



ثانوية التكنولوجيا التطبيقية
Applied Technology High School

IELTS
Academic Writing
Lesson Plans

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****Note – All materials in this document originate from the IELTS.org website. The information was made freely available to teachers and students.***

Academic Writing Overview Activity 1

Aim:	to establish knowledge about the format of IELTS Academic Writing
Target Audience:	teachers
Relevance to IELTS:	Academic Writing
Organisation:	either individuals, pairs or groups
Materials needed:	Worksheet

- 1) Ask participants to work individually and read through the questions on the worksheet. They should answer the questions as they read.
- 2) Ask participants to compare their answers in pairs and discuss any differences.
- 3) Check the answers with the group and answer any queries they may have.

Academic Writing Overview Activity 1 - Worksheet

Answer the following questions by choosing the correct answer **A**, **B** or **C**.

1) How many parts does IELTS Academic Writing have?

- A** 1
- B** 2
- C** 3

2) Candidates must write ...

- A** 1 long response
- B** 2 short responses
- C** 1 short and 1 long response

3) How much time do candidates have for Writing Task 1?

- A** 20 minutes
- B** 30 minutes
- C** 40 minutes

4) How much time do candidates have for Writing Task 2?

- A** 20 minutes
- B** 30 minutes
- C** 40 minutes

5) Which of the following is true?

- A** Writing Task 1 carries more marks than Writing Task 2.
- B** Writing Task 2 carries more marks than Writing Task 1.
- C** The 2 Academic Writing Tasks are scored equally.

Academic Writing Overview Activity 1 – Answers

1	B	(There are 2 separate parts or tasks.)
2	C	(You must write 1 short response (150 words) and 1 long response (250 words).)
3	A	(You have 20 minutes.)
4	C	(You have 40 minutes.)
5	B	(Writing Task 2 is worth more marks as it is the longer and more complex of the two tasks.)

Academic Writing Overview Activity 2

Aim:	to establish knowledge about the format of IELTS Academic Writing
Target Audience:	teachers
Relevance to IELTS:	Academic Writing
Organisation:	either individuals, pairs or groups
Materials needed:	Worksheet

- 1) Ask participants to look through the list and decide where each might appear in IELTS Academic Writing.
- 2) Give participants a certain amount of time to complete the activity.
- 3) If participants have been working individually, allow them time to compare their answers before going through them all together and establishing a clear framework.

Academic Writing Overview Activity 2 - Worksheet

Look at the following list and decide whether they might appear in Writing Task 1 or Writing Task 2.

1	A map	
2	An opinion	
3	A current issue	
4	A point of view	
5	A graph	
6	A table	
7	A significant event in history	
8	A diagram of a machine	
9	A global phenomenon	
10	An illustration of a process	

Academic Writing Overview Activity 2 – Answers

1	A map	Task 1
2	An opinion	Task 2 (Task 1 could feature results of a survey on people's opinions)
3	A current issue	Task 2
4	A point of view	Task 2
5	A graph	Task 1
6	A table	Task 1
7	A significant event in history	Task 2
8	A diagram of a machine	Task 1
9	A global phenomenon	Task 2
10	An illustration of a process	Task 1

DOs and DON'Ts Activity

Aim:	to raise students' awareness of what to do in IELTS Academic Writing
Target Audience:	students
Relevance to IELTS:	Academic Writing
Organisation:	either individuals, pairs or groups
Materials needed:	Worksheet

- 1) Ask participants to look through the list and decide where each of the statements might go.
- 2) Give participants a certain amount of time to complete the activity.
- 3) If participants have been working individually, allow them time to compare their answers before going through all the statements all together and establishing a clear framework.

DOs and DON'Ts Activity - List

✓	Make sure that you read all of the information in the questions very carefully and respond appropriately.
✓	Make sure that you follow all instructions including the number of words that you need to write.
✓	Make sure that you stop Writing Task 1 after 20 minutes to allow enough time to answer Writing Task 2.
✓	Remember that Writing Task 2 carries more marks, so you need plenty of time to answer it.
✓	Make sure that, for Task 1, you use figures or data from the question paper accurately.
✓	Make sure that you plan your ideas before you begin to write. For Writing Task 1, stop to locate and select the most important pieces of information. For Writing Task 2, take time to organise your ideas and argument.
✓	Be sure to provide supporting evidence for any of your claims or views in Writing Task 2.
✓	Leave time to check your answer for careless mistakes at the end. Try to check for spelling mistakes, verb and subject agreement, singular/plural nouns, tense mistakes and problems of fluency.
✓	Make sure that all of your ideas are relevant to the question.
✓	Try to avoid repeating the same words, phrases and ideas too often. Try to use a range of vocabulary. Try to make sure that you do not repeat the same idea too often, make sure you explore different ideas to provide a well-balanced response.
✓	Make sure you write as clearly as possible.
✓	Make sure that you produce organised and linked paragraphs and that the style of your language is academic.
✗	Don't copy from other people's work.
✗	Don't write less than the required number of words.
✗	Don't repeat task instructions in your writing.
✗	Don't use note form or bullet points.
✗	Don't leave out any required information.
✗	Don't waste your time learning essays by heart to use in the exam. You will be penalised for this and you will waste valuable time that could be spent developing good writing skills.
✗	Don't simply copy words and phrases from the question paper, try to use your own words at all times by paraphrasing the question.

DOs and DON'Ts Activity - Worksheet

Complete the table using the phrases below.

(**NB** You may use any of the phrases more than once.)

<ul style="list-style-type: none"> • Write a separate introduction and conclusion • Support your ideas and claims • Copy words and phrases directly from the question paper • Learn essays by heart • Stop to select and organise information • Leave time at the end to check • Discuss only one part of the question • Describe the information • Use figures to illustrate trends • Write in note form or bullet points • Describe only part of the information • List all the figures 	<ul style="list-style-type: none"> • Plan your answer • Stop and plan your ideas • Use irrelevant information • Write clearly • Stop writing after 20 minutes • Write in an academic style • Compare and contrast the information • Write an introductory and summarising statement • Repeat ideas and vocabulary • Leave out important data
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	DO	DON'T
Task 1		
Task 2		
Both Tasks		

DOs and DON'Ts Activity – Answers

	DO	DON'T
Task 1	Use figures to illustrate trends	Describe only part of the information
	Stop to select and organise information	Leave out important data
	Describe the information	List all the figures
	Stop writing after 20 minutes	
	Compare and contrast the information	
	Write an introductory and summarising statement	
Task 2	Support your ideas and claims	Learn essays by heart
	Stop and plan your ideas	Discuss only one part of the question
	Write a separate introduction and conclusion	
Both Tasks	Leave time at the end to check	Copy words and phrases directly from the question paper
	Write clearly	Repeat ideas and vocabulary
	Write in an academic style	Use irrelevant information
	Plan your answer	Write in note form or bullet points

Integrating Reading and Writing Skills

Aim:	to develop an awareness of text organisation and construction
Target Audience:	teachers / students
Relevance to IELTS:	Academic Writing
Organisation:	pairs or groups
Materials needed:	essay written by you or a native speaker answering any Writing Task 2 question

1) Ask students to look only at the introduction to the essay and ask them to work out the precise topic and the essay question without reading the title. Discuss with your students the purpose of an introduction and how successful this particular introduction is.

2) Discuss the ideas they would expect to be included in the paragraphs in between. Ask students to look at the conclusion or final paragraph of the essay.

3) Now ask students to read the remaining paragraphs. As they read, they should locate the topic sentence or dominant idea for each paragraph and the kind of support that is provided. Ask your students to determine whether the paragraph is providing additional information or contrasting information. How does each paragraph help to develop the argument?

4) As a group or class, discuss any ideas that the students have. As you do this you can focus their attention onto the ideas expressed and the organisation of those ideas. Try to get them to 'unpack' the ideas expressed in the writing and to see the purpose behind them.

5) Get your students to map out a rough plan for this essay.

6) By working backwards from the text to the question and then from the text to the plan, they should begin to see how a text needs to be organised and produced.

7) Finally, ask your students to reread either the whole or part of the text and this time to focus on: referencing; cohesion; verbs and tenses. You can either divide these areas up among different pairs or groups or assign this to the class as a whole.

