

IELTS 7

Writing (Task 2)

Including 50
Model Essays



pdfenglish

50 Model
Essays
277 Additional
Topics

Tian Hattingsh

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Dedicated to my father:
Charel Dawid Naudé Hattingh
(1929–2003)

And to my mother:
Margaret Dagmar Hattingh (née Botha),



who spoke English to me.

Learning is like rowing upstream: not to advance is to drop back.

—Chinese saying

Education is the best provision for old age.

—Aristotle

Intelligence plus character: that is the goal of true education.

—Martin Luther King Jr.

I am still learning.

—Michelangelo

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IELTS BAND SCORE DESCRIPTIONS

BAND 9: EXPERT USER

The candidate has a fully operational command of the language. In other words, the language is appropriate, accurate, and fluent and accompanied by complete understanding.

BAND 8: VERY GOOD USER

The candidate has an operational command of the language with only occasional unsystematic inaccuracies. Misunderstandings do occur in unfamiliar situations. The candidate is able to handle complex, detailed argumentation as well.

BAND 7: GOOD USER

The candidate has an operational command of the language, though with occasional inaccuracies, inappropriacies, and misunderstandings in some situations. The candidate generally handles complex language well and understands detailed reasoning.

BAND 6: COMPETENT USER

The candidate has a generally effective command of the language despite some inaccuracies, inappropriacies, and misunderstandings. The candidate is able to use and understand fairly complex language, particularly in familiar situations.

BAND 5: MODEST USER

The candidate has a partial command of the language, coping with overall meaning in most situations, though he or she is likely to make many mistakes. The candidate should be able to handle basic communication in his or her own field.

BAND 4: LIMITED USER

The candidate has a basic competence that is limited to familiar situations. He or she has frequent problems in understanding and expression. The candidate is not able to use complex language.

BAND 3: EXTREMELY LIMITED USER

The candidate is able to convey and understand only general meanings in very familiar situations, but frequent breakdowns in communication will occur.

BAND 2: INTERMITTENT USER

No real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. The candidate has great difficulty understanding spoken and written English.

BAND 1: NONUSER

The candidate essentially has no ability to use the language beyond possibly a few isolated words.

BAND 0

The candidate did not attempt the test, and no assessable information was provided.

PREFACE

The International English Language Testing System, or IELTS, is an international standardized test of English-language proficiency for nonnative English language speakers. It is jointly managed by the British Council, IDP: IELTS Australia, and Cambridge English Language Assessment and was established in 1989. IELTS is one of the major English-language tests in the world. In 2016, three million tests were taken in more than 140 countries.

IELTS is accepted by most Australian, British, Canadian, and New Zealand academic institutions, by more than three thousand academic institutions in the United States, and by various professional organizations across the world.

IELTS is the only secure English language test approved by UK Visas and Immigration for visa customers applying both outside and inside the UK. It is also a requirement for immigration to Australia and New Zealand. In Canada, IELTS is accepted by the immigration authority.

No minimum score is required to pass the test. An IELTS result or Test Report Form is issued to all test takers. Test takers receive a score for each test component: Listening, Reading, Writing, and Speaking. The individual scores are then averaged and rounded to produce an overall band score.

Institutions are advised not to consider a report older than two years to be valid unless the user proves that he or she has worked to maintain that level.

The IELTS test has four parts: Listening, thirty minutes (plus ten minutes' transfer time); Reading, sixty minutes; Writing, sixty minutes; and Speaking, eleven to fourteen minutes. The total test time is therefore two hours and fifty-five minutes.

Listening, Reading, and Writing are completed in one sitting. The Speaking test may be taken on the same day or up to seven days before or after the other tests.

All test takers take the same Listening and Speaking tests, while the Reading and Writing tests differ depending on whether the test taker is taking the

Academic or General Training versions of the test.

On Friday afternoon, October 25, 2002, I stepped off a plane at the Hongqiao Airport in Shanghai. Before accepting a job offer in the People's Republic of China, I had only a vague idea of where China was. Until then, I had never been to a Chinese restaurant and had only heard of chopsticks. I had never noticed a Chinese character before and had certainly never heard someone speak Mandarin and/or Cantonese.

That was fifteen years ago. Somehow I virtually never experienced the “culture shock” monster so notoriously dreaded by expats. I simply accepted all things strange and amazing (and even annoying) as they were.

