

Writing

Step 1: Answer is relevant to the question

Do

- Make sure your ideas are directly related to the question
- Use ideas and examples that you are familiar with, and that relate directly to the topic
- Extend your answer to include a number of ideas that will support the question.

Step 2: Answer all parts of the question

read the question carefully and decide how many parts are in it. You must answer all parts of the question.

Do:

- Read the question carefully and decide how many parts are in it
- Present your opinion and support it throughout the whole essay
- If asked to present both views, make sure each view is presented equally (similar paragraph length)
- Watch for plurals. If you are asked to give 'advantages', you must present a minimum of 2
- Watch for 'and'. You may need to comment on more than one element
- Write more than **250** words.

Don't:

- Ignore parts of the question
- Assume that your opinion is clear, use the first person to ensure the examiner knows it's your opinion 'I think'
- Tell the examiner what you are going to say and what you have said

Step 3: Organise your essay logically, with clear progression using linking phrases

If you are asked to present both **views** and your **opinion**, state your **opinion at the beginning** of the essay and then move on to present both views. You can then **come back** to your own opinion and then conclude the essay. This is a logical way to present these ideas.

Do:

- Use a range of linking words and phrases, but don't overuse them
- Use adverbial phrases, rather than single basic linkers
- Use referencing and substitution to avoid repetition (this/them/the issue/the problem)
- Use punctuation to make your writing coherent
- Make sure your ideas are sequenced correctly
- Make sure your ideas are logical and easy to follow

- Use a separate paragraph for the introduction and the conclusion
- Use one paragraph for each idea or topic area.

Don't:

- Overuse basic linking words like firstly (instead, try using 'The first reason for/ The primary reason for this')
- Start every sentence with a linker (Try to put it in the middle of a sentence. E.g. "Some people believe, however, that individuals must also take responsibility for the environment" or "I believe, on the other hand, that individuals do have a responsibility to...")

Step 4: Organise your essays into paragraphs

Step 5: Use less common vocabulary and spell it correctly

Do:

- Use precise word choices
- Use language that we use in everyday speech
- