

*In the Name of Allah,  
The Merciful,  
The Compassionate*

**Ready for  
IELTS  
Writing Test**

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*Dedicated to*

*My dear wife and daughters*

*for*

*their patience and support*

## سخنی با خوانندگان:

مهارت نوشتاری از مهارت های مهمی است که امروزه در اکثر آزمون های بین المللی و ملی ارزشیابی می شود. همچنین مهارت نوشتاری برای کلیه افرادی که تحصیلات عالی دارند، ضروری است. کاربرد آن را در نوشتن مقاله، چکیده مقاله، رزومه و ... می توان دید.

در این کتاب اصول اولیه نوشتن مانند ساختارها، عبارات ضروری و کاربردی در مهارت نوشتن و در نهایت ساده ترین روش اصول نگارش در آزمون آیلتس ارائه شده است.

در آزمون آیلتس آکادمیک داوطلبان موظف به نوشتن دو متن هستند، تحت عنوان:

Task 1 ( graph )

Task 2 ( essay )

در بخش اول ( Task 1 ) داوطلبان باید متنی را با توجه به شکل و موضوع داده شده به تعداد ۱۵۰ کلمه در مدت زمان ۲۰ دقیقه بنویسند.

در بخش دوم ( Task 2 ) متقاضیان باید با توجه به موضوع داده شده متنی به تعداد ۲۵۰ کلمه در مدت زمان ۴۰ دقیقه بنویسند.

در این کتاب آشنا می شوید با:

۱- ساختارهای جمله نویسی در زبان انگلیسی

۲- عبارات کلیدی در نگارش

۳- ساختار نوشتن متن ( مقدمه، متن اصلی و نتیجه گیری )

۴- نکات مهم در IELTS Writing

۵- نمونه موضوعات مختلف در آزمون IELTS

این کتاب نه تنها برای داوطلبان آزمون های بین المللی بلکه برای افرادی که میخواهند مهارت نوشتن در انگلیسی را تقویت کنند مناسب است، بخصوص دانشجویان رشته زبان انگلیسی.

در پایان لازم است از سرکار خانم سارا بهادرزاده قندهاری جهت همکاری در تایپ و ویرایش این کتاب و آقای الیاس نصیری برای طراحی جلد تشکر کنم. نظرات سازنده شما می تواند در ویرایش های بعدی کتاب راهنما باشد.

بهمن رضا امیری

راه ارتباطی با نویسنده: T.me/@abr41

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## **Introduction:**

**IELTS ( The international English Language Testing System )**

**Test is managed by the British Council. Cambridge ESOL**

**Examination and IDP Education, Australia in 2 versions:**

**\* Academic**

**\* General**

**This book is suitable for students taking Academic Version.**

**However, it is useable for the general IELTS candidates, task 2.**

**Academic Writing:**

**Task 1: Candidates have 20 ms. time to describe a table, chart, graph or diagram in 150 words minimum.**

**Task 2: Candidates have 40 ms. time to write an essay in response to an argument or problem in 250 words minimum.**

**This table describes the band scores 1-9:**

<b>9</b>	<b>Expert user</b>	Has fully operational command of the language: appropriate, accurate and fluent with complete understanding
<b>8</b>	<b>Very good user</b>	Has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. Misunderstandings may occur in unfamiliar situations. Handles complex detailed argumentation well.
<b>7</b>	<b>Good user</b>	Has operational command of the language, though with occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.
<b>6</b>	<b>Competent user</b>	Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.
<b>5</b>	<b>Modest user</b>	Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.

<b>4</b>	<b>Limited user</b>	Basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.
<b>3</b>	<b>Extremely limited user</b>	Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.
<b>2</b>	<b>Intermittent user</b>	No real communication is possible, except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty understanding spoken and written English.
<b>1</b>	<b>Non user</b>	Essentially has no ability to use the language beyond possibly a few isolated words.
<b>0</b>	<b>Did not attempt the test</b>	No assessable information provided

**Marking:**

**Examiners award a band score for each of four areas with equal weighting:**

- \* Task achievement ( Task 1 )**
- \* Task response ( Task 2 )**
- \* Coherence and Cohesion**
- \* Lexical response**
- \* Grammatical range and accuracy**

**TA + CC + LR + GRA**

**4**

**Task 1 =  $\frac{1}{3}$  ( band score )**

**Task 2 =  $\frac{2}{3}$  ( band score )**

# Chapter 1. A review of grammar and structure

## *Structure (1)*

1- SV

2- SVO

3- SV + I.O +Do/ SVO + D.O + I.O

4- SVO + Place + Time

5- Wh- question words :

What do you have?

Which city do you like?

How many pencils do you need?

Who came late?

\* Now you make questions.

- What

- Where

- Why

- How

- Whom

- Whose
- How long
- How often
- How many
- How deep
- How far

## *Structure (2)*

**1- There is/ are**

**2- There is/are + S + V + ing + ...**

**There are some boys playing in the yard.**

**3- It + to be + adj + ( for + o ) + to + v.**

**It is easy for me to speak English.**

**4- S + to be + too + adj + ( for+o ) + to + v.**

**The tea is too hot for me to drink.**

**5- S + to be + adj + enough + ( for+ o ) + to + v.**

**He is old enough to go to school.**

## **6- Modals ( can, could, will, would, may ... )**

### **A) Modals + simple verb**

He can swim well.

He could drive when he was 15.

He ought to ..... .

He used to ..... .

### **B) Modals + perfect**

He should have watered the flowers.

He could have passed the exam.

He must have studied carefully.

**\* It`s your turn to make sentences.**

## ***Structure (3)***

### **( Perfect )**

#### **1- Present perfect**

He has worked here since he was 20.

She has studied French for 5 years.

#### **2- Past perfect**

He had left the house before I came.

After I had eaten lunch, I went to bed.

#### **3- Future perfect**

Mike will have finished writing his book by the end of this month.

They will have left Iran by the end of June.

**\* It`s your turn to make sentences.**

## ***Structure (4)***

### **( Adjective & Adverbs )**

#### **1- er/ more than**

Jane is older than her sister.

Cobra is more dangerous than rattle snake.

She was happier this morning than she had been yesterday.

#### **2- the est/ most**

Ben is the youngest of all men in the party.

This is the most attractive place that I have ever seen.

#### **3- as + adj + as**

This apple pie is as good as the last one you made.

Mary is not as / so tall as her sister.

#### **4- The + er / more ..... , the + er / more .....**

The more children you have, the bigger house you need.

The greater the experience, the higher the salary.

#### **5- ing / ed adjectives**

There is a fascinating movie at the theater tonight.

The guests look satisfied with dinner.

The tired man had a long tiring day.

#### **6- Linking verbs (to be, seem, look, smell,.....)**

He looks angry.

The food tastes delicious.

## 7- Adj order

(Determiner + quality + size + age + color + origin + material + noun)

The little old Italian man have bought a new car.

There is a nice round old brown Iranian wooden table in the kitchen.

## 8- Adverbs ( frequency , manner , place , time )

He always studies English carefully in his room on Mondays.

## 9- Adverb (comparative,.....)

He drives more carefully than his friend.

Bobby talks the loudest of all the boys.

Sue jumped the highest.

Sara speaks English as fluently as Mary.

## 10- The position of adverbs

The pharmacist has always filled our order quickly.

Sometimes he goes to the park with his friends.

I am now doing my homework.

He carefully draw a picture of a mushroom.

He wrote the correctly answered questions.

She is a truly beautifully dressed woman.

## ***Structure (5)***

### **( Conditional sentences )**

#### **1- Type 1**

If I study hard, I will pass the exam.

He will buy a car if he saves money.

#### **2- Type 2**

If he bought a car, he would travel.

He could see him, if he were at home.

#### **3- Type 3**

If he had learned a language, he could have found a good job.

He might have bought that car if he had earned more money.

#### **4- Type 0 / zero**

If you heat a piece of ice, it changes into water.

#### **5- I wish**

I wish I were in Canada now.

I wish I had bought a car last month.

I wish I would see him soon.

**\* It`s your turn to make sentences.**

## ***Structure (6)***

**( Passive )**

### **1- Simple present**

The car **is washed** by him.

### **2- Past tense**

The questions **were answered** by the students.

### **3- Progressive**

The door **is being painted** by Tom.

The letter **was being written** by Sara.

### **4- Perfect**

The house **has been built** by him.

Mary **had been told** a story by her mother.

Everything **will have been done** by Tuesday.

### **5- Modals**

The table **will be painted** by Mike.

The flowers **should be watered** by him.

The car **can be fixed** by John.

### **6- To be going to**

Mary is going **to be invited** by Sara.

## *Structure (7)*

( Adverb Clause )

**SV Connector SV**  
**Connector SV,SV**

\* **Connectors:**

\* **Time:** after, before, when, whenever, while, since, by the time, once, until, as, as soon as, as long as

\* **Cause:** because, as, since, now that, in as much as

\* **Condition:** if, in case, provided, providing, unless, whether

\* **Contrast:** although, even though, though, while, whereas

\* **Manner:** as, in that

\* **Place:** where, wherever

- As the nurse already explained, all visitors must leave the hospital room now.
- We can start the conference because all the participants have arrived.
- You will get a good grade provided you study.

