**

The internet has revolutionized the world in many different ways. Among these, it has made it possible for people to work from home. This essay will analyze the advantages that arise when a person lives and works in the same place. Following this look, a reasoned conclusion will be shared.

On the one hand, working from home gives people the flexibility to set their own hours, which can allow for the arranging of a schedule that maximizes a person's productivity. For example, a friend of mine freelances as a programmer from home and has discovered he is most productive when he works late at night. As such a schedule would not be possible at a normal 9 to 5 desk job, the positive effects his home office arrangement has on his productivity can be seen. Examples like this clearly show the advantages that can derive from working from home.

However, working remotely like this can often be the cause of mental anguish. For instance, I recall once collaborating with an online team from the comforts of my apartment. Although this arrangement allowed me to make my own schedule, it also meant that I had to constantly be on call, as my co-workers contacted me day and night with their work-related problems. Thus, some jobs carried out from home may make it difficult for a person to detach personal time from professional commitments.

The above look illustrates that certain jobs and certain people may be more fitted for the home office arrangement than others. The disadvantages revealed by the above discussion resonate most with me, and I thus prefer to engage my professional endeavors outside my home. Prospective remote workers should carefully weigh their options before making a decision.

**The advent of the internet has made it possible for people to work from home. Do you feel this working arrangement has more advantages or disadvantages? Share personal examples in your essay.**

The internet has revolutionized the world in many different ways. One opportunity it has opened is the possibility for people to work from home. Despite the many advantages that derive from this arrangement, I feel that working from home is predominantly disadvantageous to the professional. This will be shown by looking at how the home sets professionals up to be both distracted and unable to detach themselves from work.

For one, although working from home may be a more cost effective and independent way to work, most people are likely to get distracted under this working arrangement. For example, a former manager of mine once delegated a major writing project to me and instructed me to complete it at home over the course of a month. When I went to engage the project, I found it difficult to stay focused while in an environment I normally used for relaxing, and as a result the quality of my work suffered. My experience clearly shows that for people similar to myself, working from home is disadvantageous to productivity.

In addition to this, the stay at home worker often finds it challenging to distance themselves from their work, and this can be mentally exhausting. For instance, a colleague of mine started his own business from home. Within the first few months, he was receiving telephone calls, emails and faxes at all times of the day and night. In the end, he felt forced to migrate this professional to a rented office apartment simply because it was taking over his life. As this story illustrates, the disadvantages of a home based job are numerous.

To conclude, despite the advantages of lower overhead and independence, working from home has many more drawbacks than favorable points. I thus hope that professionals everywhere think carefully before settling on this working arrangement.

**The world's air pollution levels are rising year by year. What are the most pressing causes and effects of this disturbing trend?**

Increasing levels of airborne pollutants have proved to be a major obstacle for humanity in the 21<sup>st</sup> century. This trend is predominantly caused by consumption patterns associated with rising global affluence, namely the increasing demand growing economies have for fossil fuels. These triggers and the effects rising rates of atmospheric pollution have on the planet will be examined in this essay.

Most experts agree that airborne pollution is caused by the burning of fossil fuels, and that growing economies around the world make it possible for increasingly large numbers of people to contribute to current global pollution levels. For example, the affluence of more than two billion people between India and China has been rising for decades, and with this has come a spike in the number of pollution causing vehicles on the planet. As this phenomenon compounds with the tremendous amount of pollution already coming out of many western countries, a recipe for unshrinking levels of air pollution can be seen. Thus, demand for petrol vehicles among developing economies and resource wastage among developed economies can be concluded as today's greatest causes of airborne pollutants.

Although damage caused by air pollution ramifies itself in many distressing ways, I feel the impact it has on human health is top concern. For instance, it is estimated that a large percentage of children have asthma today than ever before in human history. To make matters worse, scientists are now finding air pollution can cause abnormal food stuffs growth among farming populations the world over, consumption of these foods has been linked to cancer. Because these problems will have an impact on generations to come, it is clear why human health concerns are the most pressing effects of airborne pollutants.

Following this look, unfortunate growth trend in countries around the world are at the root of swelling numbers of asthma and cancer sufferers. These are considered to be the most significant causes and effects of the planet's air pollution levels. Thus, controlling byproducts of human activity has to become central to humanity's collective strategy for the 21<sup>st</sup> century.