8) As an extension, you may like to use a reading passage. Do not give the students the title and again, ask them to read the introduction and try to work out the title of the passage. Then follow the same format as above. If they are using a reading text rather than an essay answering a specific question, the similarity to what they are aiming for will be limited. However, authentic reading passages can serve as very useful resources for providing examples of how language can be effectively used and organised and this is also a good way of integrating writing skills with reading skills in the classroom.

Assessing Your Writing

Aim:	to help students assess their writing level and increase their awareness of careless mistakes
Target Audience:	students
Relevance to IELTS:	Academic Writing
Organisation:	individuals
Materials needed:	Worksheet Sample Task 1 - Script A; Script B Sample Task 2 - Script A; Script B

1) Ask your students to complete Sample Task 1A. Make sure they do this under exam conditions sticking to the 20 minutes allowed and without dictionaries or grammar books.

2) When they have finished, show them a copy of Sample Task 1A Script A and Sample Task 1A Script B either on OHT or paper. Make sure you hide the score and the comment at the bottom. Give your students a copy of the worksheet to complete either in pairs or groups.

3) When they have finished, discuss their answers as a class, then reveal the scores these scripts were given and the comments from the examiner. As a class ask them to suggest ways to improve the two sample answers.

4) Now ask your students to apply the same questions to their own answers. Which of the two sample answers is their writing closest to? It may be useful to do this in pairs as fellow students can help them to judge their own work.

5) Now allow them a further 5 – 10 minutes to improve their own answers which can then be handed in for marking.

Notes/Variations:

- The same procedure can be used for Sample Task 2A and Sample Task 2A Script A and Sample Task 2A Script B

Assessing Your Writing – Worksheet

Look at Sample Scripts A and B and answer the following questions:

		Sample Script A	Sample Script B
1	Is this answer long enough (150 words)?		
2	Has all important information been included?		
3	Is there a sense that the information has been planned?		
4	Is there an introductory and summarising statement?		
5	Are the words and phrases used copied directly from the question paper or is there an attempt to paraphrase?		
6	Is the writing easy to follow?		
7	Are there any cohesive devices used?		
8	Are cohesive devices used accurately?		
9	Is a wide range of vocabulary used?		
10	Is a wide range of grammar used?		
11	Are there any problems with grammar?		
12	Is the language used simple or complex?		

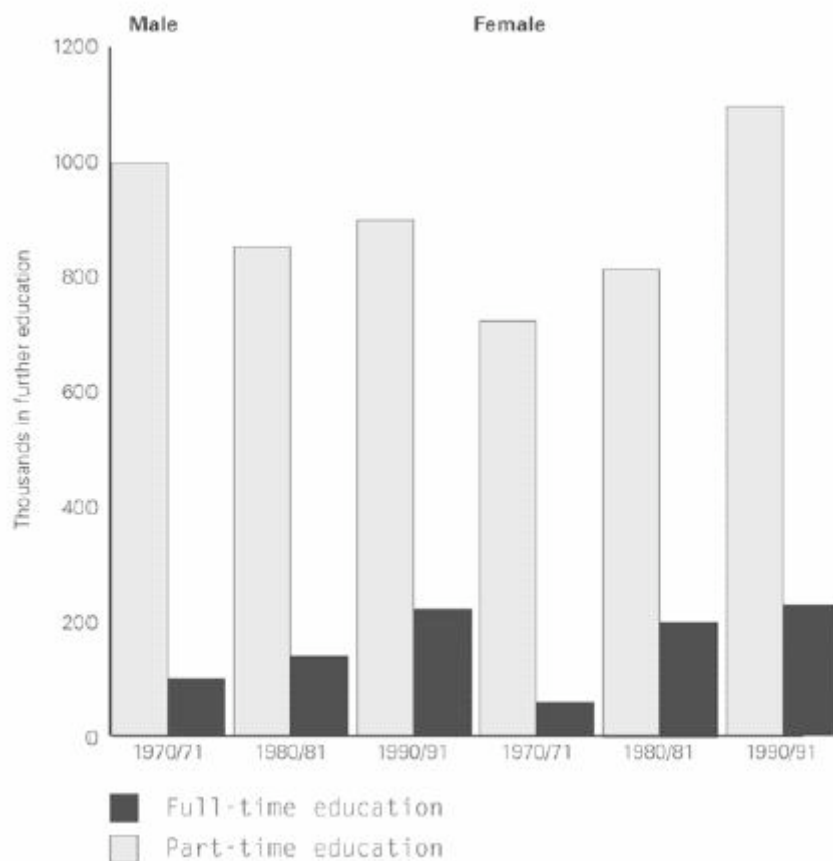
Assessing Your Writing - Sample Task 1

You should spend about 20 minutes on this task.

The chart below shows the number of men and women in further education in Britain in three periods and whether they were studying full-time or part-time.

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

Write at least 150 words.



Assessing Your Writing - Sample Task 1 – Script A

This is a bar chart of the number of men and women in further education in Britain in three periods. In 1970, Most of Men were studying part-time but from 1980, studying part-time was decreased and studying full-time was increased and in 1990, it was twice as many students as in 1970. On the other hand, Women studying Full-time were increased and not only Full-time, part-time also were increased. in 1990, studying full-time was three times as many students as in 1970. If compare Men and Women, as you see, in 1970, Men were studying more than women full-time or part-time but it changed from 1980 and then. in 1990. Women were studying part-time more than Men and studying full-time was same number. It shows you Women has a high education now.

Examiner comment

Band 5

The length of the answer is just acceptable. There is a good attempt to describe the overall trends but the content would have been greatly improved if the candidate had included some reference to the figures given on the graph. Without these, the reader is lacking some important information. The answer is quite difficult to follow and there are some punctuation errors that cause confusion. The structures are fairly simple and efforts to produce more complex sentences are not successful.

Assessing Your Writing - Sample Task 1 – Script B

According to the graph, the number of men and women in further education in Britain shows the following pattern.

In the case of male, the number of male has declined slightly from about 1000 thousands in 1970/71 to about 850 thousands in 1980/81. However, this figure rose back to about 850 thousands in 1990/91 from about 820 thousands in 1980/81. The proportion of full-time education has declined during this period. However, the proportion of part-time education has increased dramatically.

On the other hand, in the case of female, the number of both full-time education and part-time education has increased during this period.

From about 700 thousands in 1970/71, these figures rose to about 820 thousands in 1980/81, to about 1100 thousands in 1990/91.

In terms of full-time education, this figure rose by about 260 to about 900 in 1990/91.

On the other hand, with respect to part-time education, this figure rose dramatically between 1980/81 and 1990/91. However this figure rose slightly between 1970/71 and 1980/81.

Examiner comment

Band 6

The candidate has made a good attempt to describe the graphs looking at global trends and more detailed figures. There is, however, some information missing and the information is inaccurate in minor areas. The answer flows quite smoothly although connectives are overused or inappropriate, and some of the points do not link up well. The grammatical accuracy is quite good and the language used to describe the trends is well-handled. However, there are problems with expression and the appropriate choice of words and whilst there is good structural control, the complexity and variation in the sentences are limited.

Assessing Your Writing - Sample Task 2

You should spend about 40 minutes on this task.

Write about the following topic.

The first car appeared on British roads in 1888. By the year 2000 there may be as many as 29 million vehicles on British roads. Alternative forms of transport should be encouraged and international laws introduced to control car ownership and use.

To what extent do you agree or disagree? Give reasons for your answer and include any relevant examples from your knowledge or experience.

Write at least 250 words.

Assessing Your Writing - Sample Task 2 – Script A

THE SOLUTION OF OVERCROWDED TRAFFIC

Nowaday, there are alot of cars on British road and they have increased day to day. By the year 2000 there may be as many as 29 million vehicles on British roads. In this essay, I intend to examine about the solutions of these problems.

Firstly, the people living in Britain need to think about themselves. If they used the bus and train instead of their car, this problem would resolve a little. Because of this, the British Government should introduce to control car ownership and use. For example, the government can ban to enter the road by car in the someday all family from a house.

Secondly, the buses and trains of government should be free for public population. Thus, the people would use these transport vehicles instead of their own car. After that, the roads in Britain would be ~~more~~ safer and more comfortable.

