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CELTA, Ac. IELTS 9.0

Master
IELTS ESSAYS

A guide to writing effective and organised essays

August 2026

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Master IELTS Essays

For Academic and General Training Modules

By Ebrahim Tahassoni

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This is to certify that
EBRAHIM TAHASSONI
has been awarded
Pass (Grade B)
in
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Certificate of Participation

This is to certify that
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IELTS Train the Trainer Course
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Certificate of Participation

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SUSSEX DOWNS COLLEGE International Centres

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WORKSHOP ON IELTS

On
IELTS Overview
IELTS Assessment
IELTS Test-taking Strategies
Common problems observed in Iranian Applicants' Performance on IELTS
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Understanding the Rubric

WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

Some people believe that television programmes are of no real value for children.

How far do you agree or disagree?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

Task Types

Opinion-led

a. New parents should attend parenting classes to learn how to bring up their children well.
To what extent do you agree or disagree with this statement?

b. Many parents now let their young children use tablet computers to see pictures and photographs, watch videos or play games.
Is this a positive or negative development?

Argument Discussion

a. Some people believe that children should listen to and obey their parents. Others believe that children should think and do things on their own.
Discuss both these views and give your own opinion.

b. While some people prefer to live in apartments, others do not think an apartment is a suitable form of accommodation.
Do you think the advantages of living in an apartment outweigh the disadvantages?

c. Some people believe that modern designs for schools and offices with more open spaces are necessary.
What are the advantages and disadvantages of such spaces?

Issue Discussion (Expository)

a. Housing and accommodation has become a major problem in many countries around the world.
What are some of the main factors that have contributed to this problem?
What can be done to help reduce the number of homeless people?

b. While mobile phones have many advantages, a number of problems have also resulted from them or the ways in which they are used.
What are some of these problems?
What solutions can you suggest for solving these problems?

c. Nowadays most people choose to throw away broken things instead of repairing them, and replace them with new ones.
Why is this happening?
What problems may it lead to?

Mixed (Two-Part) Questions

In some countries people prefer to buy used things rather than new ones.
Why is this the case?
Is it a positive or negative trend?

IELTS Task 2 Writing Band Descriptors (2023)

Band	Task Achievement	Coherence and Cohesion	Lexical Resource	Grammatical Range and Accuracy
9	• The prompt is appropriately addressed and explored in depth. • A clear and fully developed position is presented which directly answers the question/s. • Ideas are relevant, fully extended and well supported. Any lapses in content or support are extremely rare.	• The message can be followed effortlessly. • Cohesion is used in such a way that it very rarely attracts attention. • Any lapses in coherence or cohesion are minimal. • Paragraphing is skilfully managed.	• Full flexibility and precise use are evident within the scope of the task. • A wide range of vocabulary is used accurately and appropriately with very natural and sophisticated control of lexical features. • Minor errors in spelling and word formation are extremely rare and have minimal impact on communication.	• A wide range of structures within the scope of the task is used with full flexibility and control. • Punctuation and grammar are used appropriately throughout. • Minor errors are extremely rare and have minimal impact on communication
8	• The prompt is appropriately and sufficiently addressed. • A clear and well-developed position is presented in response to the question/s. • Ideas are relevant, well extended and supported. • There may be occasional omissions or lapses in content.	• The message can be followed with ease. • Information and ideas are logically sequenced, and cohesion is well managed. • Occasional lapses in coherence or cohesion may occur. • Paragraphing is used sufficiently and appropriately.	• A wide resource is fluently and flexibly used to convey precise meanings within the scope of the task. • There is skilful use of uncommon and/or idiomatic items when appropriate, despite occasional inaccuracies in word choice and collocation. • Occasional errors in spelling and/or word formation may occur, but have minimal impact on communication.	• A wide range of structures within the scope of the task is flexibly and accurately used. • The majority of sentences are error-free, and punctuation is well managed. • Occasional, non-systematic errors and inappropriacies occur, but have minimal impact on communication.
7	• The main parts of the prompt are appropriately addressed. • A clear and developed position is presented. • Main ideas are extended and supported but there may be a tendency to over-generalise or there may be a lack of focus and precision in supporting ideas/material.	• Information and ideas are logically organised and there is a clear progression throughout the response. A few lapses may occur. • A range of cohesive devices including reference and substitution is used flexibly but with some inaccuracies or some over/under use. • Paragraphing is generally used effectively to support overall coherence, and the sequencing of ideas within a paragraph is generally logical.	• The resource is sufficient to allow some flexibility and precision. • There is some ability to use less common and/or idiomatic items. • An awareness of style and collocation is evident, though inappropriacies occur. • There are only a few errors in spelling and/or word formation, and they do not detract from overall clarity.	• A variety of complex structures is used with some flexibility and accuracy. • Grammar and punctuation are generally well controlled, and error-free sentences are frequent. • A few errors in grammar may persist, but these do not impede communication.
6	• The main parts of the prompt are addressed (though some may be more fully covered than others). An appropriate format is used. • A position is presented that is directly relevant to the prompt, although the conclusions drawn may be unclear, unjustified or repetitive. • Main ideas are relevant, but some may be insufficiently developed or may lack clarity, while some supporting arguments and evidence may be less relevant or inadequate.	• Information and ideas are generally arranged coherently and there is a clear overall progression. • Cohesive devices are used to some good effect but cohesion within and/or between sentences may be faulty or mechanical due to misuse, overuse or omission. • The use of reference and substitution may lack flexibility or clarity and result in some repetition or error. • Paragraphing may not always be logical and/or the central topic may not always be clear.	• The resource is generally adequate and appropriate for the task. • The meaning is generally clear in spite of a rather restricted range or a lack of precision in word choice. • If the writer is a risk-taker, there will be a wider range of vocabulary used but higher degrees of inaccuracy or inappropriacy. • There are some errors in spelling and/or word formation, but these do not impede communication.	• A mix of simple and complex sentence forms is used but flexibility is limited. • Examples of more complex structures are not marked by the same level of accuracy as in simple structures. • Errors in grammar and punctuation occur, but rarely impede communication.

5	• The main parts of the prompt are **incompletely addressed**. The format may be inappropriate in places. • The writer expresses a position, but the development is not always clear. • Some main ideas are put forward, but they are limited and are not sufficiently developed and/or there may be irrelevant detail. • There may be some repetition.	• Organisation is evident but is not wholly logical and there may be a lack of overall progression. Nevertheless, there is a sense of underlying coherence to the response. • The relationship of ideas can be followed but the sentences are not fluently linked to each other. • There may be limited/overuse of cohesive devices with some inaccuracy. • The writing may be repetitive due to inadequate and/or inaccurate use of reference and substitution. • **Paragraphing may be inadequate or missing.**	• The resource is limited but minimally adequate for the task. • Simple vocabulary may be used accurately but the range does not permit much variation in expression. • There may be frequent lapses in the appropriacy of word choice, and a lack of flexibility is apparent in frequent simplifications and/or repetitions. • Errors in spelling and/or word formation may be noticeable and may cause some difficulty for the reader.	• The range of structures is limited and rather repetitive. • Although complex sentences are attempted, they tend to be faulty, and the greatest accuracy is achieved on simple sentences. • Grammatical errors may be frequent and cause some difficulty for the reader. • Punctuation may be faulty.
4	• The prompt is tackled in a minimal way, or the answer is • tangential, possibly due to some misunderstanding of the prompt. **The format may be inappropriate.** • A position is discernible, but the reader has to read carefully to find it. • Main ideas are difficult to identify and such ideas that are identifiable may lack relevance, clarity and/or support. • Large parts of the response may be repetitive.	• Information and ideas are evident but not arranged coherently, and there is no clear progression within the response. • Relationships between ideas can be unclear and/or inadequately marked. There is some use of basic cohesive devices, which may be inaccurate or repetitive. • There is inaccurate use or a lack of substitution or referencing. • There may be no paragraphing and/or no clear main topic within paragraphs.	• The resource is limited and inadequate for or **unrelated to the task**. Vocabulary is basic and may be used repetitively. • There may be inappropriate use of lexical chunks (e.g. memorised phrases, formulaic language and/or language from the input material). • Inappropriate word choice and/or errors in word formation and/or in spelling may impede meaning.	• A very limited range of structures is used. • **Subordinate clauses are rare and simple sentences predominate.** • Some structures are produced accurately but grammatical errors are frequent and may impede meaning. • Punctuation is often faulty or inadequate.
3	• No part of the prompt is adequately addressed, or the prompt has been misunderstood. • No relevant position can be identified, and/or there is little direct response to the question/s. • There are few ideas, and these may be irrelevant or insufficiently developed.	• There is no apparent logical organisation. Ideas are discernible but difficult to relate to each other. • Minimal use of sequencers or cohesive devices. Those used do not necessarily indicate a logical relationship between ideas. • There is difficulty in identifying referencing. • Any attempts at paragraphing are unhelpful.	• The resource is inadequate (which may be due to the response being significantly underlength). • Possible over-dependence on input material or memorised language. • Control of word choice and/or spelling is very limited, and errors predominate. These errors may severely impede meaning.	• Sentence forms are attempted, but errors in grammar and punctuation predominate (except in memorised phrases or those taken from the input material). This prevents most meaning from coming through. • **Length may be insufficient to provide evidence of control of sentence forms.**
2	• The content is barely related to the prompt. • No position can be identified. • There may be glimpses of one or two ideas without development.	• There is little relevant message, or the **entire response may be off-topic**. • There is little evidence of control of organisational features.	• The resource is extremely limited with few recognisable strings, apart from memorised phrases. • There is no apparent control of word formation and/or spelling.	• There is little or no evidence of sentence forms (except in memorised phrases).
1	• **Responses of 20 words or fewer are rated at Band 1.** • **The content is wholly unrelated to the prompt.** • Any copied rubric must be discounted.	• **Responses of 20 words or fewer are rated at Band 1.** • The writing fails to communicate any message and appears to be by a virtual non-writer.	• **Responses of 20 words or fewer are rated at Band 1.** • No resource is apparent, except for a few isolated words.	• **Responses of 20 words or fewer are rated at Band 1.** • No rateable language is evident.
0	• Should only be used where a candidate did not attend or attempt the question in any way, used a language other than English throughout, or **where there is proof that a candidate's answer has been totally memorised**.			

Sentence Types

Simple sentences: *a single clause*

Globalisation is the most important topic for all people.

Compound sentences: *clauses connected using and, or, but, so, yet, nor*

Some people disagree with construction in the countryside but they offer no logical alternatives.

Complex sentences: *at least one subordinate (dependent) clause + a main clause*

- ### Adjective (relative) clauses

Non-restrictive/non-defining clause

My only brother**, who is a teacher,** lives next door.

Restrictive/defining clause:

The number of people **who live in cities** is on the increase.

The city **from which I come** has developed greatly in recent years. = The city **which I come from** has developed greatly in recent years.

***Note:* Unlike non-restrictive clauses, restrictive clauses can be reduced:**

The number of people **living in cities** is on the increase.

The city **I come from** has developed greatly in recent years.

COMPLEX SENTENCES WITH ADJECTIVE CLAUSES

RELATIVE PRONOUNS	EXAMPLES
who (people)	People **who** speak several languages are valuable employees. Alfredo, **who** is from Switzerland, speaks three languages.
that (animals, things, and, in informal English, people)	Yesterday I received an email **that** I did not understand. Tom is the one **that** ran in the marathon.
which (animals, things)	My new cell phone, **which** I just got yesterday, stopped working today.
whom	The people **whom** you saw were from Thailand. I learned Spanish from my friend Tomás, **whom I met in high school.**
when	I use my cell phone most on the days **when** I have to work late. I got my first phone in 2008, **when** I was in high school.
where	I am going back to the store **where** I bought my phone. The Fifth Street Mall, **where** the store is located, is not far from my home.

- ### Noun clauses

I strongly believe **that housing development should be banned in the countryside**.

I cannot understand **why many people disagree with developing public transport.**

The government needs to know **how it can decrease people's interest in cars.**

The diagram shows the number of people in cities in the US. → The diagram shows **how many people live in cities in the US.**

- ### Participle clauses

The population of cities has increased significantly in recent decades, **increasing the demand for accommodation.**

- Adverb clauses

Complex Sentences with Time Clauses

Time Subordinators	Examples
after	He goes to school **after** he finishes work.
as	Several overcrowded busses passed **as** they were waiting.
as soon as	She felt better **as soon as** she took the medicine.
before	**Before** you apply to college, you have to take an entrance exam.
since	It has been a year **since** I left home.
until	We can't leave the room **until** everyone finishes the test.
when	**When** you start college, you usually have to take placement tests in math and English.
whenever	**Whenever** I don't sleep well, I feel sick the next day.
while	Several overcrowded buses passed **while** they were waiting.

Complex Sentences with Clauses of Reason

Reason Subordinators	Examples
as	Everyone should walk **as** it is good exercise.
because	Jack excels at sports **because** he trains hard.
since	**Since** she works out daily, Jill is in great condition.

Complex Sentences with Clauses of Condition

Condition Subordinators	Examples
if	John is unhappy **if** he doesn't get an A in every class. **If** John doesn't get an A in every class, he's unhappy.
unless	John is unhappy **unless** he gets an A.

Complex Sentences with Clauses of Purpose

Purpose Subordinator	Example
so that	I got a part-time job **so that** I could earn money for school. **So that** I could earn money for school, I got a part-time job.

Complex Sentences with Clauses of Contrast

Contrast Subordinators	Examples
although	**Although** it was late, I continued studying.
even though	I typed my essay **even though** I am not a good typist.
though	**Though** my assignment was due on Wednesday, I finished it on Monday.
whereas	Spelling is easy in my native language, **whereas** English spelling is difficult.
while	**While** I enjoy studying English, I do not like math.

Scans from Longman Academic Writing Series, vol. 3

Paraphrasing

Step 1: Read the original sentence and locate all nouns or potential nouns:

Developing countries require international organisations' help.

Step 2: begin the new sentence with a noun other than the one that begins the original sentence:

International organisations should help developing countries.

Help should be provided to developing countries by international organisations.

The help of international organisations is necessary for developing countries.

Step 3: Finally, try and replace the words taken from the original sentence with suitable synonyms:

Global organisations should aid third-world countries.

Help should be provided to third-world countries by global organisations.

The help of global organisations is necessary for third-world countries.

Example:

In some countries, it is illegal for companies to reject job applicants for their age.

➔ **REORDER:**

Companies must not reject job applicants for their age according to the law in some countries.

Job applicants must not be rejected by companies for their age according to the law in some countries.

Age must not cause job applicants to be rejected by companies according to the law in some countries.

It is against the law for job applicants to be rejected by companies for the age in some countries.

➔ **REPLACE WORDS:**

Companies must not reject people who ask for a job because of how old they are according to the law in a number of countries.

In a number of countries, companies must not reject people who ask for a job because of how old they are according to the law.

According to the law in a number of countries, companies must not reject people who ask for a job because of how old they are.

Opinion Essays

Any essay that asks for your opinion on something + justification: agree/disagree, positive/negative, …

How to answer:

1. Sometimes you may give a conditional or **middle view**: partially agree/disagree and explain why. This is usually difficult because you often need to say why and when it is acceptable and why/when it is unacceptable while presenting a very clear view. In some questions, you may be able to agree with both possible options, but presenting this view clearly can be difficult. So, there is no singular method to formulate a middle-view answer to all opinion essays, and it varies from question to question.

2. However, it is always possible to give **a strong view**: either agree or disagree completely with the given point of view. Explain why you agree, and refute the opposite argument (See appendix 2 for notes on counterarguments) . ✓

Introduction

- **Simple approach:** You could always paraphrase the task and then answer the question. You could add a very short summary of your main ideas.

  Example: *Book 11, test 1*
  It is said that government money should be spent on railways instead of roads. I strongly agree with this view because of the safety and convenience of trains.

- If there is a general statement or fact in the task, paraphrase and use it as the first sentence in the introduction. Then answer the question: **I strongly/generally believe that…***(book 10, test 3)*

  Example: *Book 11, test 2*
  Nowadays, domestic waste is not recycled sufficiently. I strongly believe that it is the government's responsibility to introduce laws to force people to recycle their waste more, as it raises awareness and is easier than other methods.

- If the task only gives you an opinion to agree or disagree with, you could create a general statement about the topic (either its present situation or its history) before giving your opinion. *(Book 11, test 1)*

  Nowadays/Today/These days…
  While in the past…., today….

  Example: *Book 11, test 1*
  Governments spend enormous amounts of money on developing transportation in their countries. I strongly believe that their focus must be on developing railways instead of roads, as they are safer and less expensive to build.

Body paragraphs

Support paragraphs: In each of these paragraphs, you give a reason to support your opinion and develop it with more details, explanations, reasons, examples and consequence

Counter-argument (CA): Consider a reason from the opposite point of view and either refute, offer a solution, concede yet explain why it pales in importance when compared to your argument, or accept and integrate it into your viewpoint. (If you cannot do any of those, then you need to present a middle view.)

Note: If the CA is short (e.g. B10, test 3) you can include it in the conclusion instead of writing a separate body paragraph.

Conclusion

Rephrase your opinion from the introduction and, if necessary (e.g. you need more words), provide a summary of your reasons.

Example Opinion Essay 1 (Strong View)

Some psychologists think that the best way to overcome the stress of everyday life is to spend a portion of the day doing absolutely nothing.
To what extent do you agree or disagree?

Disagree

1. Most people have no time for this:
wake up early: go to work for 8-10 hours + some have two jobs/families/… => take up a lot of time > no time to spend doing nothing

2. Does not make the causes of stress go away:
during rest time: do nothing > when finished and get back to life: realise shit is still real: homework, chores, arguments,… > more stress

CA: Doing nothing allows brain to recover > become more efficient at dealing with stress
Refute: people get enough rest time during nightly sleep > no need for more time for that

A number of psychologists believe that doing nothing at all during a certain part of the day would be the best approach to dealing with the stress that everyday life causes. I strongly disagree, mainly due to issues with time.

Most people today have no time in their daily lives to spend doing nothing. They have to wake up early each morning, go to work for at least eight to ten hours, and spend the rest of the day dealing with other routine issues such as other jobs they do, the problems of their family members and so on. All of these things take up so much time and there is no time left for them to avoid doing anything.

Furthermore, doing nothing does not actually help resolve the causes of stress. When a person rests and does nothing, he does not deal with what is causing him to become stressed, such as the household chores he has not done yet, homework for school or college, or arguments with others. So when he goes back to his normal life, he realizes that those issues are still real and have not changed. He also realizes that he has lost some of the time he could have spent dealing with them, which can cause even more stress.

Some may argue that doing nothing gives the brain time to recover and become more efficient in dealing with stress. However, people usually have enough time to relax and recover during the night, so it would not be necessary to spend more time resting during the day.

In conclusion, I believe it is not a good idea for people to allocate some time every day to doing nothing in order to decrease stress since they do not have enough time for this and it does not deal with the causes of stress.

307 words TR: 8-9 CC: 8 LR: 7 GRA: 8 Overall: 7.5

Example Opinion Essay 2 (Strong View)

Some people say that computer skills should be added to primary subjects in elementary school such as reading, writing and math.
How far do you agree or disagree?

Today many different skills are taught to children in primary schools. I completely agree that computer skills should also be added to the essential subjects that are taught there.

Children usually learn practical skills better at primary school because their minds are fresh and empty like a blank page. They are also very eager to learn new things since they are a lot more curious at such a young age compared to teenagers and young people in universities. Therefore, they will learn computer skills faster and can benefit from using them in their education sooner. For example, they can type their homework or make PowerPoint presentations for their classes in higher grades, especially when they reach high school.

Furthermore, computer skills are usually very fun to learn for younger students. During computer classes, they work with the Internet and learn to work with different computer systems using computer games and apps. The computer is also very interesting for most students in primary school because of its colourful programs and animations. Therefore, studying computer skills provides young students with some fun between more serious subjects like maths and geography.

Some may argue that computer skills may be too complex for young students to understand correctly, but I think primary schools can begin with more simple and essential skills like typing or googling, and leave the more advanced ones, especially programming, to higher grades. Therefore, I still support the importance of learning computer skills early on at primary schools for all students.

250 words TR: 7 CC: 7 LR: 7 GRA: 7 Overall: 7

Example Opinion Essay 3 (Middle View)

Access to clean water is a basic human right. Therefore, every home should have a water supply that is provided free of charge.
Do you agree or disagree? *From Cambridge IELTS 20 Ac. Test 1*

Generally disagree

If free: some may abuse
take long showers, fill swimming pools, use too much water for washing house/car or watering lawns, stop caring about leaks

But: unacceptable in modern societies to die from thirst/suffer hygiene health issues:
too poor > cannot afford water > death sentence + essential for health of society: those who cannot afford stop showers/baths, stop brushing > insects, inflammations/infectious diseases > pressure on health system + transfer disease > affect others' health => governments provide a certain amount considering number of ppl in household, logical amount necessary for washing and other household uses for the jobless/destitute

It is said that, as having access to clean water is an essential right of every human being, all houses should be provided with a free water supply. Nevertheless, I am generally opposed to this view.

A free supply of clean water can lead resources to be wasted. In countries like Iran where household water is free or inexpensive, many citizens tend to take long showers, fill and use private swimming pools, and consume large amounts of water for unessential purposes like washing cars or watering plants. They also do not care much about leaks in the pipes. I think the same will happen everywhere if all people have access to clean water for free.

However, suffering from water-related issues due to poverty is not acceptable in today's world. Those who are too poor to pay their water bills may die from thirst. Clean water is also critical for the health of every community because those who cannot afford it will stop taking showers or brushing their teeth, ending up with diseases that can be transferred to others and affect the whole society. If they drink unclean water, they may suffer from more serious diseases. Therefore, governments should provide a logical amount of water free of charge to poorer citizens.

In conclusion, I do not believe that clean water should be supplied to everyone for free, but I think the poor should receive limited amounts for free so that they can survive and remain healthy.

245 words TR: 7 CC: 7 LR: 7 GRA: 7 Overall: 7

Example Opinion Essay 4 (Middle View)

Access to clean water is a basic human right. Therefore, every home should have a water supply that is provided free of charge.
Do you agree or disagree? *From Cambridge IELTS 20 Ac. Test 1*

Generally disagree

The same argument not made about other essential human right:
food like water is essential for survival: humans die if no food available BUT no one says food should be free + having a house is basic human right, but no one says everyone should have a house except is communist countries whose economies failed/failing.

If free: some may abuse
take long showers, fill swimming pools, use too much water for washing house/car or watering lawns, stop caring about leaks

But: unacceptable in modern societies to die from thirst/suffer hygiene health issues:
too poor > cannot afford water > death sentence + essential for health of society: those who cannot afford stop showers/baths, stop brushing > insects, inflammations/infectious diseases > pressure on health system + transfer disease > affect others' health => governments provide a certain amount considering number of ppl in household, logical amount necessary for washing and other household uses for the jobless/destitute

It is said that, as having access to clean water is an essential right of every human being, all houses should be provided with a free water supply. I generally disagree with this view, albeit with certain reservations about the destitute.

First and foremost, the same argument is seldom made about other basic human rights. Food, like water, is a vital necessity without which every human being would perish. This naturally makes access to food a basic human right, but few would call for it to be provided to everyone for free. Having a place to live is also vastly considered a basic right, but other than a few communist countries with failing or already failed economies, no other nation advocates free housing for everyone.

Apart from this, a free supply can encourage abuse of water resources. In countries like Iran or Armenia where household water is either free or inexpensive, many citizens tend to take long showers and consume excessive amounts of water to fill and refill private swimming pools, wash automobiles, or water lawns. They also treat leaks casually, leading to massive waste through residential and urban plumbing. The same would certainly happen elsewhere once everyone has access to free water supplies.

However, I believe it to be unacceptable in modern societies to suffer from water distress. Poor citizens who cannot afford clean water essentially face a death sentence, as struggle with thirst or waterborne disease, especially dysentery and typhoid. Clean water is also critical for the health of every community, as those who cannot afford it would stop taking showers or brushing their teeth, attracting disease-carrying parasites and insects like ticks, and contracting inflammations and infectious diseases that transfer to others and exert pressure on national health systems. Therefore, it seems logical for governments to provide a reasonable amount of water free of charge to impoverished households considering the number of people in each and the minimum amount necessary for washing and other essential purposes.

In conclusion, while I disagree that, access to water being a basic human right, its provision to every household for free is justifiable, I think the poor should receive free water rations to ensure their survival and protect social health.

368 words TR: 9 CC: 9 LR: 8 GRA: 8 Overall: 8.5

Argument and advantages/disadvantages Essays

Any essay that asks you to **discuss two sides of an argument** or the **benefits and drawbacks** of something. You are usually required to give your opinion on the subject:

- Discuss both these views and give your own opinion.
- Are there more advantages than disadvantages? / Do the advantages outweigh the disadvantages? *(e.g. book 9 test 1)*
- What are the advantages and disadvantages? ***(in this one, giving an opinion is optional)*** *(e.g. book 5, test 2|book 10, test B)*

How to answer:

Step 1: Think of two separate points for each side (e.g. two advantages and two disadvantages).

Step 2: Choose an approach:

Approach A (Academic and GT): See which side can be refuted. That side will be the one you disagree with.

Introduction: introduce the topic and the debate *(you may give or avoid giving your opinion here)*

Body 1: Two points for the first side

Body 2: Two points for the second side

Conclusion: [*refutation of the ideas given for one side if you disagree with it*] Your opinion + [*summary of relevant reasons*]

Approach B (GT Only): You may take one side using your personal experience *(e.g. Book 8, test B and Book 9, test B)*.

Introduction: introduce the topic and the debate *(you may give or avoid giving your opinion here)*

Body 1: Two points for the first side

Body 2: Two points for the second side

Conclusion: Say that both sides have merits **but** show how your personal experience leads you to agree more with one of the two sides *(See the answers for Book 8, test B and Book 9, test B)*

Introduction

A. Questions that say "Discuss both these views and give your own opinion":

Approach 1: Paraphrase the rubric. The topic may or may not begin with a factual statement. If it does, paraphrase that, too, and place it at the beginning of the introduction, followed by the two sides. You may add that you are going to discuss the two sides and give your own opinion.

[It is said that…] Some people argue that…., while/whereas others believe that …. [I will discuss these two views before presenting my own.]

E.g. Book 13GT, test 3:

Some people argue that, as people can now watch movies on their phones and tablet computers, they do not need to attend movie theatres, while others believe movies must be seen in movie theatres to be really enjoyed. This essay will discuss both these views before presenting my own.

Approach 2: Use the following formula:

There are different opinions about…….. Some people think that……., whereas others argue that ……..

Example: Book 5, test 3

Some people think that a sense of competition in children should be encouraged. Others believe that children who are taught to cooperate rather than compete become more useful adults. Discuss both these views and give your own opinion.

There are different opinions about how children can be trained to become more useful when they become adults. Some people think that we should encourage them to compete, whereas others argue that it is better to teach them to cooperate.

Example: September 2018 Kuwait

Some people say that TV advertisements have benefits, while others believe the opposite. Discuss both these views and give your own opinion.

There are different opinions about advertisements on television. Some people think that they are useful and beneficial, while others argue that they are detrimental.

Approach 3: Introduce the topic by writing about its **present situation (fact)** or **history**. Then paraphrase the two sides of the argument. Please note that this approach can be difficult for intermediate students, and may lead them to go off topic or misrepresent the topic.

Some people argue that…., while/whereas others believe that ….

E.g. Book 5, test 3:

Nowadays, psychologists and families emphasise the importance of training children in such a way that they become adults who are useful to society. Some of them think that children should learn to compete with others, whereas another group believe that they should know how to cooperate.

E.g. Book 6, test 2:

Nowadays some of the highest salaries in the world are paid to professional sportspeople. Some have argued that such salaries are not justified and reasonable when compared to what professionals in other important jobs are making, whereas others think otherwise.

B. Questions about advantages and disadvantages:

Introduce the topic and the suggestions made/History of the topic + which/This has some benefits and drawbacks. **OR** I think the benefits [of….] outweigh/are more than the drawbacks. ***(or vice versa)***

Example:

Nowadays there is a growing trend of private car ownership. Do the advantages outweigh the disadvantages or environmental problems associated with this?

While in the past people tended to use public transport for most of their tasks, these days more and more individuals prefer to have their own cars and use them, which has some benefits and drawbacks.

While in the past people tended to use public transport for most of their tasks, these days more and more individuals prefer to have their own cars and use them. I think the environmental and social drawbacks of this trend outweigh any benefits it may have.

E.g. Book 9, test 1:

Children who study in schools need to learn foreign languages like English for their communication and studies. Some people suggest this should begin from primary school, not high school, which has some benefits and drawbacks.

Example argument essay

Some people think secondary school students should study international news as one of their subjects. Other people say this is a waste of valuable school time.
Discuss both these views and give your own opinion.

Today, learning about the news from different parts of the world is essential to many people. Some people believe that the review of such news should become a high school subject, whereas others think this would waste precious school time.

Reviewing global news can help high school students improve their general knowledge in areas like geography and cultures. The news come from around the world and often present significant details about different regions and their features, which allows the students to gain a better understanding of the world. Studying the news can also develop the students' ability to analyse sophisticated situations because, when they follow a story, say, about a political rift between two countries, they can observe how it develops or escalates, how the parties involved act and what its consequences are.

There are, however, some issues with studying global news in high schools. The violence portrayed in many of today's news stories could affect students' conduct and make them feel the world is an unsafe place to live in. Furthermore, reading and analysing the news would probably be a time-consuming activity, leaving insufficient time for more important subjects and activities like sciences, math or physical education. Nevertheless, school authorities can censor the news studied in classes to remove any violent themes, reducing their volume as well.

In conclusion, I believe it is wise for secondary school students to study global news at school to develop their general knowledge and ability to understand the world. Any drawbacks can be avoided through proper monitoring and censorship of the news stories.

260 words TR: 8 CC: 9 LR: 8 GRA: 9 Overall: 8.5

Issue Essays

Pretext: Description of a current issue or a number of issues

Questions: two out of: CAUSES, CONSEQUENCES or SOLUTIONS

Book 3, Page 126	Book 14 Ac., page 95
Book 5, Page 127	Book 15 GT, page 52
Book 8, Page 102	Book 16 Ac, page 30
Book 8, Page 116	Book 16 Ac, page 74
Book 10, Page 116	Book 16 GT, page 30
Book 13 Ac., page 95	Book 18 GT, page 78
Book 13 GT, page 51	Book 18 GT, page 101

Introduction:

Approach 1: Defining the issue *(usually by paraphrasing the description in the task)*

In many countries today insufficient respect is shown to older people. What do you think may be the reasons for this? What problems might this cause in society?

Nowadays, individuals in many parts of the world do not pay much respect to those who are older than them. This essay will outline some possible reasons for this, as well as the social issues it may lead to.

In some countries the average weight of people is increasing and their levels of health and fitness are decreasing. What do you think are the causes of these problems and what measures could be taken to solve them?

It is quite common these days ***for people to be/ to see people who are*** overweight or obese and, consequently, diseases like diabetes and high blood pressure are widespread. This essay will outline some possible reasons for this, as well as suggesting some solutions.

Approach 2: History

In many countries today insufficient respect is shown to older people. What do you think may be the reasons for this? What problems might this cause in society?

While in the past young people used to pay considerable respect to those who were older than them, these days it is becoming more and more common for older individuals to be disrespected or ignored. This essay will outline some possible reasons for this as well as the social issues it may lead to.

Body:

Development Approaches:

- Explain/Example: Present the point and explain, usually using examples
- Analysis & Mechanism

Examples:

Reasons behind the rise in people's weight and decrease in their fitness and health:

A major cause of this unfortunate development is the decline in most people's levels of physical activity. For instance, a few decades ago almost everyone used to walk or cycle to work, whereas today it is really difficult to find anyone who does not drive or take public transport. This has led many people to lose muscle mass and burn fewer calories, becoming less fit and gaining more and more weight. Another reason would be the overconsumption of fast food, which is quite common these days. Cheeseburgers, for example, contain greasy ingredients like cheese, animal fat, and cooking oil. This means that eating them frequently would definitely raise blood fat levels, which increases the risk of heart attacks, as well as contributing to obesity.

Reasons behind accommodation and housing problems:

The main reason behind this problem is overpopulation. In many countries, people migrate from villages and rural areas to cities so that they can find better jobs, as well as educational and medical facilities. This has increased the population of cities to such an extent that there is not sufficient accommodation for everyone. Apart from this, economic difficulties in many countries do not allow many to buy or rent proper accommodation. Many citizens in these countries are either unemployed or are engaged in low-paid jobs, and inflation has resulted in an increase in house prices. Therefore, the number of people who cannot afford housing is on the increase.

***Note:* solutions must either be potential and likely approaches, or be suggestions. They must not be introduced as facts or absolute solutions because nothing can be certain about the future.**

Solutions for the rise in people's weight and decrease in their fitness and health:

A possible solution to improve people's health and fitness could be to increase their daily physical activity by, for example, walking to work if they live close to their workplaces, jogging in the morning or evening, and taking regular exercise at the gym once or twice a week. In addition, …

Solutions for accommodation and housing problems:

One way to solve the problem of accommodation would be for governments to provide appropriate facilities like hospitals, schools and parks in rural areas so that villagers are encouraged to stay there. This would reduce migration and demand for accommodation in cities, reducing the number of homeless people there.

Conclusion

Summarise the problem and the points from both body paragraphs.

In conclusion, technological progress and the high consumption of fast food have led to the decline in health and fitness and increase in the weight of many people in various countries. However, these problems can be dealt with if people increase their daily physical activity and eat home-cooked food more often.

Example Issues and Problems Essay 1

Nowadays many people choose to be self-employed, rather than to work for a company or organisation.
Why might this be the case?
What could be the disadvantages of being self-employed?

These days a large number of people opt for self-employment instead of employment at an organization or company. In this essay, I will outline the main reason for this, as well as the problems faced by the self-employed.

Many of the people who become self-employed are seeking higher income levels. There is a salary system in almost every organization that decides the amount of money every employee receives, which is usually a very small percentage of the business's revenue. Even if a company like Tesla doubles its profits in a year, the effect on its employees' salaries is relatively insignificant. In contrast, when one works for oneself, one receives all the money made by one's business after deducting expenses and taxes.

However, managing a business can be quite stressful. A business owner, even one who owns a small business like a café or home appliance repair service, has to take care of customer calls, finances, tax forms and so on, as well as making various business decisions. Even if they hire people and delegate some of these tasks, they will have to supervise their employees. All of this brings a level of anxiety not everyone is able to cope with effectively. Furthermore, self-employed individuals often have less free time. They have to work harder and longer hours to manage their business affairs and compete with larger companies in their markets, having less time and energy to spend with their families or on their hobbies and interests.

In conclusion, I think becoming self-employed has become more appealing recently because it can provide individuals with better financial conditions, but it can also make them more stressed and reduce their ability to spend time with family and pursue their hobbies.

287 words TR: 7 CC: 8 LR: 8 GRA: 8 Overall: 7.5

Example Issues and Problems Essay 2

The average life span of citizens is increasing in developed countries.
What problems can this cause? What measures should be taken to deal with these problems?

While in the past people would live for only forty or fifty years on average, today average life expectancy is rising in the developed world. This essay will outline what issues this can result in, as well as how they can be dealt with.

Higher life expectancy can lead to depression among the elderly. As their children leave them after some years to form their own families, old people have to live many years alone. This can make them feel lonely after some time and become depressed. Apart from this, poverty is likely to increase in society. When people become older, their ability to work and make money often diminishes. For example, a doctor who is eighty years old may have difficulty focusing on his patients' descriptions and histories, which means that he may make mistakes in diagnosing their diseases. This will eventually force him to stop practicing medicine and lose his source of income.

I think to decrease the risk of depression among the elderly, more affordable retirement homes, where older people can live together, need to be established. This will allow them to avoid isolation, form new friendships and stay mentally healthy. Furthermore, to reduce poverty in societies where people live long, governments can charge their citizens a monthly fee for as long as they are young and able, and invest the money to pay them pensions later when they are old and in need.

In conclusion, I think depression and poverty are possible problems resulting from the rise in life expectancy in developed countries. However, these can be solved through the establishment of affordable retirement homes and provision of pensions.

273 words TR: 8 CC: 8 LR: 8 GRA: 8 Overall: 8

Mixed Essays (Two-Part Questions)

An opinion question + advantages/disadvantages/causes/effects/solutions/items/another opinion

Book 6, page 113 (GT A): opinion + items (parenting skills)	**Book 16 GT, page 96 (test 4):** opinion + opinion
Book 7, page 79 (test 3): causes + opinion	**Book 17 Ac, page 29 (test 2):** cause + opinion
Book 7, page 128 (GT B): opinion + items (types of job)	**Book 18 Ac, page 32 (test 1):** opinion + cause
Book 8, page 54 (test 2): effects + opinion	**Book 18 Ac, page 54 (test 2):** causes + opinion
Book 8, page 79 (test 3): opinion + solutions	**Book 19 GT, page 30 (test 1):** causes + opinion
Book 10, page 31 (test 1): opinion + items (types of punishment)	**Book 19 GT, page 53 (test 2):** opinion + opinion
Book 15 GT, page 30 (test 1): cause + opinion	**Book 19 GT, page 75 (test 3):** causes + opinion

Introduction:

Approach 1: Define the issue *(e.g. paraphrase the task) + Write a purpose statement*

Increasing the price of petrol is the best way to solve growing traffic and pollution problems.
To what extent do you agree or disagree? What other measures do you think might be effective? *Book 8, page 79*

It is said that the best solution for worsening traffic and pollution issues would be to raise petrol prices. This essay will outline why I disagree completely, as well as other solutions that would be effective. *(36 words)*

Approach 2: Define the issue + your opinion + paraphrase the other task from your perspective

Increasing the price of petrol is the best way to solve growing traffic and pollution problems.
To what extent do you agree or disagree? What other measures do you think might be effective? *Book 8, page 79*

These days, traffic and polluted environment are two significant dilemmas in the world. I think that increasing the cost of fuel is not adequate for the prevention of these problems, and there are better solutions. *(35 words)*

Some people think it would be a good idea for schools to teach every young person how to be a good parent.
Do you agree or disagree with this opinion? Describe the skills a person needs to be a good parent. *Book 6, page 113*

Nowadays, many subjects are taught in schools to students. In my opinion, it is not essential that these subjects include parenting, and I also think good parents should have a number of skills. *(33 words)*

Body: developing items: Presentation + reason/purpose* + example *when possible*

***Purpose linkers**

1. **Presentation + *so that* + clause**
   Example:
   I think good parents should be able to teach effectively ***so that*** they can teach their children important social skills such as honesty, respect and so on at an early age before they are old enough to go to school.
2. **Presentation + *to/in order to* + simple form of the verb (infinitive)**
   Example:
   I think good parents should be able to teach effectively ***in order to*** teach their children important social skills such as honesty, respect and so on at an early age before they are old enough to go to school.

e.g. Book 10, test 1:

I think if parents want to punish their children, they can take away some of their facilities such as their mobile devices or bicycles ***because*** they will probably be persuaded to change and correct their behaviour to regain them. Apart from this, teachers…

OR

I think if parents want to punish their children, they can take away some of their facilities such as their mobile devices or bicycles ***so that*** they are persuaded to change and correct their behaviour to regain them. Apart from this, teachers…

Example Mixed Essay 1

Some people think it would be a good idea for schools to teach every young person how to be a good parent. Do you agree or disagree with this opinion? Describe the skills a person needs to be a good parent.

It is said that all young individuals should learn how to be good parents when they are at school. This essay will explain why I completely agree, and outline the skills that, in my opinion, make a good parent.

Although school curricula are already jam-packed with numerous other subjects, school is still one of the most suitable places to begin learning about parenting. Children spend a lot of time studying in their schools, which means they would probably have enough time to learn and practice good parenting, too. Furthermore, they usually listen to and follow the instructions provided by their teachers much more effectively compared to what their parents or other people tell them because they have to pass courses and receive good scores in exams. Therefore, they can learn about good parenting skills from them more effectively.

I believe that every good parent should be able to communicate with his or her children so that they can be friends with each other and there are no secrets between them. This would allow parents to guide their children better and protect them from the dangers of society. Besides, parents ought to be able to teach different thing such as the difference between good and bad, social skills and scientific knowledge to their children to help them become better people and develop better personalities.

In conclusion, I agree that students should be taught about the skills and knowledge that lead them to become good parents in future. I also think every good parent ought to be able to communicate well and teach effectively.

262 words TR: 8 CC: 8 LR: 8 GRA: 7 Overall: 7.5

Example Mixed Essay 2

Successful companies use advertising to make more sales.
What can make an advertisement effective?
Do you think advertising is a bad thing or a good thing for the society?

Attractive: ads need to be watched/seen > need to grab the attention of target audience > need to include elements that attract them e.g. sex appeal, attractive colours/design

Relatable: if the target audience relate to > follow the message e.g. if an ad for perfume or deodorant helps ppl realise they need it without making them feel ashamed about themselves > more likely to sell

Strongly Agree
1. Higher sales help industries flourish esp. food, electronics, cars & creates jobs
2. Encourage competition > better products become available to society
CA: Encourage consumerism

It is said that every successful business uses advertising to boost sales. This essay will outline the factors that can make advertisements impactful, and explain why I strongly believe advertising to be beneficial to society.

An effective advertisement needs to attract viewers. It has to be seen, watched or heard to be able to affect its audience, which means it must attract their attention in the first place. Therefore, it should use factors such as appealing colours and design, celebrity figures, or even sexual elements. Apart from this, if the target audience can relate to what they see in an ad, they are more likely to follow its message. For example, when promoting a perfume, advertisers could show people enjoying each other's pleasant smells in meetings and gatherings, which is something that everyone would agree with.

Although marketing has contributed to consumerism in modern societies over the past century, it has increased sales, which has helped a wide variety of companies to flourish and created a large number of jobs, especially in food, electronics and car industries. It also encourages competition among companies, leading them to try to improve their products and services. These become available to members of society and improve their living standards and life experience.

In conclusion, I thing that effective ads need to be attractive and relatable. I also believe that, despite its flaws, advertising benefits the society greatly by developing businesses and jobs, as well as promoting competition and better products.

246 words TR: 7 CC: 7 LR: 7 GRA: 7 Overall: 7

Example Mixed Essay

Successful companies use advertising to make more sales.
What can make an advertisement effective?
Do you think advertising is a bad thing or a good thing for the society?

Attractive: ads need to be watched/seen > need to grab the attention of target audience > need to include elements that attract them e.g. sex appeal, attractive colours/design

Relatable: if the target audience relate to > follow the message e.g. deodorant ad: help ppl realise need without feeling ashamed about themselves > more likely to sell > focus on "nice smell = better social status"

Strongly Agree
1. Higher sales > industries flourish & creates jobs : important because global population burst, need employment
2. Encourage competition > better products become available to society e.g. Microsoft vs Apple ads > PCs have better office/graphic apps, better graphics
CA: Encourages consumerism

It is said that almost every successful business uses advertising to boost sales. This essay will outline the factors that can make advertisements impactful, and explain why I strongly believe advertising to be beneficial to society.

The effectiveness of an advertisement would definitely begin with attracting its target audience. It needs to be seen, watched or heard in the first place to be able to affect them. To that end, it should incorporate elements such as tempting colours and design, celebrity power or even sex appeal. Apart from this, ads that are relatable and do not provoke negative emotions in their viewers are far more likely to deliver desirable results. For instance, when promoting an antiperspirant, advertisers should delicately lead prospective customers to realise the need for the product, without stigmatising natural body odours. A strong advert would thus focus on how smelling nice in social contexts can strengthen one's stance and status.

While it is true that aggressive marketing has been partially responsible for the rise of consumerism in modern societies, the ensuing sales boom has helped many companies to flourish and countless jobs to be created across various industries. This is even more important when considered alongside global population boom and the increasing need for employment. Advertising also encourages competition, helping more feature-rich products and comprehensive services become available to members of society. The Apple versus Microsoft ad wars in the 1990s is a case in point. Their battling television commercials ultimately accelerated the integration of enhanced office tools and more advanced graphics in personal computers.

In conclusion, I believe that impactful ads need to be appealing and relatable. It is also clear that advertising benefits the society immensely by developing businesses and creating jobs, as well as promoting competition in the market. There may be worries about its contributions to consumerism, but it is definitely not the sole culprit there.

313 words TR: 9 CC: 9 LR: 8 GRA: 8 Overall: 8.5

Essay Format Cheat Sheet

Opinion: agree/disagree, positive/negative,… *(strong view)*

Introduction (2 sentences): introduce the topic in a single sentence (paraphrase the task) **+** Your opinion **[+** *nod* to your reasons**]**

Body 1: your first reason for your opinion **+** explanation, example,…

Body 2: your second reason for your opinion **+** explanation, example,…

… (one body paragraph for each of your reasons)

Last Body: one of the reasons given by the opponents (**+** refute/solve/add condition or exception: Some people believe that …… . However,… | Nevertheless, …… . *(Note: CA can come in the conclusion if it is brief)*

Conclusion: restate your opinion **[+**summarise your reasons if you need more words**]**

Argument Discussion: discuss both views, advantages/disadvantages

Introduction (2 sentences): introduce the topic in a single sentence **+** Debate

Body 1: first reason for the side you agree with + explanation, example,… **+** second reason **+** explanation, example,…

Body 2: two of the reasons given by the other side (no overlap with the previous paragraph)

Conclusion: [refutation of the ideas given for one side if you disagree with it] state/restate your opinion and summarise your reasons

Issue Discussion: causes, consequences, solutions

Introduction (2 sentences): introduce the issue in a single sentence **+** Hint towards the answers to the first question and nod to (or answer) the second *OR* Write a purpose statement: This essay will outline…

Body 1: The first point for the first question + explanation, example,… **+** the second point for the first question **+** explanation, example,…

Body 2: The first point for the second question + explanation, example,… **+** the second point for the second question **+** explanation, example,…

Conclusion: summarise the issue and the points for both questions

Mixed: opinion + causes, consequences, solutions, items,…

Introduction (2 sentences usually): introduce the topic in a single sentence **+** Give your opinion and nod to (or answer) the other question *in the same order as in the task*

Opinion body *(order depends on the task)***:** Although + one point from the opponents **+** your first reason + explanation, example,… **+** your second reason **+** explanation, example,…

Other body *(order depends on the task)***:** The first point for the second question + explanation, example,… **+** the second point for the second question **+** explanation, example,…

Conclusion: Restate your opinion and summarise the answer to the other question *in the same order as in the task*

Appendix 1: Linking

Main ideas:

One reason [for…]/[why + *clause*] … is that
One advantage/disadvantage [of…] is that…
First/First and foremost,
Another reason is that…
Furthermore/Besides […]/Apart from this/In addition [to …], …
Last but not least/Finally,

Reasons:

At the beginning of a new sentence followed by a clause

This is because…
The reason for this is that…

At the beginning of a new sentence followed by a noun/phrase

This is because of/due to …
This owes to…

Between two clauses followed by a clause

… because/since/as …
…, the reason for which is that …

Between a clause and a noun/phrase

… because of/due to …
…, which owes to …
… owing to …

Consequences:

At the beginning of a new sentence followed by a clause

This means [that] …
As a result [of this/…], …
Therefore/In consequence/Consequently, …

At the beginning of a new sentence followed by a noun/phrase

This leads to/results in …

Between two clauses followed by a clause

… so/and therefore …
…, as a result of which …
…, which means [that] …

Between a clause and a noun/phrase

…, + participle clause
…, which leads to/result in …
…, which leads something to happen/…, which leads someone to do something
…, which result is something happening/…, which result in someone doing something
…, leading to/resulting in … *(Careful with dangling structures! Only use when the subjects are the same.)*

Examples:

In-line examples

… such as/like …
…, especially/particularly/in particular/including …,

Case examples

For example/For instance, …
…is a case in point.

Purpose:

… so that + *clause*
… [in order] to + *infinitive*
… so as not to/in order not to + *infinitive*
To this/that end, …

Appendix 2: Notes on Providing a Counterargument *(for more advanced learners)*

When you write an academic essay, you make an argument: you propose a thesis and offer some reasoning, using evidence, that suggests why the thesis is true. When you counter-argue, you consider a possible argument *against* your thesis or some aspect of your reasoning. This is a good way to test your ideas when drafting, while you still have time to revise them. And in the finished essay, it can be a persuasive and (in both senses of the word) disarming tactic. It allows you to anticipate doubts and pre-empt objections that a skeptical reader might have; it presents you as the kind of person who weighs alternatives before arguing for one, who confronts difficulties instead of sweeping them under the rug, who is more interested in discovering the truth than winning a point.

Not every objection is worth entertaining, of course, and you shouldn't include one just to include one. But some imagining of other views, or of resistance to one's own, occurs in most good essays. And instructors are glad to encounter counterargument in student papers, even if they haven't specifically asked for it.

The Turn Against

Counterargument in an essay has two stages: you turn against your argument to challenge it and then you turn back to re-affirm it. You first imagine a skeptical reader, or cite an actual source, who might resist your argument by pointing out

- a problem with your demonstration, e.g., that a different conclusion could be drawn from the same facts, a key assumption is unwarranted, a key term is used unfairly, certain evidence is ignored or played down;
- one or more disadvantages or practical drawbacks to what you propose;
- an alternative explanation or proposal that makes more sense.

You introduce this turn against with a phrase like *One might object here that...* or *It might seem that...* or *It's true that...* or *Admittedly,...* or *Of course,...* or with an anticipated challenging question: *But how...?* or *But why...?* or *But isn't this just...?* or *But if this is so, what about...?* Then you state the case against yourself as briefly but as clearly and forcefully as you can, pointing to evidence where possible. (An obviously feeble or perfunctory counterargument does more harm than good.)

The Turn Back

Your return to your own argument—which you announce with a *but, yet, however, nevertheless or still*—must likewise involve careful reasoning, not a flippant (or nervous) dismissal. In reasoning about the proposed counterargument, you may

- refute it, showing why it is mistaken—an apparent but not real problem;
- acknowledge its validity or plausibility, but suggest why on balance it's relatively less important or less likely than what you propose, and thus doesn't overturn it;
- concede its force and complicate your idea accordingly—restate your thesis in a more exact, qualified, or nuanced way that takes account of the objection, or start a new section in which you consider your topic in light of it. This will work if the counterargument concerns only an aspect of your argument; if it undermines your whole case, you need a new thesis.

Where to Put a Counterargument

Counterargument can appear anywhere in the essay, but it most commonly appears

- as part of your introduction—before you propose your thesis—where the existence of a different view is the motive for your essay, the reason it needs writing;
- as a section or paragraph just after your introduction, in which you lay out the expected reaction or standard position before turning away to develop your own;
- as a quick move within a paragraph, where you imagine a counterargument not to your main idea but to the sub-idea that the paragraph is arguing or is about to argue;
- as a section or paragraph just before the conclusion of your essay, in which you imagine what someone might object to what you have argued.

But watch that you don't overdo it. A turn into counterargument here and there will sharpen and energize your essay, but too many such turns will have the reverse effect by obscuring your main idea or suggesting that you're ambivalent.

Counterargument in Pre-Writing and Revising

Good thinking constantly questions itself, as Socrates observed long ago. But at some point in the process of composing an essay, you need to switch off the questioning in your head and make a case. Having such an inner conversation during the drafting stage, however, can help you settle on a case worth making. As you consider possible theses and begin to work on your draft, ask yourself how an intelligent person might plausibly disagree with you or see matters differently. When you can imagine an intelligent disagreement, you have an arguable idea.

And, of course, the disagreeing reader doesn't need to be in your head: if, as you're starting work on an essay, you ask a few people around you what *they* think of topic X (or of your idea about X) and keep alert for uncongenial remarks in class discussion and in assigned readings, you'll encounter a useful disagreement somewhere. Awareness of this disagreement, however you use it in your essay, will force you to sharpen your own thinking as you compose. If you come to find the counterargument truer than your thesis, consider making *it* your thesis and turning your original thesis into a counterargument. If you manage to draft an essay *without* imagining a counterargument, make yourself imagine one before you revise and see if you can integrate it.

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Appendix 3: Common Mistakes by Iranian Students

- Interested ~~to~~ in
- I ~~am~~ agree
- Informations/*information* + plural verb
- Equipment~~s~~
- *Especially* vs. *specially/special*
- ~~Till~~/~~Untill~~ until
- It's vs its
- ~~Alot~~ a lot
- ~~Thesedays~~ these days/today~~s~~/~~now a days~~ nowadays
- The most advantage/reasons/… is *or* One of the most issues…
  →the most important/significant/…
- communication (instead of transportation)
- "rather than" in comparative structures (instead of "than)
- "so that" instead of "so" (=therefore)
- Transition linker e.g. therefore, furthermore, as a result,… used for joining clauses in a sentence
  e.g. *Global population is increasing, <u>therefore</u> there will not be enough resources in the future.*
  → *Global population is increasing, <u>so/as a result of which</u> there will not be enough resources in the future.*
- Can not → cannot
- Maybe cannot → may not be able to
- Studing → studying
- Prevent ~~from~~ | enjoy ~~from~~ | use ~~from~~ | reach ~~to~~ | attend ~~to~~ | enter ~~to~~ | join ~~to~~
- *One of the* + ~~singular~~ noun
- *One of the* with ~~plural~~ verb
- Study vs. Studies (e.g. She focuses on her ~~**study**~~ **studies**.)
- Prevent vs. Avoid (e.g. parents should ~~**prevent**~~ **avoid** fighting in front of their children)
- Silent consonants: diffrent→different, goverment→government
- Such these → such
- Relate…to: related issues to health → issues related to health
- "THE" in most *of-phrases*: the problem of overpopulation, the price of petrol,…
- Gap generation → generation gap
- Pros of…/cons of …. → advantages of…/disadvantages of…
- Not only bad, but also beneficial *(or any similar refutation)*
- In compare to/with (در مقایسه با) → compared to/with, in comparison with
- *It* instead of *this*: *People are unhappy about their salaries.* ~~***It***~~ ***This*** *has resulted in depression.*
- The/a reason ~~of~~ → the/a reason for
- Product vs. Production
- Comma after ***that***: I believe ~~***that,***~~ ***that*** people should not migrate to large cities.

Appendix 4: Synonyms You May Need

Synonyms for Good and Bad

positive and negative

welcome and unwelcome

favourable and unfavourable

desirable and undesirable

beneficial and detrimental

Synonyms for Advantages and Disadvantages

advantages and disadvantages

benefits and drawbacks

upsides and downsides

pros and cons

strengths and weaknesses/shortcomings

Synonyms for Causes

the **factors/issues** responsible for …

the reasons **behind/for** …

the **factors/issues** which have contributed to …

the causes of …

the issues which have **resulted in/led to** …

Synonyms for Effects

a. Real consequences

consequences/effects/impacts

the issues **it has resulted in /which have resulted from …**

the problems which **follow /have followed** …

b. Possible consequences

the **problems/issues** that … **could/may/might/is likely to result in/lead to**

the **problems/issues** which **could/may/might/are likely to result from/follow/ensue** …

…'s **possible/potential/probable/prospective consequences/effects/impacts**

Synonyms for Solutions

Solutions for …

means/ways to solve …

means/ways to **resolve/deal with/tackle/improve** …

Appendix 5: A Quick Guide to Punctuation

Basically, the two punctuation marks you will need to use in IELTS reports, letters and essays are the full stop and comma. Exclamation (!) and question marks (?) might also be used in General Training letters, while parentheses could be used in Academic reports as well as in letters.

You are advised to avoid using the colon (:), semi-colon (;) and dashes (–) if you do not know where they need to be used, since they are unnecessary.

Full Stop (.)

Full stops are generally used to mark the end of a sentence:

There has been a dramatic increase in the population of urban regions.

Comma (,)

Commas are used in longer sentences to separate information into readable units. They also often separate clauses in a sentence and sometimes come before a coordinator (e.g. “and”, “but”, etc.)

- A single comma ensures correct reading of a sentence which starts with a long introductory element:

  Following efforts by pioneering scientists in the field of ecology, it has now been generally accepted that the world is gradually becoming warmer.

- A single comma is used after many starting linkers like “however”, moreover”, “basically” and such:

  In contrast, water levels in Africa and Australia declined to reach an all-time low.

- Pairs of commas help in the middle of a sentence to set off any string of words which is either a parenthesis, or in contrast, to whatever went before:

  A student, whether at school or university, needs to receive guidance and instructions on how to use resources effectively and efficiently.

- Sets of comma act as a means of separating items in a list:

  Workplaces like business offices, banks and schools would certainly require a more formal dress code.

- Use a comma to separate two independent clauses in a compound sentence:

  Building wider roads may reduce traffic for a while, but more long-term solutions are necessary.

- Use a comma at the end of a subordinate clause that precedes its main clause:

  Although the government has invested heavily in preparing students for higher education, many university graduates still lack some basic academic skills.

- Non-restrictive relative clauses (relative clauses which provide information that can be left out without affecting the meaning or structure of the sentence) should be separated from the rest of the sentence by a comma or commas:

  A list of contents would have made it easier to steer through the book, which also lacks a map.

Note: do not add a comma after “that” at the beginning of a clause:

It has been known for some time that many flaws in children’s behavior have roots in their genes.

Appendix 6: How to avoid absolute statements (TR 8-9)

Making predictions

The use of modern technology **would probably/certainly/definitely** lead to the development of better products.

Children who watch a lot of television in their spare time are **more/highly likely/unlikely** to score low on the school exams.

A university degree **could/may/might possibly** help him find a job at a better company.

It is **highly/very/quite likely/possible/unlikely** that this can improve the situation.

Avoiding "all": ways of saying "some"

many/a lot of/lots of/a large number of products
the majority of/most students
some people
certain groups in the society
a minority of employers
a few/a small number of cities

Avoiding "no" and "none": ways of saying "only a very insignificant number"

few people
only an insignificant number of products
almost no evidence

Avoiding "always"

Governments **almost always/usually/normally/mostly/generally** support local businesses.

People **sometimes/occasionally/often** try to hide their feelings.

People try to hide their feelings **at certain times**.

Avoiding "never"

Tourists **seldom/almost never/rarely** realise how important local cultures are.

Most of the ideas on this page are from IELTS Graduation by Allen, Powell and Dolby (Macmillan).

Appendix 7: Complex Sentence Construction Exercises

This section provides controlled practice in constructing grammatically complex sentences for IELTS Writing Task 2.

- After writing each sentence, check punctuation, verb forms, and logical relationships.
- After completing a section, rewrite selected answers on topics from your own essays.

A. Restrictive Adjective Clauses

Combine the ideas into one sentence using a restrictive relative clause. The relative clause must identify or define the noun rather than merely add extra information. Do not use two independent sentences.

> ***Example:***
> *A. People face problems such as noise and air pollution.*
> *B. They live in large cities.*
> *Answer: People who live in large cities face problems such as noise and air pollution.*

1.
A. The policy was introduced last year.
B. It affects students.

2.
A. The scheme has attracted considerable public attention.
B. It affects employees.

3.
A. A solution is available for this problem.
B. It can be implemented by the government.

4.
A. The programme was designed to support disadvantaged students.
B. It targets poorer families with teenage children.

5.
A. The measure has already produced noticeable results.
B. It affects consumers.

6.
A. The university offers a wide range of courses.
B. They focus on training workers for local industries.

7.
A. The campaign has changed public attitudes.
B. It is run by environmental NGOs.

8.
A. The technology was developed by a small start-up.
B. It enables air traffic controllers to manage busy airports more effectively.

9.
A. The investment has improved the region's infrastructure.
B. It increases the quality of life for residents.

10.
A. The law was passed after months of debate.
B. It affects students with disabilities.

B. Non-restrictive Adjective Clauses

Combine the ideas into one sentence using a non-restrictive relative clause. Pay particular attention to comma placement.

Example:
A. The most effective solution to traffic is to develop public transport.
B. It is expensive and difficult to implement.
Answer: One way to overcome traffic is to develop public transport, which is difficult and expensive.

1.
A. The project is expected to create thousands of jobs.
B. It was announced after months of consultation.

2.
A. The survey was conducted among university students.
B. It has attracted criticism from several experts.

3.
A. The report was published by an independent organisation.
B. It is run by a group of reputable academics.

4.
A. The campaign has changed public attitudes.
B. It was introduced to address a long-standing problem.

5.
A. The technology was developed by a small start-up.
B. It has become a major source of public debate.

6.
A. The approach is increasingly common in schools.
B. It was announced by the district authorities.

7.
A. The decision has been criticised by several experts.
B. Their views are respected by the government.

8.
A. The investment has improved the region's infrastructure.
B. It was made by a local bank.

9.
A. The city has experienced rapid population growth.
B. It is located in a rapidly growing region.

10.
A. The country has introduced stricter environmental regulations.
B. It has become a major source of public debate.

C. Reduced Adjective Clauses

Rewrite each prompt using a reduced adjective clause (participial phrase or past participle phrase). Use present participles, past participles, or appropriate reduced relative structures.

> ***Example:*** *People who live in large cities face problems such as noise and air pollution.*
> *Answer: People living in large cities face problems such as noise and air pollution.*

1. Students who live far from campus need a dedicated bus service on weekdays.

2. Employees who work under intense pressure are more susceptible to depression.

3. Parents who have young children often need additional support from public services.

4. Workers who commute long distances are more likely to suffer from sleep deprivation.

5. Consumers who compare prices online tend to use special search engines with price and quality comparison features.

6. Tourists who visit during peak season often have to book well in advance.

7. Drivers who use private cars every day contribute significantly to air pollution.

8. Residents who live in densely populated areas find the peace and quiet in the countryside very appealing.

9. Graduates who lack practical experience are less likely to find employment quickly.

10. Patients who receive timely treatment have a much higher chance of survival.

D. Adverb Clauses: Time

Combine the ideas into one sentence using an adverb clause expressing time relationship. Use the connector shown, and vary the position of the clause where appropriate. Use referencing to avoid repetition.

Example: connector: before
A. Students should attend job skills training programs.
B. They graduate and seek employment.
Answer: Students should attend job skills training programs before they graduate and seek employment.

1. Connector: when
A. Governments should expand public transport.
B. Cities continue to experience population growth.

2. Connector: before
A. People should check the reliability of online information.
B. People share online information with others.

3. Connector: once
A. Students often perform better.
B. Students receive clear feedback.

4. Connector: when
A. Employees can work more efficiently.
B. Employees have a suitable working environment.

5. Connector: as soon as
A. Children should report to their teachers.
B. Children learn about cases of bullying.

6. Connector: whenever
A. Tourists should respect local customs.
B. Tourists visit another country.

7. Connector: before
A. Consumers often search online for the best deals on their favorite products.
B. Consumers purchase their favorite products.

8. Connector: as
A. Teenagers should discuss career options.
B. Teenagers approach adulthood.

9. Connector: while
A. Patients can use the reading material on the table.
B. Patients wait for their appointments.

10. Connector: until
A. Many people work at a company or organisation.
B. Many people retire.

E. Adverb Clauses: Contrast

Combine the ideas into one sentence using an adverb clause expressing time relationship. Use the connector shown, and vary the position of the clause where appropriate. Use referencing to avoid repetition, and pay attention to the correct use of commas when necessary.

Example: connector: while
A. People in large cities often do not communicate much with their neighbours.
B. People in small towns tend to talk and socialise with their neighbours.
Answer: While people in large cities often do not communicate much with their neighbours, those in small towns tend to talk and socialise with them.
Or: People in large cities often do not communicate much with their neighbours, while those in small towns tend to talk and socialise with them.

1. Connector: while
A. Private cars are convenient.
B. Private cars contribute to congestion.

2. Connector: although
A. Online education is flexible.
B. Online education may reduce opportunities for social interaction.

3. Connector: whereas
A. Some people prefer living in cities.
B. Others value the quieter pace of rural areas.

4. Connector: although
A. Public libraries are relatively inexpensive.
B. Public libraries provide access to valuable resources.

5. Connector: while
A. Remote work can reduce commuting time.
B. Some employees miss direct contact with colleagues.

6. Connector: whereas
A. Homeschooling is becoming more popular with some parents.
B. Others prefer that their children study at schools.

7. Connector: although
A. Environmental issues are becoming an existential threat.
B. The industries that cause many of them support billions of lives on the planet.

8. Connector: while
A. Some countries trade mostly with their neighbours.
B. Others trade internationally, even with countries on other continents.

9. Connector: although
A. Cities have expanded vastly over the past century.
B. Public transport has not developed comparably.

10. Connector: whereas
A. Children have few responsibilities other than studying.
B. Adults are responsible for their families and jobs.

F. Adverb Clauses: Concession

Combine the ideas into one sentence using an adverb clause expressing time relationship. Use the connector shown, and vary the position of the clause where appropriate. Use referencing to avoid repetition.

Example:
A. Computers are now more much less expensive than before.
B. Many families cannot afford computers.
Answer: Although computers are now more much less expensive than before, many families cannot afford them.
Or: Many families cannot afford computers although they are now more much less expensive than before.

1. Connector: although
A. Public transport has improved.
B. Many people still prefer to drive.

2. Connector: even though
A. University tuition is expensive.
B. Many students continue to pursue degrees.

3. Connector: although
A. The policy is controversial.
B. It has received considerable public support.

4. Connector: even though
A. Green tea smells like dead fish.
B. It is popular with many people around the world.

5. Connector: even though
A. Online shopping is convenient.
B. Some consumers still prefer traditional shops.

6. Connector: although
A. Environmental issues are becoming an existential threat.
B. They are not the only major problem facing the word today.

7. Connector: despite the fact that
A. Crime rates have gone up in most cities.
B. Many people still feel safe enough to go out at night.

8. Connector: although
A. Summer holidays allow students to rest and relax.
B. Many of them feel exhausted at the beginning of a new school year.

9. Connector: despite the fact that
A. Production rates have increased dramatically in electronic industries.
B. Gadgets like smartphones and tablets have not become much cheaper.

10. Connector: even though
A. Digital watches are generally more accurate.
B. Mechanical watches are still popular with many people.

G. Adverb Clauses: Purpose

Combine the ideas into one sentence using an adverb clause expressing purpose relationship. Use either ***so that*** or ***in order that***, and vary the position of the clause where appropriate. Use referencing to avoid repetition.

> ***Example:***
> *A. Children should learn to stand their ground.*
> *B. They will need to assert their rights as adults.*
> *Answer: Children should learn to stand their ground so that they can assert their rights as adults.*

1.
A. Governments should subsidise public transport.
B. Governments want to encourage people to leave their cars at home.

2.
A. Schools should teach media literacy.
B. Students need to evaluate online information critically.

3.
A. Companies can offer flexible hours.
B. Employees can manage work and family responsibilities more effectively.

4.
A. Cities should build cycle lanes.
B. More residents will consider cycling.

5.
A. Universities should provide internships.
B. Graduates can gain practical experience.

6.
A. Some students work part time.
B. Some students need to save for college.

7.
A. Bus services and subways should be expanded to the suburbs.
B. Thousands of residents need to commute to work.

8.
A. Governments should invest in more accurate weather forecast technologies.
B. Farmers need to plan their crops well in advance.

9.
A. The price of basic necessities should decrease.
B. Even the poorest citizens must have access to food, clothing and accommodation.

10.
A. More sever punishments should be considered for violent crimes.
B. Societies need to be made safer.

H. Adverb Clauses: Condition

Combine the ideas into one sentence using an adverb clause expressing condition relationship. Use the connector shown, and vary the position of the clause where appropriate. Use referencing to avoid repetition, and use commas when necessary.

Example: connector: unless
A. Crime rates can be controlled.
B. The causes of crime are well understood.
Answer: Crime rates cannot be controlled unless its causes are well understood.
Or: Unless the causes of crime are well understood, its rates cannot be controlled.

1. Connector: if
A. Governments can reduce congestion.
B. Governments invest in reliable public transport.

2. Connector: unless
A. Advertisers can increase a product's public appeal.
B. Advertisers have a keen sense of audience.

3. Connector: if
A. People may become dependent on technology.
B. People use digital devices without limits.

4. Connector: provided that
A. A city can attract skilled workers.
B. A city offers affordable housing.

5. Connector: unless
A. Public policies are likely to succeed.
B. Public policies have broad public support.

6. Connector: if
A. Businesses want to succeed.
B. Businesses should invest in their labour force.

7. Connector: unless
A. Technology can be destructive.
B. The environmental impact of technology is carefully assessed.

8. Connector: provided that
A. Students can become great communicators.
B. Students receive adequate training in speaking and writing.

9. Connector: if
A. Students can improve their writing.
B. Students receive regular, specific feedback.

10. Connector: as long as/so long as
A. Some parents allow their children to go out late at night.
B. They must be accompanied by an adult.

I. Adverb Clauses: Reason

Combine the ideas into one sentence using an adverb clause expressing reason relationship. Use either **because**, **since** or **as**, and vary the position of the clause where appropriate. Use referencing to avoid repetition.

> ***Example:***
> *A. Crime rates need to be controlled.*
> *B. Businesses cannot flourish in unsafe communities.*
> *Answer: Crime rates need to be controlled because businesses cannot flourish in unsafe communities.*

1.
A. Many people work remotely.
B. They want to avoid long daily commutes.

2.
A. Some students choose vocational education.
B. They want job-specific skills.

3.
A. Cities need more affordable housing.
B. Property prices have risen sharply.

4.
A. Governments are investing in renewable energy.
B. They want to reduce dependence on fossil fuels.

5.
A. Some consumers shop online.
B. They can compare products more easily.

6.
A. Some university graduates find it difficult to find a job.
B. They lack the right practical skills.

7.
A. Job interviews focus on gaps in candidates' work histories.
B. Gaps in the work history help identify unreliable candidates.

8.
A. Exams should be replaced with continuous assessment.
B. Exams induce significant stress.

9.
A. Parents should limit children's screen time.
B. Excessive screen usage can lead to obesity, sleep disturbances, depression, and anxiety.

10.
A. Social media can increase the risk of anxiety and depression.
B. Users compare themselves to the unrealistic and filtered lives of others.

J. Reduced Adverb Clauses

Rewrite or combine the ideas using a reduced adverb clause. Make sure the implied subject of the reduced clause is logically appropriate.

Example: Reduce the time clause beginning with "before".
Original: Children should be encouraged to brush their teeth and floss thoroughly before they go to bed.
Answer: Children should be encouraged to brush their teeth and floss thoroughly before going to bed.

Example: Reduce the reason clause using a participle where appropriate.
Original: Because many people are concerned about the quality of public schools, they consider homeschooling their children.
Answer: Concerned about the quality of public schools, many people consider homeschooling their children.

1. Reduce the time clause beginning with "after".
Original: After the government introduced the policy, it conducted extensive consultations.

2. Reduce the time clause beginning with "while".
Original: While many employees work from home, they save considerable commuting time.

3. Reduce the reason clause using a perfect participle where appropriate.
Original: Because the city had expanded its transport network, it reduced pressure on the roads.

4. Reduce the time clause using "-ing".
Original: When students receive detailed feedback, they can identify recurring problems.

5. Reduce the concession clause using "despite".
Original: Although the programme was expensive, it produced measurable benefits.

6. Reduce the time clause using a perfect participle.
Original: After the company reduced working hours, it introduced a more flexible schedule.

7. Reduce the time clause using "-ing".
Original: While they travel abroad, people can gain a deeper understanding of other cultures.

8. Reduce the reason clause using "having + past participle".
Original: Because the government had underestimated demand, it had to revise the policy.

9. Rewrite the sentence using a reduced comparative clause.
Original: When public transport is compared with private cars, it produces fewer emissions.

10. Reduce the time clause using a perfect participle.
Original: After the researchers had analysed the data, they identified a clear pattern.

K. Participle Clauses

Combine the ideas using a participle clause. Choose the appropriate present or past participle and make the logical relationship clear. Avoid using "and" to join the two ideas.

Example: Combine the ideas using a participle clause (present participle).
A. Cars burn fossil fuels.
B. They emit significant amounts of greenhouse gasses.
Answer: Burning fossil fuels, cars emit significant amounts of greenhouse gasses.
Or: Cars burn fossil fuels, emitting significant amounts of greenhouse gasses.

1. Combine the ideas using a participle clause (present participle).
A. The government increased funding for public transport.
B. It hoped to reduce traffic congestion.

2. Combine the ideas using a participle clause (present participle).
A. The researchers analysed data from 2,000 households.
B. They identified a clear trend.

3. Combine the ideas using a participle clause (present participle).
A. The company introduced flexible working hours.
B. It responded to employees' changing needs.

4. Combine the ideas using a participle clause (present participle).
A. The city expanded its cycling network.
B. It encouraged residents to cycle more often.

5. Combine the ideas using a participle clause (past participle).
A. The policy was introduced in 2024.
B. It was criticised by several economists.

6. Combine the ideas using a participle clause (past participle).
A. The survey was conducted among university students.
B. It revealed significant differences between age groups.

7. Combine the ideas using a participle clause (past participle).
A. The bridge was completed ahead of schedule.
B. It connected two previously isolated areas.

8. Combine the ideas using a participle clause (past participle).
A. The proposal was rejected by the council.
B. It was considered too expensive.

9. Combine the ideas using a participle clause (present participle).
A. The company reduced its prices.
B. It attracted more customers.

10. Combine the ideas using a participle clause (present participle).
A. The school introduced smaller classes.
B. It aimed to improve individual attention.