**The world's air pollution levels are rising year on year. What are the most pressing causes and effects of this disturbing trend?**

Increasing levels of airborne pollutants have proved to be a major obstacle for humanity in the 21<sup>st</sup> century. This trend has several major causes, but the world's increasing demand for coal-based energy and fossil fuels are thought to be the main precursor to larger human problems. These triggers and the effects rising rates of atmospheric pollution have on the planet will be examined in this essay.

Most experts agree that a very large amount of airborne pollution is caused by cities that require coal for energy, a problem that is swelling exponentially on account of several rapidly growing economies. For example, the affluence of more than two billion people between India and China has been rising for decades, and with this has understandably come an increasing demand for energy. One of the most

pressing effects of this is the atmospheric eyesore it causes, as cities like Mumbai and Beijing very rarely report 100% visibility in their downtown cores. Thus, it is clear that coal-based energy sources are a major contributor to the problem of airborne pollution.

Although not quite as corrosive, another major cause of airborne pollution is the burning of fossil fuels, an ongoing problem for many western countries. Long-term exposure to motor vehicle pollution, for example, has been linked to increased levels of respiratory problems among children in the United States. To make matters worse, scientists are now finding air pollution can cause abnormal foodstuffs growth among farming populations the world over, and consumption of these foods has been linked to cancer. Because the effect of such pollutants impact the health of generations to come, it is clear that the burning of fossil fuels is right to be considered a very dangerous cause of airborne impurities.

Following this look, unfortunate energy choices in countries around the world are at the root of swelling numbers of asthma and cancer sufferers. These are considered to be the most significant causes and effects of the planet's air pollution levels. Thus, controlling byproducts of human activity has to become central to humanity's collective strategy for the 21<sup>st</sup> century.

**All over the world, the number of overweight people is growing. What do you feel are the main causes of this? What are the effects?**

Global obesity rates have been swelling for several decades. This is a trend that continues to have devastating effects on populations everywhere. Although often debated, I feel the food a person eats and the lifestyle they live are the base precursors to this problem. In this essay, a look at these causes and their effects will be made.

Firstly, diet and lifestyle are the two most major catalyst of obesity. This is clearly evidenced by countries experiencing rapid economic change. For example, in China, growing affluence has led people to consume more fast food and live more sedentary lifestyles. This trend moves in tandem with a steady growth in the number of overweight people. Thus, as this makes clear, changing dietary practices and levels of activity are at the root of weight problems.

The major effects of this trend are entirely negative. As seen in the United States, growing obesity rates lead to growing rates of life-threatening health problems, such as diabetes and high blood pressure. For example, Americans under 30 years of age are expected to have shorter lifespans than their parents, a biological phenomenon never experienced before in America. Thus, it is clear that effects need to be countered to enhance the quality of life for future generations.

Following this look at the causes and effects of obesity, I feel that education is the single most important address to this problem. Thus, to change this disturbing global trend, I hope schools everywhere encourage healthy eating habits in children to help establish better health for the generation to come.

**In order to improve a country's education system, high school students should be encouraged to publicly critique their teachers online. Do you agree with this? What are some other ways high school education could be improved?**

Arguments over how to improve a country's education system have been going on for a very long time. Often different strategies work for different countries. However, allowing high school students to openly critique their instructors online is a strategy that I feel does not improve the quality of high school instruction in any country. Alternative school scheduling and teacher monitoring through video are much better approaches and will be analysed for viability in this essay.

Firstly, modified school scheduling improves education in a way that openly critiquing teachers does not. For example, many Scandinavian school boards run education systems that take short, periodic week-long breaks throughout the academic year instead of one larger two-month break at summertime. Overall, students have just as much holiday time as their peers in traditional holiday time as their peers in traditional holiday arrangements, but there is not such a long, education-detering break at summer, and this allows students to mentally retain more of their studies. This arrangement is clearly a more plausible alternative to arguments supporting the open criticism of teachers on the internet.

In addition to this, schools should consider videotaping classes to both monitor teacher performance and student conduct. I once taught at school with this arrangement and found it made it much easier for students' parents to stay attune to both their children's lessons and conduct during class time. Such a system would also ensure all critiquing of the teacher is carried out by adults and not teenagers, a vetting process that would likely produce more insightful criticism. Thus, the plausibility of this alternative is clear.

It can be concluded that both a paced academic schedule and class transparency would more effectively improve high school education than the proposed online criticism of teachers. I thus hope these changes gain support in the foreseeable future.

### **What problems derive from airborne pollution? Suggest solutions to these problems in your response.**

Increasing levels of airborne pollutants have proved to be a major obstacle for humanity in the 21<sup>st</sup> century. This trend has tarnished the image of many cities around the world and is at the root of several health issues. The nature of these problems will be examined in this essay. Measures to counter these problems, such as cleaner energy sources and alternative traffic regulations, will also be examined.

One of the most pressing effects of airborne pollution is the atmospheric eyesore it causes. Cities like Mumbai and Beijing are a good example of this, as they very rarely report 100% visibility in their downtown cores due to pollution. A possible solution to this problem would be for these cities to make the transition to nuclear power, as Shanghai has recently done. The improved cleanliness of Shanghai's air acts as evidence that cleaner energy does make a difference.

Many health problems also derive from airborne pollution. Long-term exposure to motor vehicle exhaust, for example, has been linked to increased levels of respiratory problems among children in the United States. This problem could be realistically addressed via change to municipal traffic regulations. For example, some metropolitan cities have imposed carpool lanes to help encourage people to commute together to work. This approach has proved its effectiveness in London, Toronto and New York City, and thus would be a plausible approach to pollution issues in other large cities.

As the above examination has made clear, alternative energy sources and evolved traffic regulations would be effective counters to the problems that derive from airborne pollution. I hope these approaches are put into action soon.

### **What are the benefits of genetically modified food? Are there any risks associated with these food items?**

The abilities of bioscience increase with each passing year. It is a field that has revolutionized the way people produce and consume food. The manner in which it has improved human lifestyles the world over, and the risks associated with its science will be examined in this essay.

On the one hand, the science behind genetically modified food has allowed societies to produce bountiful crop yields despite territorial constraints. Take the instance of genetically modified rice in China. In the mid-twentieth century, the scientist Yuan Longping developed a new kind of rice that produced tremendously larger harvests than traditional rice crops. This discovery was hugely helpful in tackling diseases due to malnourishment. Examples such as this reveal the tremendous benefits that societies experience when they embrace when they embrace the science behind genetically modified food.

Despite such advantages, there are certain risks that should be kept in mind when experimenting with the genetics of food. For example, roughly forty years ago, Nestle baby formula sold to mothers in several African countries led to death of many infants. Because these mothers did not have access to have access to the quality of water needed to mix the formula properly, these babies died needlessly, as they would have otherwise been fine had then been fed natural breast milk. With horrible stories such as this, it is clear that real risks are present when it comes to the consumption of genetically modified foods.

Although genetically modified food has a mixed history, I feel humanity's understanding of the science of these foods should help curb future problems. Thus, I support and encourage the development and consumption of food enhanced through technology and expect these items to make up increasingly large percentages of diets around the world.

### **The world is heavily dependent on oil for energy. Do you think a future resource will take oil's place? Why do you think this?**

Large Most would agree that oil will not remain the world's principal energy source indefinitely. With major breakthroughs in humanity's ability to harvest power from the sun, I argue that solar power will one day become a cheaper and healthier alternative to petrol. This will be shown viable by looking at the falling price of solar energy per watt against the price of oil and the tremendous improvements to solar technology that have been made over the past few years.



Firstly, the amount of energy produced by oil is almost equal to that produced by solar wafers. For example, a recent study published in Scientific American magazine predicted that the rising price of oil energy and the falling price of solar energy would meet in 2020. What this means is that from 2020 onwards, it would be more economical for a person to fuel their car using solar energy than it would using petrol. As economic forces are so fundamental to the day day-to-day choices of the masses, it is clear that solar energy will take the place of oil as humanity's next major energy resource.

In addition to this, as solar technology develops it is becoming a much more refined energy producer. For instance, traditional solar panels were large, square boards that had to be facing the sun directly to harvest energy. Today, solar collectors come in all shapes and can be contoured to fit a range of product designs, from the rounded exterior of a car to the back of an iPhone. Usage trends such as these are yet another reason why solar energy is fit to take over oil as the world's top energy source.

After looking at both its increasing competitive price and versatility, it is clear that solar power will come to fulfill humanity's energy needs in place of oil. For the sake of the world's wellbeing, I hope this transfer happens soon.



