

IELTS Writing: Reports, Essays and Revisions

Academic Writing with original worked responses; no examiner band predictions.

Review the whole Writing response

- Two tasks in sixty minutes; Task 2 has twice Task 1's weight.
- Four equally weighted criteria within each task.
- Meet the minimum lengths: 150 and 250 words.

Select features and an overview

- Introduce what the visual shows; identify its main pattern.
- Group related details and support them with accurate evidence.
- Describe the supplied information; do not invent causes.

Choose change words for the evidence

- Rise by: the change; rise to: the final value; rise from: the starting value.
- Compare percentages and percentage points carefully.
- A share and an amount need different evidence.

Answer the complete essay instruction

- Read the people, action, limits and questions.
- Develop a clear position that answers the actual prompt.
- Support main ideas with relevant reasons and examples.

Make language carry information

- Start with the topic rather than a memorised empty opening.
- Use accurate vocabulary and meaningful links.
- Review a phrase in context rather than banning a rare word.

Find repeated language errors

- Check articles, plural nouns, tense and subject-verb agreement.
- Use one connector: although without an extra but.
- Repair comma splices and unnecessary verb prepositions.

Budget time for both tasks

- Plan and check as well as write.
- Try a twenty/forty-minute split and adjust through practice.
- Choose task order without losing either response.

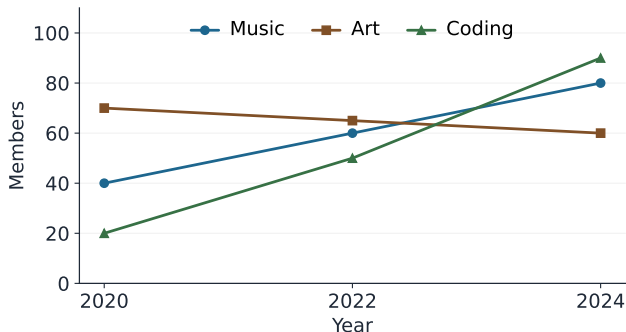
Check the club poster claim

- A 20% rise from 50 adds 10, giving 60 members.
- A longer word cannot repair a wrong number.
- These original classroom examples have no official band rating.

Use rules without invented score arithmetic

- Write connected paragraphs, with at least 150/250 words.
- Review task coverage, organisation, vocabulary and grammar together.
- One sentence or one correction does not determine a whole band.

Read the club visual before reporting



- Counts of members in 2020, 2022 and 2024.
- Music and coding rise; art falls; coding finishes largest.

Calculate the comparisons you will use

- Music: 40 to 80; coding: 20 to 90; art: 70 to 60.
- Coding rises by 70; its relative rise is 350%.
- Combined count: 130 to 230; no monthly record or cause is supplied.

Report paragraph 1: identify the measure

- The table and line chart show the numbers of members in three school clubs in 2020, 2022 and 2024.
- The clubs were music, art and coding, and each figure represents a count of members.

Report paragraph 2: give the overview

- Overall, membership increased in both music and coding, while the art club became smaller.
- Coding recorded the largest increase and had the most members by 2024, although it had started with the fewest.

Report paragraph 3: group the increases

- The music club grew from 40 members in 2020 to 60 in 2022 and 80 in 2024.
- Its final membership was therefore twice its initial figure. Coding showed a greater change, rising from 20 to 50 and then 90.
- By the final year, it had ten more members than music, reversing their order at the start of the period.

Report paragraph 4: contrast art and total

- In contrast, art membership fell from 70 to 65 and then 60.
- Art was the largest club in 2020 but the smallest in 2024.
- Despite this decline, the combined membership of the three clubs rose from 130 to 230 over the period.

Compare shares using the correct baseline

- 20% to 24% is four percentage points.
- Relative rise in the share: 4 divided by 20 gives 20%.
- The final percentage and relative change are different measures.

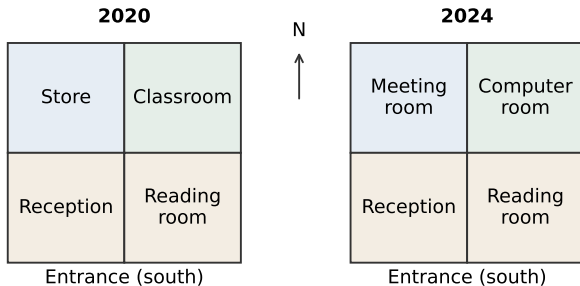
A rising share can accompany less spending

- First budget 1,000: travel share 20%, amount 200.
- Second budget 500: travel share 24%, amount 120.
- A larger share alone does not prove a larger amount.

A single date supports comparison, not a trend

- At 2024 alone, coding is the largest club.
- One date cannot establish rapid growth.
- Group related categories; compare charts only when their measures fit.

Read the study centre changes

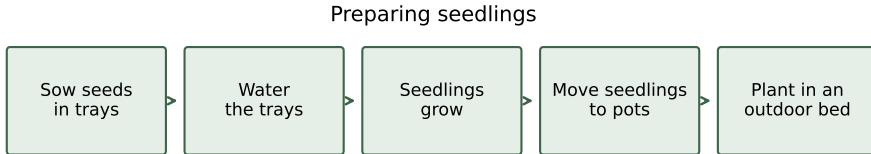


- North: store becomes meeting room; classroom becomes computer room.
- South: reception, reading room and entrance stay in place.

Turn plan evidence into an overview and detail

- Overview: two rooms change use; reception, reading room and entrance remain.
- Detail: the northwest store is replaced by a meeting room.
- Group northern changes and southern features; invent no size or visitor data.

Follow the five-stage seedling process



- Begins with sowing and ends with planting outside.
- Five stages in a sequence; no return arrow closes a cycle.

Choose active or passive for the meaning

- Seeds are sown; trays are watered; seedlings grow.
- Seedlings are moved to pots; young plants are planted outside.
- Do not force every sentence into the passive or invent missing conditions.

Opinion prompt: answer the extent

- Schools should replace all printed textbooks with digital materials.
- To what extent do you agree or disagree?
- A clear qualified position can directly address all.

Both views prompt: complete three demands

- Some want libraries to provide only books; others want tools too.
- Discuss both views and give your own opinion.
- Explain each view and your supported position.

Outweigh means compare importance

- More students travel to school by bicycle.
- Do the advantages outweigh the disadvantages?
- Decide relative importance, rather than count points.

Causes and solutions need a connection

- Students leave assignments until the last evening.
- Explain causes and what could help.
- Match each proposed help to the problem it addresses.

Two questions require two developed answers

- Why choose to study away from home?
- What problems can this choice create?
- Reasons alone cannot replace the missing problems.

Develop the printed-book point

- Point: printed books remain useful without device access.
- Reason and example: read without electricity; a shared family device may be unavailable.
- Consequence: a printed copy helps the student finish preparation.

Essay paragraph 1: state a qualified position

- Digital materials can give students quick access to information and useful learning tools.
- However, I disagree with replacing all printed textbooks.
- Schools should use digital resources where they improve a lesson, while keeping printed copies available for students who need them.

Essay paragraph 2a: explain digital teaching value

- One reason to use digital materials is that they can present information in several ways.
- A science resource might combine a diagram with a short animation, allowing a student to see how a process changes over time.
- It can also provide questions with immediate explanations.

Essay paragraph 2b: qualify the benefit

- These features can help a learner check understanding before the next lesson.
- However, simply putting a photograph of a printed page on a screen does not offer the same benefit.
- Schools should therefore choose materials for their teaching value rather than their format alone.

Essay paragraph 3a: explain access problems

- A complete replacement would also create access problems.
- Some students share a device with other family members, or have unreliable internet access at home.
- If every reading task requires a connected device, those students may struggle to prepare.

Essay paragraph 3b: show the practical alternative

- Keeping a printed textbook allows them to work without waiting for another person to finish using a computer.
- Teachers could still provide optional digital practice, so access to a book would not prevent students from using useful online resources.

Essay paragraph 4: consider an opposing reason

- Supporters of full replacement may argue that digital texts are easier to update and avoid carrying heavy books.
- These are real advantages, especially when information changes quickly.
- Yet they do not require schools to remove every printed copy.
- A mixed approach can use updated digital sections while retaining books for longer reading and reliable home access.

Essay paragraph 5: keep the conclusion consistent

- In conclusion, digital resources should expand the ways students learn, but they should not completely replace printed textbooks.
- A choice of formats better combines useful technology with dependable access.

Review the essay for meaning and order

- Introduction and conclusion keep the same partial disagreement.
- Benefits, access problems and an answered objection support it.
- This is one workable structure, not a compulsory template.

Revise claims, agreement and noun forms

- Replace better in every way with a specific explained benefit.
- The number of students has risen.
- Many students need equipment.

Revise connectors, clauses and measured subjects

- Although it is useful, access is limited.
- The book is expensive, so students share it.
- Club membership increased to 70.

Practice 1–4: quantities and the overview

- 1 By 70, to 90; 2 four points and a 20% relative rise.
- 3 A larger share alone cannot establish a larger amount.
- 4 Two clubs grew while one declined.

Practice 5–8: evidence, plans and grammar

- 5 Membership data supplies no cause; 6 northwest store becomes meeting room.
- The southwest reception remains; 7 seedlings grow can be active.
- 8 A developed qualified position can answer to what extent.

Practice 9–12: task demands and precise revision

- 9 Outweigh needs a supported judgement; 10 match help to computer access.
- 11 Many students discuss their advice.
- 12 Two grammar repairs do not guarantee a half-band increase.

Use a timed plan and a short error record

- Task 1: 3 minutes planning, 14 writing, 3 checking.
- Task 2: 5 planning, 32 writing, 3 checking.
- Record the original sentence, correction and reason; test the pattern again.

Check yourself

- Can you verify the quantities, visual features and all parts of the prompt?
- Can you explain each paragraph and correct a repeated error?