Like many a rookie ESL teacher before and after me, I too in good faith attempted to reform the Chinese educational system in its entirety. But that also soon faded away into the much calmer waters of “When in Rome . . .”

For two years, I was in a learning mode career-wise. I discovered a whole new world of millions of people willing to go to unbelievable lengths to master the language that my mother spoke to me from childhood. I was fortunate to be working in an IELTS training center, where the management procured the services of the chief IELTS examiner in that area. Not only was I able to acquire the knowledge and skills needed to be an IELTS Tutor, but I was also privy to what examiners regarded as worthy of an increase in a band score when evaluating the Speaking and Writing components of the test.

Early in 2016, I relocated to Vietnam. Seeing that IELTS is an international testing system and they go to great lengths to ensure that their standards are maintained globally, I had no problem adapting my knowledge and experience in a new cultural setting. IELTS students in Vietnam have the same goals as their peers in other non-English-speaking countries.

Over the years, I have spent time with a myriad of students, listened to an infinite number of speeches, and read more essays than traditional language teachers do in a lifetime. And I still enjoy it. The reason is that students studying “IELTS for Academic Purposes” have an unwavering desire to be accepted by a foreign tertiary institution and are generally speaking much

more committed to their studies than their counterparts who aspire to know the language for other reasons.

To me, this makes the job of being an IELTS tutor much more satisfying than teaching a class of thirty to seventy school and/or college students. Others, undoubtedly with much more guts and character than me, are well suited for the latter.

The objective of this publication is to give those students studying IELTS for academic purposes a myriad of IELTS topics that they could face in the Speaking test. These are accompanied by suggested answers that will provide them with some fresh ideas that they can use when taking the test.

I would like this publication to be known as a “no-nonsense” book, only presenting information that is essential in improving skills and band scores. The target population are those students aiming to achieve a IELTS band score between 5 and 7 in the Writing component of the test. The level of the language used in the suggested answers and essays reflect this aim.

ACKNOWLEDGMENTS

To those students in both China and Vietnam with whom I have had the privilege to spend time in and out of the classroom: Over the years, you have been instrumental in my development as a teacher and as a person. I salute you.

To those who took time and effort and, with much patience, guided me into the wonderful world of ESL and IELTS, including Language Training Centre owners and managers, administrators, and colleagues: I thank you.

To all my friends in China and Vietnam: You unselfishly spent your time to share your knowledge of your country, its history, its people, its culture, and its places near and far. You are friends indeed.

To the management and staff at Scribe Inc.: David Rech (CEO), Jason Hughes (Book Developer and Manager), Jen Boeree and Megan Grande (Editors), Tim Durning (Cover Designer), and Steve Ushioda (Sales Director).

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My thanks go to both the above-mentioned companies and individuals for making all my dreams come true. Your professionalism, assistance, and integrity have made this path so much easier. You are simply the best.

IELTS — 7 — WRITING

Task 2

Including 50 Model Essays

1 GRADING AN ESSAY

1.1 TASK DESCRIPTION

The IELTS test is designed as a tool to determine the ability of nonnative speakers to use the English language in all ways possible. Band scores ranging from 1 to 9 are given in each module, and these four scores are converted into an overall band score. This overall score is used by tertiary and other institutions to stipulate admission standards. In other words, there is no “pass/fail,” as the overall score is only used as an indicator. Each band corresponds to a level of English competence. All parts of the test and the overall band score can be reported in whole and half bands—for example, 6.5, 7.0, 7.5, or 8.0.

Due to its high quality controls, IELTS is the world’s proven test, and IELTS is accepted by thousands of organizations in more than 135 countries, including

- universities, schools, training colleges, and tertiary institutes
- government departments and agencies
- professional and industry bodies
- multinational companies and employers

The IELTS for Academic Purposes test consists of four components—namely,

- Listening
- Reading
- Writing
- Speaking

The Writing component of the test consists of two tasks. In task 1, candidates are expected to analyze / describe / explain / summarize the given information by writing at least 150 words. The writing could be, but does not have to be, in the form of an essay. The information is presented visually in the form of one or more of the following:

- line graphs
- pie charts

- both line graphs and pie charts
- tables
- tables and pie charts
- column graphs
- bar graphs
- diagrams
- flowcharts
- maps

In task 2, the candidate is given a topic and asked to write an essay of no less than 250 words.