## REQUENTLY ASKED QUESTIONS

***I read this book but I still got band 6 in IELTS Writing. What am I doing wrong?***

If you have read and implemented the lessons in this book and are still receiving band 6 on your exam, it is likely that your grammar and/or lexical resources need improvement. Having a tutor periodically review and clean up your writing is essential. You should also be reading lots of sample band 9 essays and making careful note of the manner in which these essays are structured and worded. Keep a detailed language journal to help you track and review your progress. Of course, ensuring a strong Task 1 performance is also critical. See Ryan's Academic and General Task 1 books for tips on this part of the exam (<http://www.ieltsielts.com>).

***The examples in this book are often very specific. How can I produce such specific examples in my exam when I don't have access to external resources like the internet?***

Your examiner is not going to fact check your essay, so making up examples is fine so long as they are believable.

***Are there writing exercises that will help me learn to produce essays similar to those in this book?***

To train yourself to write effectively, you need to go through the motions of actually producing accurate work. This means repeatedly copying out model band 9 essays, such as those in this book, word for word. Doing this over and over again will push you to adopt certain wording patterns and sentence structures into your own writing style. Training in this way will give you confidence because you know these structures are accurate.

Receiving periodic feedback from a professional that knows the IELTS well is also a good idea and will ensure your progress is in line with IELTS success. If you do not have access to a person like this, post your writing samples to [ieltsnetwork.com](http://ieltsnetwork.com) for free community feedback or enrol in Ryan's online writing course.

***Should I include concession in my argument essay?***

Addressing a viewpoint that opposes the argument essay's position can help increase the depth of a Task 2 response. However, this cross-examination can be considered optional if not explicitly asked for by the essay question. For Task 2 questions that narrow the essay's scope to the candidate's position on a topic and nothing more, a thorough response can be written without examining alternative viewpoints.

***Can I score band 9 if my essay is only 250 words?***

Yes. Many candidates make the mistake of thinking that essays have to be long to be awarded band 9. If you fulfil all sections of the Task 2 marking rubric at a band 9 level, and you write a response of 250 words or more in length, your essay will receive band 9. For the public version of the Task 2 band descriptors chart, visit the **British Council's website**.

***Can I write Task 1 and 2 in reverse order?***

Yes. However, this strategy should be exercised only if it has proved to enhance performance on practice exams. Your approach to IELTS Writing should be established before you get into the exam room.

***Can I use personal pronouns in my essay?***

This is again a matter of style. Overuse of personal pronouns in your essay will make your writing sound too informal, and this will cause the tone of your essay to suffer. It is best to avoid using personal pronouns outside of the areas where you share an opinion, such as the thesis or statement of position.

***Should I indent the paragraphs in my essay?***

Indenting is optional on the IELTS exam. Candidates should, however, skip lines between paragraphs to clearly indicate where one paragraph ends and another begins.

***Can I use contractions in my essay?***

Although not a directly penalised practice, you should avoid contractions whenever possible to help maximise the formal tone of your writing.

***Some people recommend writing in all capital letters on the IELTS Writing exam. Is this an effective testing strategy?***

The **IELTS Information for Candidates booklet** states that writing in all capital letters is permitted, but this approach is not recommended. Writing in all caps causes the candidate to forfeit an opportunity to demonstrate their full range of language understanding to the examiner.

***Some of the example essays in this book do not contain 15 sentences. Why is this?***

Sentences can sometimes be combined to improve the essay's readability. For example, some of the model essays in this book join the thesis and outline sentences of the introduction paragraph or the discussion and conclusion sentences of the supporting paragraphs. Whether combined or not, these sentences still fulfil their role as defined in section 1.2 of this book.

***Should I write my response in pen or pencil?***

The **IELTS Information for Candidates booklet** states that IELTS Writing may be completed in either pen or pencil.

***Will I lose marks if I scratch out sentences or large chunks of my essay?***

No, you will not. However, try to be as neat as possible to avoid confusion. The examiner will do what they can to overlook any scratched out text.

***Some Task 2 questions use 'do you agree or disagree' while others use 'to what extent do you agree or disagree'. Is there a difference between these action word combinations?***

Despite the mild wording difference, both questions permit the candidate to entirely agree or disagree with the topic, which is the response approach recommended by this book. Thus, the thesis used to respond to either combination would be the same.