Lastly, ~~the export~~ the number of cars that are exported from another country should decrease, and the prices of car should increased incase they aren't overcrowded. For example, the prices of cigarettes increased and the consuption of cigarettes went down.

In conclusion, If these measures put into action the problem of traffic can be decreased in the British roads.

Examiner comment

Band 5

The answer is short at just over 200 words and thus loses marks for content. There are some relevant arguments but these are not very well developed and become unclear in places. The organisation of the answer is evident through the use of fairly simple connectives but there are problems for the reader in that there are many missing words and word order is often incorrect. The structures are quite ambitious but often faulty and vocabulary is kept quite simple.

Assessing Your Writing - Sample Task 2 - Script B

The transport has been one of the most important problem for the last two centuries. The problem began with the development and the growing of the cities.

Before the eight century the people lived in small villages or towns and did not have necessity to go too far. The people did not worry about the time to arrive in some where.

Nowadays the situation changed. Many cars on the streets and many people need to go to any place. The numbers of car has increased and as a result ^{there are} many problems: pollution, noise, car accident, insufficient car park and petroleum problem.

On the other hand, people use car to go anywhere: to work, to travel, to spend holiday and to amusement. Meanwhile the car is important the cities must have another solution. It is important to organize its using and to meet alternative ways.

In big cities there are some alternatives like undergrounds (metro), coach, train and bicycles. In China and Cuba ^{for example} they use a lot of bicycles for substituting the cars or coaches. /---

It would be better to think about other different kinds of transport. In Brazil the government has talked about transport on the rivers. In this country there are many rivers where it is possible to go to different places. In general they are flat rivers.

Another kind of transport is car that uses solar energy. Probably they don't have pollution problem and it is cheaper than other car.

In conclusion, the transport is a social problem in big cities but its solution depends on new technologies, other kind of energy and political aspects.

Examiner comment

Band 6

There are quite a lot of ideas and while some of these are supported better than others, there is an overall coherence to the answer. The introduction is perhaps slightly long and more time could have been devoted to answering the question. The answer is fairly easy to follow and there is good punctuation. Organisational devices are evident although some areas of the answer become unclear and would benefit from more accurate use of connectives. There are some errors in the structures but there is also evidence of the production of complex sentence forms. Grammatical errors interfere slightly with comprehension.

Assessing Your Writing - Answers

Look at Sample Scripts A and B and answer the following questions:

		Sample Script A	Sample Script B
1	Is this answer long enough (150 words)?	It is a little too short.	Yes.
2	Has all important information been included?	No, the candidate never refers directly to the figures on the chart.	Some minor details missing or inaccurate.
3	Is there a sense that the information has been planned?	No, the candidate jumps around between the different time periods, full-time and part-time education and men and women without any sense of an organised answer.	Yes, the information is grouped into males, then females then a final paragraph comparing full-time and part-time education.
4	Is there an introductory and summarising statement?	There is a clear introductory statement and a separate summarising statement.	The opening statement immediately leaves out some important details. There is no summarising statement.
5	Are the words and phrases used copied directly from the question paper or is there an attempt to paraphrase?	The phrases used for the introductory statement are copied directly from the paper. The summarising statement is original but inaccurate.	The opening statement is paraphrased.
6	Is the writing easy to follow?	No, the pronoun 'It' is overused making it difficult to follow.	Generally speaking, yes.
7	Are there any cohesive devices used?	No, mostly basic cohesive devices are used e.g. 'but', 'and', 'also'. 'On the other hand' is used once.	Yes - 'in the case of ...', 'however', 'on the other hand', 'in terms of', 'with respect to'.
8	Are cohesive devices used accurately?	Not always	Yes
9	Is a wide range of vocabulary used?	No.	Yes.
10	Is a wide range of grammar used?	No, the grammatical structures used are basic.	Yes.
11	Are there any problems with grammar?	Tense problems as well as verb/subject agreement problems	The use of present perfect is inaccurate, on the whole quite good.
12	Is the language used simple or complex?	Simple, with basic errors.	Language attempted is fairly complex.

Improving your Vocabulary

Aim:	to practice and actively use new vocabulary
Target Audience:	students
Relevance to IELTS:	Academic Writing
Organisation:	individuals or groups
Materials needed:	word lists taken from work done in class

As you go through the week, take note of any vocabulary which you think is new to your students and which may be useful for them to learn. At the end of the week these words can provide an effective means of training your students to learn vocabulary by doing the following activities.

- 1) Write ten new words from the week onto separate pieces of paper and stick them onto the blackboard with the words hidden (number them and keep a numbered list so that you know which word is which).
- 2) Ask the students to call out any new words they remember from the week and turn over the matching answers but only if the students can spell them correctly. You may want to split your class into competing teams for this. The students will probably suggest other useful words which can be written up in a separate section on the board. If the students cannot remember all of the words, give them clues about the context or the passage that the word appeared in. It often helps to improve your memory of a word if you can form a mental picture of where and when you saw it.
- 3) When all of the words have been turned over, ask the students to write sentences using at least 3 of the words.
- 4) Get individual students to write their sentences on the board until you have 1 example for each word. Alternatively they could write these onto OHTs.
- 5) As a class, look at the sentences to make sure the meaning is clear and the words have been correctly used. Ask the students to copy down the example sentences. Putting new vocabulary into the context of a sentence can help students to remember them more easily as well as making the meaning clear.
- 6) At the start of the following week, review the same words again. Ask your students to remember 1) the words used 2) the spellings 3) the example sentences or the contexts they were used in.
- 7) At the end of the term, use all of the words in your lists to make a class quiz. You can use your example sentences to provide a gap-fill exercise for the students.

Improving Fluency and Coherence

Aim:	to improve fluency and coherence in writing skills
Target Audience:	students
Relevance to IELTS:	Academic Writing
Organisation:	pairs
Materials needed:	essays the students have written

- 1) When your students have finished a writing task, ask them to check the fluency and coherence of their writing by reading it aloud to a fellow student. Alternatively, shorter extracts could be chosen to be discussed in pairs, this would allow the individual writers to remain anonymous.
- 2) Ask the student who is listening to stop the reader and ask questions each time the message becomes unclear or each time they cannot follow an argument or idea.
- 3) Ask the students to check whether the problem is the language that is being used or the ideas themselves. As a teacher you will need to be aware of other problems such as pronunciation and the listening skills of the students in order to overcome these and make the focus clearly on the written language.
- 4) Problems of coherence often arise because students try to translate a complex idea from their own language. This problem can be solved by getting a student to explain their idea verbally first then write it as we usually use simpler words to explain our ideas verbally.
- 5) When the students have finished discussing their ideas, ask them to review their writing and make any necessary changes to make the ideas clearer.
- 6) If this is a particular problem with your class, the same process can then be repeated but with a different pair of students. Ask the second student to see if the ideas are now easier to follow.

Describing Statistics

Aim:	to practice the language needed to describe numbers
Target Audience:	students
Relevance to IELTS:	Academic Writing Task 1
Organisation:	pairs
Materials needed:	Worksheet 1; Worksheet 2; Worksheet 3

It is often easier to understand figures if the students are involved in them from the beginning rather than being handed a completed chart or graph.

- 1) As a class, discuss the idea of leisure activities. Ask the students to suggest ways that they like to spend their free time. They may come up with ideas such as: eating out, going to the movies, reading, meeting friends, playing computer games, doing sport. Or they may have other, more specific ideas they want to include.
- 2) Divide the class into pairs and give each student a copy of Worksheet 1. Ask them to devise a questionnaire to find out how other students in the class spend their free time. They may want to ask about the amount of time spent doing this activity per week or how often they manage to do it. They may want to divide the questions into male and female so that they have two sets of figures to compare. All questions should require an answer which is either yes/no or a number in order to make sure that all of the responses can be quantified.
- 3) When they have finished their questions, they should go around the class interviewing the other students and making a note of their responses. Each pair should try to interview as many different students as possible (at least 20 if possible), so it will help if they have a copy each and split up each to interview different students. They could try to interview their whole class. Alternatively, if you have a small class they could interview the students from other classes.
- 4) When they have finished their interviews, each pair should get back together and calculate their totals. They will need to calculate the totals as whole numbers (e.g. 15 students like skateboarding) as well as a fraction (e.g. 15/20 students like skateboarding) and a percentage (e.g. 75% of students like skateboarding). They now need to consider how to display these figures.
- 5) As a class, discuss the ways that figures can be displayed. The students may suggest some of the following: a bar chart, a graph, a pie chart. Ask them to display their figures using at least 2 of these.
- 6) Now hand out Worksheet 2, Have students draw different graphs and charts to describe the data.
- 7) Now hand out worksheet 3. Have students describe the data from the charts in as many ways as possible. Determiners (many, most etc) are often used when describing figures. The following list may be useful:

All, most, the (vast) majority, many, equal numbers of, (relatively) few, very few, none.
- 8) One way to present and practice these is to mix them up and ask students to put them into ascending or descending order.

9) Now ask your students to write as many sentences as they can to describe their data. At this stage, you want to focus on the accurate use of language so they can write them as separate sentences. They should also aim to describe what they consider to be the most significant trends in their data.

10) When they have finished, ask the pairs to give their sentences to another pair and see if they can recreate the same chart / graph from the information in the sentences. Not all of the figures will have been described, however, working backwards like this is a good way to test if **all** of the important information has been included. The pairs can then discuss which details they decided to leave out and why.

Describing Statistics - Worksheet 1

How Students Spend Their Leisure Time

Questions	Responses	1	2	3	4	5	6	7	8	9	10
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											

Describing Statistics - Worksheet 2

Describe your data by drawing charts and graphs below.

Pie Chart	Bar Chart

Line Graph	Other

Describing Statistics - Worksheet 3

Using the words in the box below, describe the data from Worksheet 2 in as many ways as possible.

25%	A quarter	Few
33%	A third	A significant number
50%	Half	Many
66%	Two thirds	Most
75%	Three quarters	The majority
100%	The whole / the entire	All

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Comparing and Contrasting Ideas

Aim:	to practice comparing and contrasting facts and figures
Target Audience:	students
Relevance to IELTS:	Academic Writing Task 1
Organisation:	individuals
Materials needed:	Worksheet

The students are now ready to combine their sentences to form a coherent text.

1) Write the following pairs of sentences on the board:

25% of girls enjoy playing computer games in their spare time.
75% of boys enjoy playing computer games in their spare time.

95% of girls like meeting their friends in their spare time.
93% of boys like meeting their friends in their spare time.

Discuss with the class the idea of comparing and contrasting. Ask them to suggest ways to combine the first pair of sentences and then the second pair of sentences. To do this they will need to use connectors such as the following:

Similar Information	Contrasting Information
Both ... and ...	Whereas
Similarly	While
In addition	However
Also	Although
Not only ... but ... also	On the other hand

2) Ask the students to look again at their data and sentences and this time to find any significant or important figures, as well as any points that can be compared or contrasted. They should now write a paragraph describing their data.

Comparing and Contrasting Ideas - Worksheet

Using words from the box below, combine the sentences into single sentences.

Similar Information	Contrasting Information
Both ... and ... Similarly In addition Also Not only ... but ... also	Whereas While However Although On the other hand

1) Contrasting Information

25% of girls enjoy playing computer games in their spare time.

75% of boys enjoy playing computer games in their spare time.

1	
2	
3	
4	
5	

1) Similar Information

95% of girls like meeting their friends in their spare time.

93% of boys like meeting their friends in their spare time.

1	
2	
3	
4	
5	

Describing Changes

Aim:	to describe changes in figures
Target Audience:	students
Relevance to IELTS:	Academic Writing Task 1
Organisation:	individuals
Materials needed:	Sample Task 1; Worksheet

1) Give your students a copy of the graph used in the Academic Writing Task. On the board, write the following phrases and ask them to indicate along the graph which parts they might refer to:

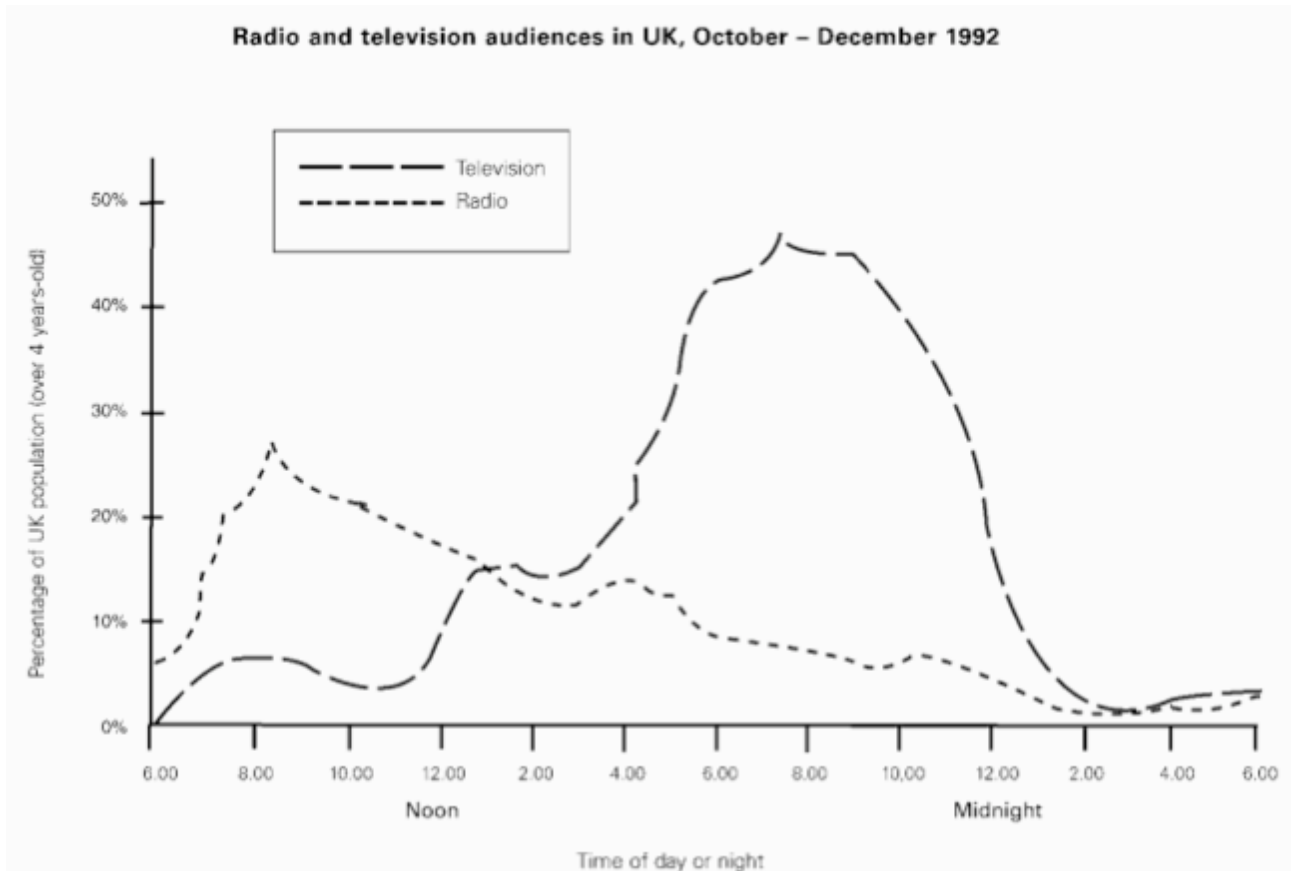
remained steady; fell dramatically; rose sharply; dropped steadily; increased slightly; decreased significantly

2) Point out that figures or numbers can: fall, drop, decrease, climb, increase, rise, remain steady. Point out also the difference made when the adverbs sharply, dramatically, significantly, slightly, steadily are used and also the common collocations that occur when using these verbs.

3) Ask your students to look at the Worksheet and fill in the blanks. They will need to refer to the graph in the sample question. They will need to use the correct verbs and determiners as well as prepositions of time and the relevant statistical information.

Describing Changes – Worksheet

Fill in the blanks using information from the graph. Write your answers in the boxes below.



In the early hours of the morning **1** _____ 6:am **2** _____ 8:am, the radio was more popular than television reaching a peak of just under **3** _____ of the population by 8am. However, **4** _____ the next 6 hours this figure **5** _____ steadily to around 10% of the population **6** _____ 2pm. In contrast, after a slow morning start, television audiences **7** _____ dramatically from 2pm reaching a peak of almost **8** _____. Of the population **9** _____ 8pm. Radio audiences for the same period continued to **10** _____ to below 10% of the population. **11** _____ 2am **12** _____ 4am, less than **13** _____ of the population were watching TV or listening to the radio.

1		8	
2		9	
3		10	
4		11	
5		12	
6		13	
7			

Describing Changes – Answers

1	from (between)	8	50%
2	to (and)	9	by
3	30%	10	decline / drop / fall
4	during / over	11	Between / From
5	fell / declined / dropped	12	and / to
6	by	13	5%
7	climbed / rose / increased		

Selecting and Organising Information

Aim:	to select and organise important information
Target Audience:	students
Relevance to IELTS:	Academic Writing Task 1
Organisation:	individuals or pairs
Materials needed:	Worksheet 1; Worksheet 2

1) Point out to your students that, for Writing Task 1, it is important to stop and select the most significant information and then present it in an organised way. Tell them that they must describe the overall trends indicated by the data they are given.

2) Ask your students to look at the information on the graph. Now give them a copy of the Worksheet and ask them to complete Task 1.

3) Discuss their answers as a class.

4) Now ask your students to consider how this information should be organised. As a class discuss the various ways that information may be organised or displayed. Some examples to include are:

- a) according to the different time periods
- b) according to the different factors involved
- c) according to males / females
- d) according to different countries / nationalities
- e) according to different ages

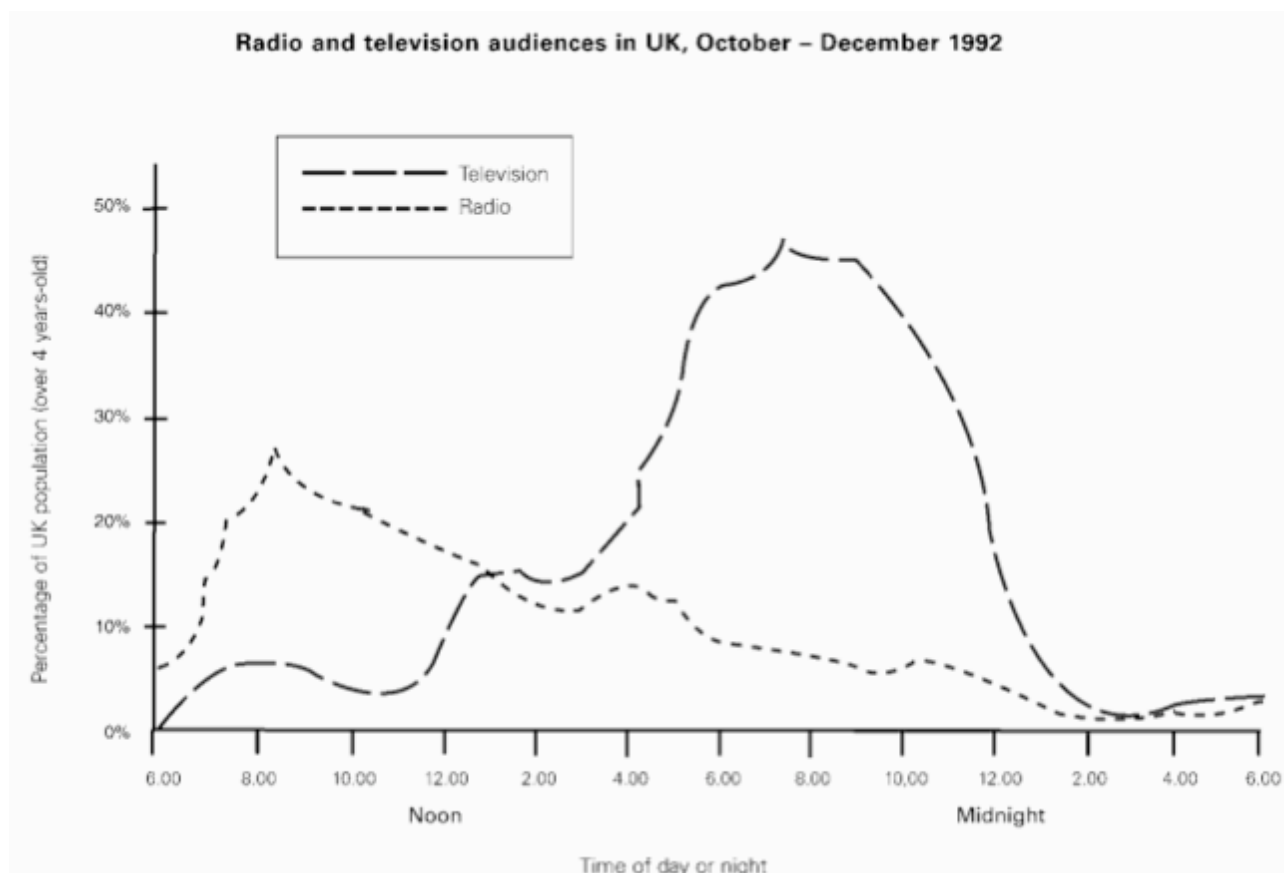
5) Ask them to complete Task 2 on the worksheet.

6) Discuss their answers as a class. Make sure to point out that there is no one correct answer here, there are various ways that the students may choose to organise their information, the important thing is to make a clear decision on this.

7) Discuss the issue of describing a process. Could any stages or steps be left out? Usually, when describing a diagram or a process, each of the steps is significant and so cannot be left out without omitting an important step in the process. As for organisation, this would need to be in a logical sequence or progression, so candidates need to stop to fully understand the diagram and divide it into logical stages before they begin to write.

Selecting and Organising Information – Worksheet 1

Look at the graph and consider the following information. Write **T** if you think the information indicates a general trend or **U** if the information is unimportant.



1	At 8:00am and 10:00am 20% of the population were listening to the radio.	
2	Between 8:00am and 10:00am the number of television viewers dropped.	
3	The number of radio listeners declined gradually from 10:00am.	
4	Between 6:00pm and 11:00pm, 40-50% of the population were watching TV.	
5	At 4:00pm the number of radio listeners increased.	
6	9:00am was the peak time for people to tune into their radios.	
7	The number of radio listeners increased sharply from 7:00am to 9:00am.	
8	At 7:00pm less than 10% of the population listened to the radio.	
9	The number of television viewers fell sharply from 10:00pm.	

Selecting and Organising Information – Worksheet 2

Look at the following suggestions for organising an answer to this question. Put a **(Y)** next to the ones you think might work and an **(N)** next to the ones you think are not a good idea. Make sure that you can give reasons to justify your answer.

1	One paragraph describing the general trends for radio and another paragraph describing the general trends for TV.	
2	An hour by hour account of the different information for both TV and radio.	
3	A description of the peak times for TV, then the peak times for radio followed by a description of what happens at lunchtime, in the evenings and what happens in my country.	
4	Three separate paragraphs dividing the information into 1) morning 2) afternoon 3) evening viewing and listening trends.	
5	An explanation that no one really listens to the radio any more and full details of the information on TV viewers.	

Selecting and Organising Information – Answers

WORKSHEET 1

Look at the graph and consider the following information. Write **(T)** if you think the information indicates a general trend or **(U)** if the information is unimportant.

1	At 8:00am and 10:00am 20% of the population were listening to the radio.	U
2	Between 8:00am and 10:00am the number of television viewers dropped.	U
3	The number of radio listeners declined gradually from 10:00am.	T
4	Between 6:00pm and 11:00pm, 40-50% of the population were watching TV.	T
5	At 4:00pm the number of radio listeners increased.	U
6	9:00am was the peak time for people to tune into their radios.	T
7	The number of radio listeners increased sharply from 7:00am to 9:00am.	T
8	At 7:00pm less than 10% of the population listened to the radio.	U
9	The number of television viewers fell sharply from 10:00pm.	T

WORKSHEET 2

Look at the following suggestions for organising an answer to this question. Put a **(Y)** next to the ones you think might work and a cross **(N)** next to the ones you think are not a good idea. Make sure that you can give reasons to justify your answer.