L. Absolute Constructions

Combine the ideas using a with + noun + complement construction. The complement may be an adjective, present participle, past participle, prepositional phrase, or other appropriate form.

Example: Required pattern: with + noun + -ing
A. Some cities have expanded disproportionately.
B. Many citizens lack access to facilities like public transport.
Answer: Some cities have expanded disproportionately, with many citizens lacking access to facilities like public transport.
or: With some cities expanded disproportionately, many citizens lack access to facilities like public transport.

1. Required pattern: with + noun + adjective
A. The cost of housing has risen sharply.
B. Many young adults cannot afford to buy a home.

2. Required pattern: with + noun + adjective
A. Public transport is unreliable.
B. Many commuters continue to use private cars.

3. Required pattern: with + noun + -ing
A. The economy is expanding rapidly.
B. The government has increased investment in infrastructure.

4. Required pattern: with + noun + -ing
A. More people are working remotely.
B. Office demand has fallen in some cities.

5. Required pattern: with + noun + past participle
A. The report has been published.
B. Researchers can now examine the findings.

6. Required pattern: with + noun + past participle
A. The roads were closed.
B. Thousands of residents had to use alternative routes.

7. Required pattern: with + noun + -ing
A. The population is growing.
B. The demand for housing is increasing.

8. Required pattern: with + noun + adjective
A. The deadline is approaching.
B. Students are under considerable pressure.

9. Required pattern: with + noun + past participle
A. The project has been completed.
B. The local community can now use the new facility.

10. Required pattern: with + noun + -ing
A. Public awareness is increasing.
B. Governments are under greater pressure to act.

Answers

Note: *These are suggested answers. Other grammatically accurate and natural answers may also be acceptable.*

A. Restrictive Adjective Clauses

1. The policy that/which was introduced last year affects students.

2. The scheme that/which has attracted considerable public attention affects employees.

3. A solution that/which can be implemented by the government is available for this problem.

4. The programme that/which targets poorer families with teenage children was designed to support disadvantaged students.

5. The measure that/which affects consumers has already produced noticeable results.

6. The university offers a wide range of courses that/which focus on training workers for local industries.

7. The campaign that/which is run by environmental NGOs has changed public attitudes.

8. The technology that/which enables air traffic controllers to manage busy airports more effectively was developed by a small start-up.

9. The investment that/which increases the quality of life for residents has improved the region's infrastructure.

10. The law that was passed after months of debate affects students with disabilities.

B. Non-restrictive Adjective Clauses

1. The project, which was announced after months of consultation, is expected to create thousands of jobs.

2. The survey, which has attracted criticism from several experts, was conducted among university students.

3. The report was published by an independent organization, which is run by a group of reputable academics.

4. The campaign, which was introduced to address a long-standing problem, has changed public attitudes.

5. The technology, which has become a major source of public debate, was developed by a small start-up.

6. The approach, which was announced by the district authorities, is increasingly common in schools.

7. The decision has been criticised by several experts, whose views are respected by the government.

8. The investment, which was made by a local bank, has improved the region's infrastructure.

9. The city, which is located in a rapidly growing region, has experienced rapid population growth.

10. The country has introduced stricter environmental regulations, which has become a major source of public debate.

C. Reduced Adjective Clauses

1. Students living far from campus need a dedicated bus service on weekdays.

2. Employees working under intense pressure are more susceptible to depression.

3. Parents having young children often need additional support from public services.

4. Workers commuting long distances are more likely to suffer from sleep deprivation.

5. Consumers comparing prices online tend to use special search engines with price and quality comparison features.

6. Tourists visiting during peak season often have to book well in advance.

7. Drivers using private cars every day contribute significantly to air pollution.

8. Residents living in densely populated areas find the peace and quiet in the countryside very appealing.

9. Graduates lacking practical experience are less likely to find employment quickly.

10. Patients receiving timely treatment have a much higher chance of survival.

D. Adverb Clauses: Time

1. Governments should expand public transport when cities continue to experience population growth.

2. People should check the reliability of online information before they share it with others.

3. Students often perform better once they receive clear feedback.

4. Employees can work more efficiently when they have a suitable working environment.

5. Children should report to their teachers as soon as they learn about cases of bullying.

6. Tourists should respect local customs whenever they visit another country.

7. Consumers often search online for the best deals on their favorite products before they purchase them.

8. Teenagers should discuss career options as they approach adulthood.

9. Patients can use the reading material on the table while they wait for their appointments.

10. Many people work at a company or organization until they retire.

E. Adverb Clauses: Contrast

1. While private cars are convenient, they contribute to congestion.

2. Online education is flexible, although it may reduce opportunities for social interaction.

3. Some people prefer living in cities, whereas others value the quieter pace of rural areas.

4. Although public libraries are relatively inexpensive, they provide access to valuable resources.

5. While remote work can reduce commuting time, some employees miss direct contact with colleagues.

6. Homeschooling is becoming more popular with some parents, while others prefer that their children study at schools.

7. Environmental issues are becoming an existential threat, although the industries that cause many of them support billions of lives on the planet.

8. While some countries trade mostly with their neighbours, others trade internationally, even with countries on other continents.

9. Although cities have expanded vastly over the past century, public transport has not developed comparably.

10. Children have few responsibilities other than studying, whereas adults are responsible for their families and jobs.

F. Adverb Clauses: Concession

1. Although public transport has improved, many people still prefer to drive.

2. Even though university tuition is expensive, many students continue to pursue degrees.

3. The policy is controversial although it has received considerable public support.

4. Even though green tea smells like dead fish, it is popular with many people around the world.

5. Even though online shopping is convenient, some consumers still prefer traditional shops.

6. Although environmental issues are becoming an existential threat, they are not the only major problem facing the word today.

7. Despite the fact that crime rates have gone up in most cities, many people still feel safe enough to go out at night.

8. Although summer holidays allow students to rest and relax, many of them feel exhausted at the beginning of a new school year.

9. Despite the fact that production rates have increased dramatically in electronic industries, gadgets like smartphones and tablets have not become much cheaper.

10. Even though digital watches are generally more accurate, mechanical ones are still popular with many people.

G. Adverb Clauses: Purpose

1. Governments should subsidise public transport so that people are encouraged to leave their cars at home.

2. Schools should teach media literacy so that students can evaluate online information critically.

3. Companies can offer flexible hours so that employees can manage work and family responsibilities more effectively.

4. Cities should build cycle lanes so that more residents will consider cycling.

5. Universities should provide internships in order that graduates can gain practical experience.

6. Some students work part time so that they can save for college.

7. Bus services and subways should be expanded to the suburbs in order that thousands of residents can commute to work.

8. Governments should invest in more accurate weather forecast technologies so that farmers can plan their crops well in advance.

9. The price of basic necessities should decrease in order that even the poorest citizens have access to food, clothing and accommodation.

10. More sever punishments should be considered for violent crimes so that societies are made safer.

H. Adverb Clauses: Condition

1. Governments can reduce congestion if they invest in reliable public transport.

2. Advertisers cannot increase a product's public appeal unless they have a keen sense of audience.

3. People may become dependent on technology if they use digital devices without limits.

4. A city can attract skilled workers provided that it offers affordable housing.

5. Public policies are not likely to succeed unless they have broad public support.

6. If businesses want to succeed, they should invest in their labour force.

7. Technology can be destructive unless its environmental impact is carefully assessed.

8. Students can become great communicators provided that they receive adequate training in speaking and writing.

9. Students can improve their writing if they receive regular, specific feedback.

10. Some parents allow their children to go out late at night so long as they are accompanied by an adult.

I. Adverb Clauses: Reason

1. Many people work remotely because they want to avoid long daily commutes.

2. Some students choose vocational education because they want job-specific skills.

3. Cities need more affordable housing because property prices have risen sharply.

4. Governments are investing in renewable energy because they want to reduce dependence on fossil fuels.

5. Some consumers shop online since they can compare products more easily.

6. Some university graduates find it difficult to find a job because they lack the right practical skills.

7. Job interviews focus on gaps in candidates' work histories, as they help identify unreliable candidates.

8. Exams should be replaced with continuous assessment since they induce significant stress.

9. Parents should limit children's screen time because excessive screen usage can lead to obesity, sleep disturbances, depression, and anxiety.

10. Social media can increase the risk of anxiety and depression, as users compare themselves to the unrealistic and filtered lives of others.

J. Reduced Adverb Clauses

1. After introducing the policy, the government conducted extensive consultations.

2. While working from home, many employees save considerable commuting time.

3. Having expanded its transport network, the city reduced pressure on the roads.

4. Receiving detailed feedback, students can identify recurring problems.

5. Despite being expensive, the programme produced measurable benefits.

6. Having reduced working hours, the company introduced a more flexible schedule.

7. While travelling abroad, people can gain a deeper understanding of other cultures.

8. Having underestimated demand, the government had to revise the policy.

9. Compared with private cars, public transport produces fewer emissions.

10. Having analysed the data, the researchers identified a clear pattern.

K. Participle Clauses

1. Increasing funding for public transport, the government hoped to reduce traffic congestion. / The government increased funding for public transport, hoping to reduce traffic congestion.

2. Analysing data from 2,000 households, the researchers identified a clear trend.

3. Introducing flexible working hours, the company responded to employees' changing needs. / The company introduced flexible working hours, responding to employees' changing needs.

4. Expanding its cycling network, the city encouraged residents to cycle more often. / The city expanded its cycling network, encouraging residents to cycle more often.

5. Introduced in 2024, the policy was criticised by several economists.

6. Conducted among university students, the survey revealed significant differences between age groups.

7. Completed ahead of schedule, the bridge connected two previously isolated areas.

8. Rejected by the council, the proposal was considered too expensive. / The proposal was rejected by the council, considered too expensive.

9. Reducing its prices, the company attracted more customers. / The company reduced its prices, attracting more customers.

10. Introducing smaller classes, the school aimed to improve individual attention. / The school introduced smaller classes, aiming to improve individual attention.

L. Absolute Constructions

1. With the cost of housing rising sharply, many young adults cannot afford to buy a home. / The cost of housing has risen sharply, with many young adults not being able to afford to buy a home.

2. With public transport unreliable, many commuters continue to use private cars. / Public transport is unreliable, with many commuters continuing to use private cars.

3. With the economy expanding rapidly, the government has increased investment in infrastructure.

4. With more people working remotely, office demand has fallen in some cities.

5. With the report published, researchers can now examine the findings.

6. With the roads closed, thousands of residents had to use alternative routes.

7. With the population growing, the demand for housing is increasing.

8. With the deadline approaching, students are under considerable pressure.

9. With the project completed, the local community can now use the new facility.

10. With public awareness increasing, governments are under greater pressure to act.