TIME ALLOCATION

It is strongly suggested that students start by doing task 2. There are two reasons for this:

1. Task 2 carries much more weight in the grading than task 1.
2. Students often get bogged down in task 1 and then find themselves with insufficient time to finish task 2, which carries much more weight.

It is also strongly suggested that students spend ten to fifteen minutes carefully reading the given topic and planning their essays. This includes deciding on the content and planning the paragraphing.

It is common knowledge that to write a good IELTS essay, you need to make the examiner feel good about your essay. In other words, you've got to know what will let you gain points and/or what will let you lose points.

How does the examiner grade your essay? You receive points for the following aspects:

- task response
- coherence and cohesion
- lexical resource
- grammatical range and accuracy

These four criteria are equally weighted, so you should pay attention to all of them.

1.2 TASK RESPONSE

This means that your essay must show that you understand the given topic correctly and completely. In other words, you have to do what they are asking you to do. That is why it is so important to spend a few minutes to make sure that you fully understand what is required.

1.3 COHERENCE AND COHESION

This means how well you are able to connect your paragraphs to each other and how well your sentences inside each paragraph are connected. For example, if paragraph 1 explains the advantages of tourism and paragraph 2 explains the disadvantages of tourism, then the last sentence in paragraph 1 should say something like “In spite of tourism being to the advantage of the economy, its negative effects should not be overlooked.” This sentence will create the connection between the first and second paragraphs. If you do not do this, the examiner might think that you jumped from advantages to disadvantages without a reason. The same applies to sentences inside the paragraph. Every sentence should lead to the next one. We use the “sentence starters” to do this.

HOW TO ACHIEVE A 7 BAND SCORE

1. Manage your paragraphing skillfully by preplanning.
2. Logically organize your ideas and the information you are presenting so that there is a clear progression throughout the essay.

1.4 LEXICAL RESOURCE

This refers to the range of vocabulary you are using and the different types of simple and complex sentences you are able to use. Use your best vocabulary, but do not go overboard and show off, become pedantic, or make mistakes that could be prevented by using simpler vocabulary that you know well.

HOW TO ACHIEVE A 7 BAND SCORE

1. Use a wide variety of vocabulary to convey the meaning clearly.

2. It is better to use a simpler word correctly than a more complicated word incorrectly.

1.5 GRAMMATICAL RANGE AND ACCURACY

This refers to your spelling and grammar in sentences. Grammar skills are acquired by reading. By reading, you will get the “feel” of the language. You should of course be able to spell the words correctly. It is better to use a simpler word whose spelling you are sure about than a complicated word that you might spell incorrectly. Do not forget to use the articles “a” and “the.” Punctuation is also part of grammar and should be correctly used.

2 SENTENCE STARTERS

2.1 GENERAL SENTENCES

I would like to mention . . .

If I had to describe (topic), . . .

I would start by saying that . . .

If I had to express my view about (topic), I would say . . .

Of all the (topic), I would like to state . . .

Of course there are many (topic), but I would like to mention that . . .

On the positive side . . .

On the negative side . . .

2.2 FIRST REASON

First, . . .

First of all, . . .

The first / main reason why . . .

In my opinion . . .

I believe / think . . .

With regard to why . . .

One of the aspects I could mention regarding this topic is that . . .

If I had to highlight the main reason why . . .

2.3 EXAMPLES

For example . . .

For instance . . .

That is to say . . .

What I mean (to say) is . . .

To the extent that (reason) . . .

The fact that . . .

In other words . . .

To put it simply / better / in another way, . . .

To be more specific, . . .

2.4 SECOND REASON

Second, . . .

Furthermore, . . .

The second reason why . . .

Second, in my opinion . . .

Second, I believe / I think . . .

Second, with regard to why . . .

The second aspect I could mention regarding (topic) is . . .

The second reason by which I could highlight why . . .

Another point I would like to mention is . . .

An additional reason I would like to mention is . . .

One more reason I would mention is . . .

2.5 LAST REASON

Lastly, . . .

Finally, . . .

The last aspect I could mention regarding (topic) is . . .

The last reason I could highlight is . . .

The last point I would like to mention is . . .

2.6 GENERAL

As far as (topic) is concerned . . .

Insofar as (topic) is concerned . . .

In terms of . . .

One of the differences would be . . .

The main difference is . . .

It depends on a couple of things. First, . . .

2.7 COMPARING (ONE WITH ANOTHER)

One of the main differences/advantages is that . . .

2.8 SUGGESTING (SOLVING A PROBLEM)

I think/believe we should . . .