1	One paragraph describing the general trends for radio and another paragraph describing the general trends for TV. <i>This could work well however, the summarising statement would need to bring all of the information together to compare the trends for TV and radio rather than only describing them separately.</i>	Y
2	An hour by hour account of the different information for both TV and radio. <i>This option is not feasible in the time allowed and the number of words required. Many unimportant pieces of information would also be included and it would be difficult to get a sense of the overall trend.</i>	N
3	A description of the peak times for TV, then the peak times for radio followed by a description of what happens at lunchtime, in the evenings and what happens in my country. <i>This option is too disorganised and would be very difficult for the reader to follow. As the graph refers to UK audiences in 1992, it would not be helpful for candidates to refer to the current viewing habits of their own country.</i>	N
4	Three separate paragraphs dividing the information into 1) morning 2) afternoon 3) evening viewing and listening trends. <i>This option could work nicely as the information suggests that the audience figures vary depending on the different times of day (people prefer the radio in the morning and TV in the evening).</i>	Y
5	An explanation that no one really listens to the radio any more and full details of the information on TV viewers. <i>This answer would not be balanced as the figures for radio audiences would be almost totally ignored. Candidates do not need to draw their own conclusions from the data, instead they must describe the most significant aspects of it.</i>	N

Describing a Process

Aim:	to practice describing processes
Target Audience:	students
Relevance to IELTS:	Academic Writing Task 1
Organisation:	individuals
Materials needed:	paper

Sometimes the visual information used in Writing Task 1 requires the candidates to describe a process or how something works.

- 1) Ask your students to suggest everyday tasks which require several steps. They may suggest some of the following: making tea or coffee, shaving, making bread or a favourite recipe.
- 2) Now ask your students to imagine that they need to explain this process to an alien or someone from a totally different culture. Firstly, they will need to introduce any equipment and then break the task down into the most basic steps.
- 3) Ask the students to first draw the materials needed and the steps involved. They can make brief notes under these.
- 4) When describing a process, the following connectors may need to be used:

First, second, next, then, after, when, finally

Point out that, when describing a process, the information will need to be organised into logical stages.
- 5) They should now use their pictures and notes and expand them into a paragraph.
- 6) Focus your students' attention on the use of the simple present or passive (where appropriate) to describe such a process. Make sure that they check their verb and subject agreements.
- 7) Ask your students to swap pictures with another student so that they can get further practice.
- 8) Ask your students to imagine that this was a one-off experiment conducted in the past or that a new system is now in use and this process has become obsolete. Now they will need to change their paragraphs into the past tense so that a variety of tenses can be practised.
- 9) The visual information used for Writing Task 1 will contain words that may need to be changed. For example a noun or gerund may need to be changed into a verb (e.g. transportation → is transported). It is a good idea to give your students plenty of practice in transforming words.
- 10) Discuss with your class how they would organise their information when answering a Task 1 question like this in an exam. Could any stages or steps be left out? Usually, when describing a diagram of a process, each of the steps is significant and so cannot be left out without omitting an important step in the process. As for organisation, this would need to

be in a logical sequence or progression, so candidates need to stop to fully understand the diagram and divide it into logical stages before they begin to write.

Introductory and Summarising Statements

Aim:	to prepare an introductory and summarising statement
Target Audience:	students
Relevance to IELTS:	Academic Writing Task 1
Organisation:	as a class
Materials needed:	Worksheet 1; Worksheet 2

Point out to your students that, for Writing Task 1, candidates do not need to write a separate formal introduction and conclusion, however, they will need to introduce their essay with an introductory statement and they should also try to summarise the main ideas or overall trends in a summarising statement at the end. You should also point out that, although there is written information printed onto the question paper to help candidates understand the visual information, any words and phrases copied directly from the question paper will not be assessed. They should use their own words as much as possible.

1) Ask your students to look carefully at Worksheet 1 (you may want to use an OHT for this). You should allow them to read it carefully for about 1 minute then either turn off the OHT or turn over the page.

2) Now ask the class the following questions.

How was the information displayed (i.e. in a chart, table etc.)?
What information was illustrated in the chart?
Did it refer to a particular place or time?

Once you have answered all of the questions, try to construct an introductory sentence as a class with the aim of paraphrasing the original information. Students should be trying to explain the concepts rather than trying to remember the exact wording on the Question Paper. When you have a complete sentence, look at the original question and compare your statement.

Have you left out any details?
Did you copy any of the words/phrases used?
What changes need to be made?

One way to paraphrase the information is to change the order as well as the format of the words used. Here is one possible example.

This chart represents the percentage of adults studying in full-time and part-time higher education in Britain over three specific periods: 1970/71, 1980/81 and 1990/91.

Point out that it is often easier to paraphrase if you don't look directly at the information on the paper

3) Now repeat stage 1 with Worksheet 2 and ask your students to write their own introductory statement. These can be done onto OHT or written directly onto the board to allow different versions to be compared. Discuss the good points in the most successful attempts.

4) Point out that they will need to finish their answer with a statement summarising the main trends shown in the graph. Discuss as a class what those trends might be and

construct a sentence together which summarises them. The following words and phrases may be useful in beginning a sentence like this:

Overall
In summary
To summarise
On the whole
To sum up

One example of a summarising sentence for this essay is:

To sum up, it seems clear that, during this period, the radio was more popular in the early morning while most people preferred to watch television in the evening.

5) Now ask your students to consider Worksheet 1. The summarising statement will usually state the overall trends illustrated and so should be decided at the very start. What trends can your students see in this chart? Can this be summarised in a brief statement? For this particular chart there are trends for part-time study, full-time study, males and females to be considered. They must decide which to focus on here. Again, there is no one correct answer, much will depend upon how the students decide to organise the body of their answer. The important thing is to consider how to do this and reach a decision.

6) Ask your students to complete Workseet 1 ans 2. In your feedback make sure to focus on the following areas: task completion, organisation of ideas, selection of information, accuracy of data, introductory and summarising statement.

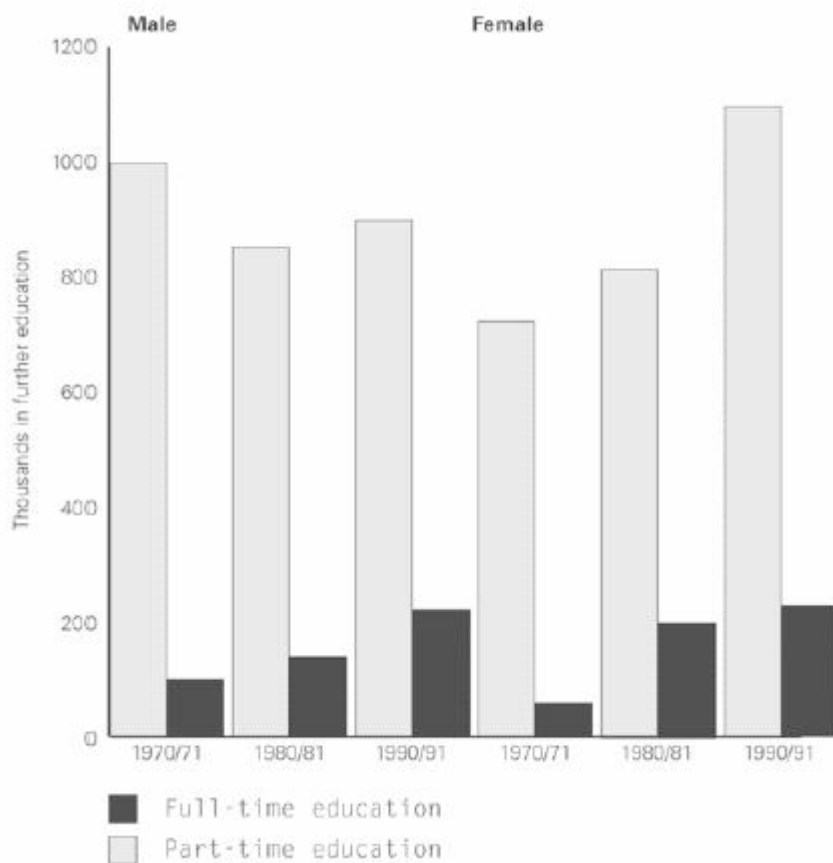
Introductory and Summarising Statements – Worksheet 1

You should spend about 20 minutes on this task.

The chart below shows the number of men and women in further education in Britain in three periods and whether they were studying full-time or part-time.

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

Write at least 150 words.



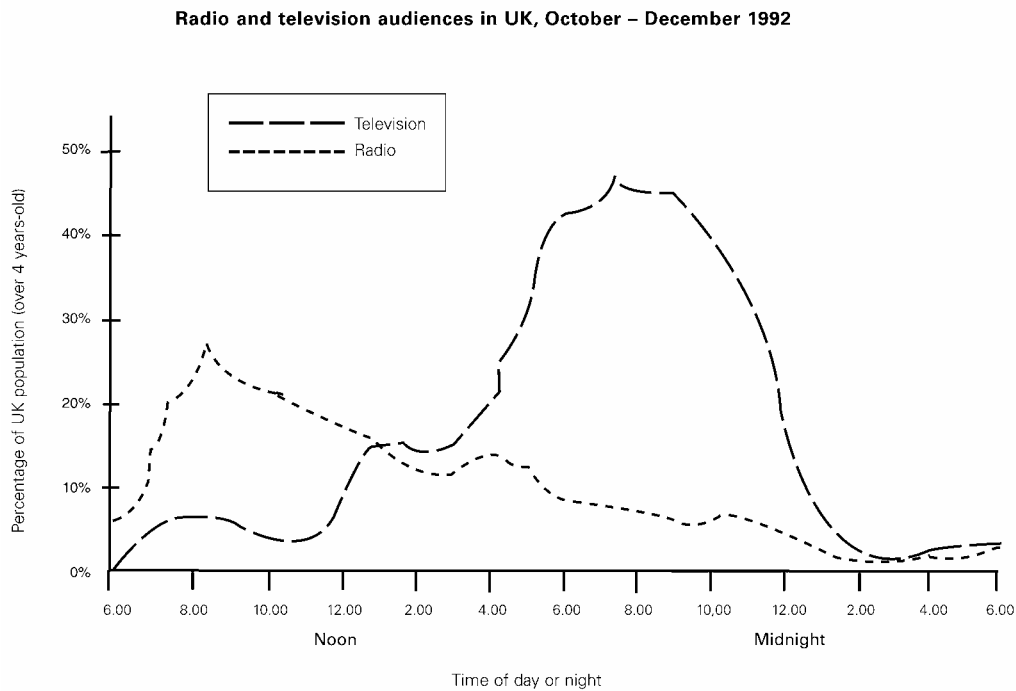
Introductory and Summarising Statements – Worksheet 2

You should spend about 20 minutes on this task.

The graph below shows radio and television audiences throughout the day in 1992.

Write a report for a university lecturer describing the information shown below.

You should write at least 150 words.



Planning your Ideas

Aim:	to improve essay planning and organisation of ideas
Target Audience:	students
Relevance to IELTS:	Academic Writing Task 2
Organisation:	whole class then pairs or groups of three
Materials needed:	Worksheet 1

1) Write the Sample Task 2B question onto the board and ask the students to assess the task by answering the following questions:

A) What two positions are suggested here?

B) Do the examples given support each of these positions?

Answer:

A) The benefits of nuclear power and the disadvantages of nuclear power.

B) No, the two examples ('nuclear weapons maintain world peace' and 'nuclear energy is clean and cheap') are both examples of the benefits of nuclear power.

2) An important point to consider here is the issue of relevant and irrelevant ideas. Students will be penalised if they include ideas which are not relevant to the essay question. Ask your students to consider the list of topics on the worksheet and suggest which ones could be included here and which would be irrelevant. Discuss the answers as a class. As they work, you may need to be constantly reminding your students of this idea of relevance.

3) Now divide the class into two and ask one half of the class to think about the benefits of nuclear technology and the other half of the class to think of the disadvantages of nuclear technology. Divide each half into pairs and ask the pairs to list at least 3 more ideas or examples in support of their position.

4) Pairs in each of the two groups can get together to discuss or pool their ideas to come up with one definitive list.

5) Now divide the class into groups of 4 using 1 pair from each half of the class.

6) Ask the groups to look at their ideas and organise them to form a plan. They should consider which ideas go together. Perhaps they will need to drop some of the ideas if there are too many, so they will need to consider which ideas are the most relevant and important.

7) Once the groups have decided on the ideas they will use, ask them to consider which of their ideas are claims or views and which ones are supporting evidence. They should be sure to have supporting evidence or examples for each of their claims at this stage.

Planning your Ideas - Worksheet

Look at the essay task below, and the phrases in the box. Which of these ideas could be included in this essay? Indicate this by categorizing the phrases as "relevant" or "irrelevant".

You should spend about 40 minutes on this task.

Present a written argument or case to an educated reader with no specialist knowledge of the following topic.

The threat of nuclear weapons maintains world peace. Nuclear power provides cheap and clean energy. The benefits of nuclear technology far outweigh the disadvantages. Do you agree or disagree?

You should use your own ideas, knowledge and experience and support your arguments with examples and relevant evidence.

You should write at least 250 words.

The development of weapons through history	The depletion of natural resources
Suggestions for achieving world peace	Chernobyl
Our increasing reliance on modern technology	The high cost of fuel

Relevant	Irrelevant

Planning your Ideas - Answers

The ideas in the first column are all relevant to this essay while those in the second column are irrelevant.

Relevant	Irrelevant
The depletion of natural resources – This is one possible reason why more countries are considering nuclear power and so is relevant.	The development of weapons through history – Although weapons are referred to here, it is only in the context of nuclear technology, so a discussion of weapons in general would be irrelevant here.
Chernobyl – This is relevant as an example of the safety issues associated with nuclear power.	Suggestions for achieving world peace – Although world peace is referred to, it would be a mistake to concentrate on this too much as it will inevitably lead the writer away from the topic of nuclear technology.
The high cost of fuel – This can be argued as a reason why cheaper power sources need to be found.	Our increasing reliance on modern technology – Modern technology is not linked to the theme of nuclear technology.

Using Connectors

Aim:	to improve cohesion of ideas and use of connectors
Target Audience:	students
Relevance to IELTS:	Academic Writing Task 2
Organisation:	whole class then pairs or groups of three
Materials needed:	essay plans from step 1

On the board, draw the following columns:

And	But	For example

As a class, ask your students to suggest ways of connecting ideas that they already know and write their suggestions in the appropriate column. If they cannot think of any others, write some examples on the board and ask your students to suggest the correct column to place them in. At the end you may have something like this:

And	But	For example
Also In addition Furthermore Moreover What is more Not only ...but also... Firstly...	However Although Despite In spite of In contrast Nevertheless	Such as For instance A case in point One example of this In this way

1) Discuss with your class the idea of combining short simple sentences together to form longer, more complex ones. To be able to do this they will need to decide whether the ideas are giving additional information, or giving contrasting information, or providing an example.

2) Split your class back into the same halves as for Step 1 and ask them to get into the same pairs. In pairs they should look at their ideas either in support of nuclear technology or against it and decide how to combine them using the words and phrases above. They should try to produce one paragraph where each of the ideas is linked to the others and where each claim or view is supported with evidence or examples.

3) When they have finished writing their paragraph, join 1 pair from each group to make up a group of four. As a group, they need to decide which paragraph should come first and

how the two paragraphs can be linked using the connectors above. They should stick their paragraphs onto one larger sheet of paper or use OHTs.

Introductions and Conclusions

Aim:	to improve writing introductions and conclusions
Target Audience:	students
Relevance to IELTS:	Academic Writing Task 2
Organisation:	groups
Materials needed:	Script A; Script B; Worksheet

1) Look again at Sample Task 2B. Discuss the layout of the question and draw their attention to all of the instructions (printed in normal type) as well as the question itself (printed in ***bold italics***). Discuss the purpose of the following two lines of the question:

The threat of nuclear weapons maintains world peace. Nuclear power provides cheap and clean energy.

The benefits of nuclear technology far outweigh the disadvantages.

Ask the students to consider the following: Are these facts or opinions? What is their personal view on this topic? To answer this question, should they only write about the benefits of nuclear technology? Can they disagree with this point? Point out that Writing Task 2 often has additional information such as this to give the candidates some background information and to make the topic clear.