### **Reduced adverb clause**

- **When finished the report, you are free to leave.**
- **Although feeling rather sick, the speaker will take part in seminar.**
- **If not completely satisfied, you can return the product.**
- **When ready, you can begin your speech.**

\* It`s your turn to make sentences.

## ***Structure (8)***

**( Noun Clause )**

**A)**

<b>SV Connector SV</b> <b>Connector SV V</b>
---

**\*Connectors: what, when, where, why, how, whatever, whenever, whom, whomever, if, whether, that**

- I know when he will arrive.
- That he was late caused many problems.
- We talked about where we should go for lunch.

**B)**

<b>SV Con/S V</b> <b>Con/S V V</b>
---------------------------------------

**\*Connectors: who, whoever, what, whatever, which, whichever**

- I don't know what is in the box.
- We are concerned about who will do the work.
- Whoever is coming to the party must bring a gift.

**\* Make sentences.**

**Structure (9)**  
( Adjective Clause )

A) 

<b>S Connector S V V</b>
<b>SV Connector SV</b>

**\*Connectors:** whom (for people) which (for things) that (for people and things)

- The story that you told me about Bob was interesting.
- I made an appointment with the doctor whom you recommended.
- The gift which we selected was rather expensive.

B) 

<b>S con/s v v</b>
<b>S v con/s v</b>

**\*Connectors:** who (for people) which (for things) that (for people and things)

- The notebook which is on the table has four sections.
- She needs a secretary who types fast.
- The shoes which matched the dress were expensive.

<b>Reduced adjective clause</b>
---------------------------------

- The door painted is wet.
- The man waving to us is the tour guide.
- Serving a term of four years, the mayor will face reelection next year.
- The president, now preparing to give a speech, is meeting with his advisors.

## *Structure (10)*

( Parallel structure conjunctions )

### 1- And, but, or

He eats and sleeps only when he takes a vacation.

The papers are on my desk or in the drawer.

Mr. Brown likes to go home early, but his wife prefers to stay late.

### 2- Both ... and, Either ... or, Neither ... nor, Not only ... but also

I know both where you went and what you did.

He wants to go either by train or by plane.

The tickets are neither in my pocket nor in my purse.

He is not only an excellent student but also an outstanding athlete.

*\* Example:*

**John plays piano. John speaks French.**

- **John plays piano and speaks French.**
- **John either plays piano or speaks French.**
- **John both plays piano and speaks French.**
- **John not only plays piano but also speaks French.**

<b>Using various structures</b>
---------------------------------

*\* Tom fixed my car.*

1- My car was fixed by Tom.

2- It was Tom who fixed my car.

3- It was my car which was fixed by Tom.

4- What Tom did was fixing my car.

5- What Tom fixed was my car.

6- My car, Tom fixed it.

## Chapter 2 : key words and conveying different ideas and concepts

### 2.1- Showing contrast

<b>Although While Whereas</b>	<b>Nevertheless Nonetheless</b>	<b>By contrast, Conversely, Alternatively, On the other hand, On the contrary, Opposed to In contrast,</b>
---------------------------------------	-------------------------------------	--

#### **Examples :**

- In contrast, the suggested location is right in the town center.
- Some subjects become more popular over this period, while others dropped in popularity.
- On the other hand, there was a slight fall in the number of students studying physics.
- A sharp fall was expected but it is disappointing nevertheless.
- It climbed from just over 50% in 1991 to 70% in 2002. Nonetheless it was dissatisfying.

## 2.2- Showing comparison and similarity

Compared with	Likewise,
Compared to	Similarly,
In comparison with	Like + noun
By comparison,	As + sentence
As many (nouns) as	
As much (nouns) as	

### **Examples :**

- We can see a similar pattern in the second paragraph.
- 90% of people who held a skilled vocational diploma were men compared with only 10% of women.
- Young females spent less time listening to their favorite music compared to their opposite sex counterparts.
- In comparison with jazz music, pop music is more popular.
- The United States won most of the track and field events. Similarly, in swimming, the top three went to Americans.
- Like many of the girls, most of the boys spend a large part of their free time using Internet.

## 2.3- Showing a fact

**It is noticeable that .....**

**It is crystal clear that .....**

**It is evident that .....**

**The most striking feature is .....**

**As regards .....**

**As can be seen/ noticed/ observed/ viewed/ detected**

### ***Examples :***

- The most striking feature is that males were more enthusiastic in music than their female counterparts.
- As can be observed the highest rate was 79% for boys being interested in MP3 players while for girls the proportion was 40%.
- It is clear that success among young professionals depends mainly on self-motivating factors.
- It can be clearly seen that the rate of smoking for both men and women is currently declining.