One solution that I can think of is to . . .

One of the possible solutions would be to . . .

2.9 CONNECTIVES

. . . , and . . .

. . . , but . . .

. . . , but generally speaking, . . .

. . . , but from what I know, . . .

Anyhow, . . .

Anyway, . . .

At any rate, . . .

In any case, . . .

Not only . . . , but also . . .

3 STEPS IN ESSAY WRITING

STEP 1: ANALYZE THE TASK AND DETERMINE THE PURPOSE

I. PROVIDE GENERAL INFORMATION

1. Describe and explain a situation.
2. For example:
 - a. “Write a report on the state of the roads in your province.”
 - b. “What do you understand by the term *global warming*”?

II. EXAMINE CAUSE AND EFFECT

1. Active construction: Cause-effect
2. Passive construction: Effect-cause
3. For example:
 - a. “Examine the causes of global warming.”
 - b. “Examine the causes of road accidents in your country.”

III. OUTLINE A PROBLEM AND PRESENT A SOLUTION

1. Identify the problem.
2. Describe the problem.
3. Suggest some solutions to the problem.
4. For example:
 - a. “What problems does your country face, and how can they be overcome?”
 - b. “What are the most important transportation problems in your country, and how can they be solved?”

IV. GIVE AND JUSTIFY AN OPINION

1. State your position.
2. Support your position with relevant facts.
3. For example:

- a. “Do you think computer games are a good hobby?”
- b. “What is your opinion about the disadvantages of fast food?”

V. AGREE/DISAGREE WITH AN ARGUMENT

1. Express opinions either way.
2. For example:
 - a. “Computer games are a good hobby. Do you agree?”
 - b. “People should not be allowed to keep pets in the city. Do you agree?”

VI. EVALUATE IDEAS, EVIDENCE, OR AN ARGUMENT

1. Evaluating something is assessing its worth or deciding if it is good or bad.
2. An argument is a reason given to support or disprove something.
3. For example:
 - a. “Do you think computer games are good or bad as a hobby?”
 - b. “Evaluate the influence that computers have had on our lives.”

VII. COMPARE AND CONTRAST EVIDENCE OR AN OPINION

1. Evidence is something that proves an idea or supports an opinion.
2. For example:
 - a. “Compare an office chair to an armchair.”
 - b. “Compare traditional food to fast food.”

STEP 2: PREPARE A PLAN

- i. Brainstorm and note as many ideas as possible. Do not organize these ideas until you have written as many as you possibly can.
- ii. Organize the ideas according to the pattern.

STEP 3: WRITE THE ESSAY

Add variety to your writing by using

- a mixture of simple, compound, and complex sentences;

- sentences of different lengths;
- some sentences that are not in the normal subject-verb-object pattern;
- passive voice in a few sentences;
- varied vocabulary.

STEP 4: PROOFREAD

Check for any grammar or spelling mistakes.

4 STANDARD ESSAY PATTERN

INTRODUCTION (30–40 WORDS)

1. Make a general statement about the topic. Use something interesting/fresh, like “Confucius said, . . .”
2. Indicate what you are going to cover in the body of the essay. The key words indicating the topic of each paragraph should be present here.

BODY (180 WORDS)

Describe more fully the ideas mentioned in the introduction.

FIRST PARAGRAPH

3. Use a topic sentence, usually in the form of a statement. The first key word from the introduction should be present in this sentence.
4. Use supporting sentences (examples / reasons / explanations / connectors). *Optional*: Provide a solution.

SECOND PARAGRAPH

5. Use a topic sentence, usually in the form of a statement. The second key word from the introduction should be present in this sentence.
6. Use supporting sentences (examples / reasons / explanations / connectors). *Optional*: Provide a solution.

THIRD PARAGRAPH

7. Use a topic sentence, usually in the form of a statement. The third key word from the introduction should be present in this sentence.
8. Use supporting sentences (examples / reasons / explanations / connectors). *Optional*: Provide a solution.

CONCLUSION (30–40 WORDS)

No new information or facts are added here.

9. Summarize what has been said. The three key words from the introduction should be repeated here.
10. Provide a conclusion or result. *Optional*: Provide a solution.

5 USEFUL LANGUAGE FOR TASK 2

A. PROVIDING GENERAL FACTUAL INFORMATION

I want to . . .

I would like to . . .

I wish to . . .

B. PRESENTING A SOLUTION TO A PROBLEM

. . . could . . .

. . . should . . .

. . . suggest . . .

. . . perhaps . . .

. . . might be able to . . .

. . . it should be possible to . . .

C. GIVING YOUR OPINION

I think . . .

I believe . . .

I am sure that . . .

It is my opinion that . . .

. . . it seems to me that . . .

. . . it is evident that . . .

. . . it is obvious/clear that . . .

D. AGREEING OR DISAGREEING

. . . however . . .

. . . but . . .

... although ...

... concur ...

E. CREATING RELATIVE STATEMENTS

Academic writing rarely involves absolute certainty. To change an absolute statement like, for example, “The sky is blue” into a statement where the certainty is reduced (a relative statement), the following techniques can be used.

I. TO REDUCE THE SIZE OF A GROUP

Uncountable items:

Some of ...

A little of ...

Much of ...

Most of ...

Countable items:

Some of ...

A few of ...

Many of ...

Most of ...

II. TO REDUCE THE NUMBER OF TIMES SOMETHING OCCURS

Often ...

Frequently ...

Sometimes ...

Occasionally ...

III. TO SAY SOMETHING IS POSSIBLE

... may ...
... might ...
... maybe ...
... can ...
... could ...
... perhaps ...
... possibly ...

IV. TO EXPRESS DOUBT

... seems that ...
... appears to ...
... appears that ...

F. USING WORDS AND PHRASES TO LINK SENTENCES

I. TO ADD MORE INFORMATION

... and also ...
... furthermore ...
... as well as ...

II. TO INDICATE A CAUSE-AND-EFFECT RELATIONSHIPS

... because of ...
... caused by ...
... subsequently ...
... therefore ...
... the result of ...
... as a consequence of ...

III. TO INDICATE TIME

... then ...

... recently ...

... when ...

... now ...

... while ...

IV. TO LINK GENERAL AND PARTICULAR STATEMENTS

... for example ...

... such as ...

... in the case of ...

V. TO COMPARE/CONTRAST INFORMATION

... however ...

... despite ...

... although ...

6 MODEL ESSAYS

6.1 ROAD ACCIDENTS

A large number of deaths are caused by road accidents. Why do so many road accidents occur? Make recommendations that would help reduce the number of road accidents.

STEP 1: ANALYZE THE TASK

1. Look for topic words: “Large number of deaths,” “road accidents”
2. Look for task words: “Why . . . occur?”
“Make recommendations . . . help reduce . . . road accidents”
3. Determine the purpose of the essay: outlining a problem and presenting a solution.

STEP 2: PREPARE A PLAN

1. Brainstorm and note as many ideas as possible. Do not organize these ideas until you have written as many as you possibly can.
“drunk drivers,” “road conditions,” “penalties,” “government,” “advertising,” “vehicles,” “brakes, lights, steering, tires,” “speeding,” “fines”
2. Now organize the ideas according to the pattern that follows.

INTRODUCTION

1. General statement “many deaths,” “road accidents”
2. Indication of body “vehicles,” “roads,” “humans”

BODY

FIRST PARAGRAPH

3. Topic sentence “bad vehicle maintenance”
4. Supporting sentences “tires, lights”
Solution (optional) “regular testing”

SECOND PARAGRAPH

5. Topic sentence “road conditions”
6. Supporting sentences “potholes, curves”
Solution (optional) “money”

THIRD PARAGRAPH

7. Topic sentence “driver errors”
8. Supporting sentences “drunken driving, speeding”
Solution (optional) “fines, suspension of permit”

CONCLUSION

9. Summary “test vehicles, improve roads, suspensions”
10. Conclusion “traveling by road can be made safer”

STEP 3: WRITE THE ESSAY

Note: The words in parentheses are more advanced alternatives. The numbers refer to the standard essay pattern given in [chapter 4](#).

INTRODUCTION

1. Confucius said, “People getting killed in road accidents is a curse placed on us by ourselves.”
2. In this essay, I will focus on three possible causes—namely, the roadworthiness of vehicles, the condition of our roads, and the errors made by humans.

BODY

FIRST PARAGRAPH

3. Many accidents are caused by bad (inadequate) vehicle maintenance and repairs.
4. For example, bald tires and defective brakes will dramatically increase the stopping time of a vehicle. Regular mechanical inspections would reduce the number of unroadworthy vehicles.

SECOND PARAGRAPH

5. Road conditions also contribute to road accidents.

6. Road surfaces that are in a bad state of repair and have many potholes are dangerous. In addition, narrow roads with sharp curves can cause accidents. Lastly, snow and rain make the road surfaces slippery and difficult to drive on. The government will have to spend more money on road maintenance and so improve the condition of our road surfaces. More care will have to be taken when designing roads to get rid of (eliminate) hazardous road features.

THIRD PARAGRAPH

7. The third cause of road accidents is driver errors.
8. Drunken driving and excessive speed frequently result in drivers misjudging distances and losing control of their vehicles. Other examples are drivers who pass without the necessary care and fail to use their indicators when turning. Although the problems associated with driver errors are the most difficult to solve, advertising campaigns have proved to be effective in educating drivers about road safety. Furthermore, harsher penalties such as heavy fines and the suspension of driver's licenses could be applied to discourage such dangerous behavior.

CONCLUSION

9. In conclusion, although it is inevitable that some accidents will occur, there are ways to reduce their frequency. Stricter and more regular vehicle testing by the authorities and more severe penalties for careless drivers are needed. In addition, more funds will have to be allocated to maintain and upgrade roads and launch advertising campaigns.

STEP 4: PROOFREAD

Check for any grammar or spelling mistakes.

6.2 GARBAGE SOCIETY

Someone said our society is becoming a garbage society. What are the reasons for this, and how do you think we should deal with it?

Note: The words in parentheses are more advanced alternatives. The numbers refer to the standard essay pattern given in [chapter 4](#).

INTRODUCTION

1. Confucius said, “I love the bugs in my home, but I hate litterbugs.”
2. In this essay, I will focus on the reasons for all the garbage, the types of waste, and one possible solution. (34 words)

BODY

FIRST PARAGRAPH TOPIC SENTENCE

3. Technological developments have resulted in products becoming useless (obsolete) much faster than before.

SUPPORTING SENTENCES

4. Consumers have been brainwashed by the advertising industry to believe that they should buy the latest models of cars, computers, and household appliances. For example, new-generation computers containing improved hardware and software are replacing old ones at an astonishing rate. Car manufacturers are bringing out new models every year (annually) in order to boost their sales.

SECOND PARAGRAPH TOPIC SENTENCE

5. Waste is classified into two major categories—namely, biodegradable and undegradable.

SUPPORTING SENTENCES

6. Biodegradable wastes are those that can be broken down by bacteria. Undegradables like plastics and rubber, however, cannot be broken down and have an everlasting (infinite) lifespan. For example, waste

paper and wood can be absorbed by the soil in the form of compost. Compost is useful in commercial nurseries and private gardens.

THIRD PARAGRAPH TOPIC SENTENCE

7. One of the solutions to at least reduce the garbage problem is to recycle.

SUPPORTING SENTENCES

8. For example, many types of plastic and rubber can be melted down and used again as useful products. Plastic shopping bags have been used in new applications. (171 words)

CONCLUSION/SUMMARY

9. I have briefly looked at the origins and types of waste and recycling as a solution.

CONCLUDING STATEMENT

10. In conclusion, by educating the public and with more research into recycling methods, I believe our waste problems can be reduced. (37 words) (Total words: 242)

6.3 TECHNOLOGY AND SCIENCE

Technology has developed rapidly in recent times, but there are still many questions that scientists have not been able to answer to ensure our survival. Do you agree or disagree?

Note: The words in parentheses are more advanced alternatives. The numbers refer to the standard essay pattern given in [chapter 4](#).

INTRODUCTION

GENERAL STATEMENT

1. Confucius said, “Philosophers, and not scientists, will provide the world with answers to questions that are important for our survival.”

VIEW OF BODY

2. In this essay, I will focus on two aspects—namely, water supplies and global warming—and see that scientists have, to date, not been successful. (45 words)

BODY

FIRST PARAGRAPH TOPIC SENTENCE

3. The supply of freshwater fit for consumption by man and beast is dwindling at such an alarming rate that it is threatening our very existence on this planet.

SUPPORTING SENTENCES

4. To be more specific, the sources of underground water are being exhausted by ever-growing populations and industries. In addition, in many parts of the world, the annual rainfall is constantly dropping. To date, scientists have not been able to manufacture water on a large scale and at acceptable costs. The harvesting of icebergs is only a temporary solution.

SECOND PARAGRAPH TOPIC SENTENCE

5. Scientists have only recently become aware of the phenomenon called global warming.

SUPPORTING SENTENCES

6. The initial indications are that if we do not take care of global warming, it will make life on earth miserable and even impossible. For example, if the earth's temperature rises to the extent that the polar ice caps begin to melt, the oceans will submerge large parts of the landmass. This would mean that coastal cities like New York, Hong Kong, and London, to name a few, will be completely covered by the ocean. (173 words)

CONCLUSION/SUMMARY

9. In this essay, I looked at water and global warming as aspects where scientists cannot provide sufficient answers.

CONCLUDING STATEMENT

10. To conclude, I would agree that there are many unsolved mysteries that threaten us. (32 words) (Total words: 250)

6.4 ROBOTS

Robots can free people from difficult or dangerous work. However, some people are worried about the possible dangers. What's your opinion?

Note: The words in parentheses are more advanced alternatives. The numbers refer to the standard essay pattern given in [chapter 4](#).

INTRODUCTION

1. A robot is defined as an “intelligent and obedient but impersonal machine.”
2. In this essay, I will briefly look at robots in terms of their nature, their special uses (functions), and their shortcomings. (33 words)

BODY

FIRST PARAGRAPH TOPIC SENTENCE

3. Because robots are not human, they are useful and effective in many actions that are impossible for human beings to handle.

SUPPORTING SENTENCES

4. For example, they do not get tired or bored. So they are able to do repetitive tasks for as long as we want them to. In addition, when properly maintained, they do not get ill. They do not need a vacation and do not need to look after (tend to) a family.

SECOND PARAGRAPH TOPIC SENTENCE

5. Robots are suitable for tasks that are too complicated or dangerous (risky) to be done (executed) by humans.

SUPPORTING SENTENCES

6. For instance, they are able to work in situations where radiation from nuclear material would kill (harm) humans. They have been used for work at great depths in the ocean, like finding and surveying the wreck of the *Titanic*.

THIRD PARAGRAPH TOPIC SENTENCE

7. Robots cannot assume responsibility. They can only do what they are programmed for.

SUPPORTING SENTENCES

8. In other words, they constantly need a human being to program and guide them. To be more specific, they cannot solve problems that might crop up or adapt to changing circumstances that might arise while working. When left unattended, they could cause much damage and could produce large quantities of waste before being reprogrammed. (192 words)

CONCLUSION/SUMMARY

9. In this essay, I have described the characteristics of robots, how they could serve humans, and what their weaknesses are.

10. To conclude, it is my opinion that robots cannot threaten humans yet. (32 words) (Total words: 257)

6.5 WEAPONS AND THE POOR

Should governments spend more money on weapons or on improving the lives of the poor? Give your opinion in the form of an essay.

Note: The words in parentheses are more advanced alternatives. The numbers refer to the standard essay pattern given in [chapter 4](#).

INTRODUCTION

1. Confucius said, “Every country in the world has weapons and people living in poverty.”
2. In this essay, I will focus on the need for spending money on both weapons and the poor and also on the need to find a balance. (41 words)

BODY

FIRST PARAGRAPH TOPIC SENTENCE

3. First, countries need weapons to defend themselves against aggressors.

SUPPORTING SENTENCES

4. Some of these weapons are extremely expensive to develop and manufacture. In addition, the training of personnel to use these weapons is costly. For example, nuclear weapons take years to develop, design, and build. Many countries are forced to acquire nuclear weapons because their enemies or possible (potential) enemies have developed them.

SECOND PARAGRAPH TOPIC SENTENCE

5. Second, governments need to spend money on the poor.

SUPPORTING SENTENCE

6. Jobs have to be created, and then the poor need to be educated and trained to do those jobs. For example, the rural poor have to be

educated in sound agricultural practices, soil and water conservation, and the utilization of resources. Then they have to be trained to use farming equipment like tractors and other vehicles. Only then can they be placed on (designated to) farms.

THIRD PARAGRAPH TOPIC SENTENCE

7. Lastly, however, I am of the opinion that there has to be balance in the way governments spend the money available to them.

SUPPORTING SENTENCES

8. For example, poor people who have become trained workers have to be looked after (protected) in the event of an invasion from a neighboring country. (180 words)

CONCLUSION/SUMMARY

9. We need weapons; the poor have to be helped. To achieve this, a balance has to be found.

CONCLUDING STATEMENT

10. To conclude, I believe my opinion is moderate and should be followed. (30 words) (Total words: 251)