2) The introduction to an essay will include information given in the essay question. A good introduction lets the reader know what the exact topic for discussion is and may also give the reader an idea of the personal views of the writer. You should stress that they need to use the information on the Question Paper without copying it word for word. It may help to read and discuss the question carefully then cover up the question while the students write. As a group, ask the students to agree on the best way to introduce their ideas. If they work in a group, they will focus more on the process of writing the introduction than if they were working alone.

3) Now ask the students to consider how they will conclude their argument. A good conclusion will summarise or draw together the main points of the argument so far. In the conclusion, the students will need to address specifically the question of '***Do you agree or disagree?***'. They should also be sure that the evidence they have given in the body of their essay is strong enough to support this. While there are many ways to begin an introduction, conclusions can be signalled quite clearly using connectors. Some ideas for introductions are included here, as well as the language used for cause and effect, which may be useful to justify an opinion or belief.

Introduction	Conclusion	Cause and Effect
This issue / problem Today Generally speaking	Finally In summary To sum up In conclusion Therefore There seems to be little doubt that	As a result Because of Owing to So Since Given that

- 4) Ask the groups to summarise their ideas using only two or three sentences if possible. They should be sure to refer back to the ideas they have already expressed in the previous paragraphs.
- 5) When they have finished, ask your students to look at the two sample scripts, they should focus on the ideas, organisation and cohesion. Give out a copy of the worksheet and ask them to complete it as they read. Discuss their answers as a class and then ask them to apply the same questions to their own essays. Do any adjustments need to be made?
- 6) When the groups are satisfied with their essays, ask them to type out their finished version or write it out again clearly so that you can check their answers. When corrections have been made, the final versions can be posted around the classroom as examples of how to organise an essay.

Introductions and Conclusions – Worksheet

Look at Sample scripts A and B and answer the following questions:

		Sample Script A	Sample Script B
The Introduction			
1	Does the introduction tell you exactly what the topic is?		
2	Do any of the ideas need more information?		
3	What connectors have been used to improve the cohesion of the paragraph?		
The Body of the Essay			
1	What benefits of nuclear technology does the writer give?		
2	Are the benefits given different to the ones in the title?		
3	What disadvantages of nuclear technology does the writer discuss?		
4	What connectors are used to link the ideas together?		
5	Is there enough evidence to support the writer's claims and ideas?		
6	Do any of the ideas need to be developed further?		
7	Are any ideas repeated too often?		
The Conclusion			
1	Is it clear where the conclusion begins?		
2	Does the conclusion summarise the ideas used in the body of the essay?		
3	Is the question ' <i>Do you agree or disagree?</i> ' answered?		
4	What connectors are used in the conclusion?		

Introductions and Conclusions - Script A

② Nuclear power provides cheap

Nuclear power provides cheap energy sources. Sometimes the present sources of energy like oil, gas etc. will be finished.

Arguments in favour of nuclear power: The nuclear energy produces by chemical materials. It is comparatively cheaper than other energy. To produce the power it only involve some expert people and energy plant. Where to produce other energy it needs large involvement like worker, machineries, etc. And also takes more time. The nuclear power plants are well protected and monitor. That is why there is less possibility. The threat of nuclear weapons maintains world peace because the developed countries like U.K., U.S.A., Canada, France etc. have nuclear weapons (warhead). Each country do not give threat to other country. Because they know if

1---

~~One~~ country disturbs others, then
other will create problems from them.
So it is well balanced and world
peace maintains peacefully.

Though there are sometimes creates
problems by the nuclear technology
but sometimes it also help the
mankind in the field of medicine
and engineering sectors. In the medical
field we can say by nuclear ray
sometimes we can treat a cancer
patient. On the other hand in the
field of Engineering by the
nuclear power engineers can do
lot of things like operate engine
instead of electricity. In conclusion
we can say though there are some
problem in the nuclear power but it
has some benefit for the mankind

Examiner comment

Band 5

Although the script contains some good arguments, these are presented using poor structures and the answer is not very coherent. The candidate has a clear point of view but not all the supporting arguments are linked together well and sometimes ideas are left unfinished. There is quite a lot of relevant vocabulary but this is not used skilfully and sentences often have words missing or lapse into different styles. The answer is spoilt by grammatical errors and poor expression.

Introductions and Conclusions - Script B

Nuclear Power

Nuclear power is an alternative source of energy which is carefully being evaluated during these times of energy problems. During these years we can say that we have energy problems but in more or less 50 years, we will be facing an energy crisis.

Nuclear power is an alternative source of energy and unlike other sources such as solar energy, nuclear power is highly effective for industrial purposes. If it is handled correctly there really is no danger for the public. It is cheap, there is no threat of pollution and best of all it is limitless. It is difficult to think about nuclear power as a good source of energy for people in general. This is due to the use it has been given since its birth during the second world war. It is expressed as military power and in fact at the moment nuclear power is limited to few hands who consider themselves world powers. When and if there is a change of ideology regarding the correct use of nuclear power, then we may all benefit from all the advantages nuclear power can give us. ⇒

If we outweigh the advantages and disadvantages of nuclear technology we then have the following: As stated before, the advantages are that there is limitless supply, it is cheap, it is effective for industrial purpose and still there are many benefits which have not yet been discovered. The disadvantages are at present time that it is limited to only a few countries who regard it as safe military power. Also if mishandled, there is risk for the population around the plant to undergo contamination as we all know happenedⁱⁿ Chernobyl. If these disadvantages can be overcome, then it is clear that nuclear energy can give us more benefits than problems. It will in the future be very important as the energy crisis is not far ahead.

In conclusion, nuclear power is good, it can be safe, and we will all benefit. It is up to our leaders to see that it is handled well so that we can all benefit from it.

Examiner comment

Band 7

The answer is well-written and contains some good arguments. It does tend to repeat these arguments but the writer's point of view remains clear throughout. The message is easy to follow and ideas are arranged well with good use of cohesive devices. There are minor problems with coherence and at times the expression is clumsy and imprecise. There is a wide range of structures that are well handled with only small problems, mainly in the areas of spelling and word choice.

Introductions and Conclusions – Answers

		Sample Script A	Sample Script B
The Introduction			
1	Does the introduction tell you exactly what the topic is?	No, it could be more fully developed or clearer.	Yes, though the second sentence introduces a new idea.
2	Do any of the ideas need more information?	It is not clear why present sources of energy will finish.	No.
3	What connectors have been used to improve the cohesion of the paragraph?	None.	Which; During these years; but
The Body of the Essay			
1	What benefits of nuclear technology does the writer give?	The same as the question + nuclear technology can help in the field of medicine and the engineering sector and nuclear rays can treat cancer.	No threat of pollution; limitless; effective for industrial purposes.
2	Are the benefits given different to the ones in the title?	Some are.	Yes.
3	What disadvantages of nuclear technology does the writer discuss?	None.	Limited only to a few countries; if mishandled there is a risk of contamination to nearby population.
4	What connectors are used to link the ideas together?	And; That is why; because; then; so; Though; but; On the other hand; In conclusion	And; this is due to; since; in fact; When and if ... then; the following; As stated before; The advantages are that ...; the disadvantages are that ...; Also; as we all know; it is clear that; In conclusion; so that
5	Is there enough evidence to support the writer's claims and ideas?	No. No examples given of disadvantages; no examples of how nuclear technology can help in engineering; can nuclear rays cure cancer?	Yes.
6	Do any of the ideas need to be developed further?	Yes (see above) + why do other energy sources need 'large involvement like works, machineries etc'?	Perhaps more information about the 'energy crisis' and what will cause it.
7	Are any ideas repeated too often?	No.	The advantages are repeated.
The Conclusion			

1	Is it clear where the conclusion begins?	Yes – 'In conclusion ...' though a separate paragraph would be better.	Yes. 'In conclusion ... ' and it is also marked with a separate paragraph.
2	Does the conclusion summarise the ideas used in the body of the essay?	No, the problems are never discussed.	Yes.
3	Is the question ' <i>Do you agree or disagree?</i> ' answered?	Not directly.	The writers position is made clear 'Nuclear power is good'.
4	What connectors are used in the conclusion?	In conclusion; but	In conclusion; It is up to ...; so that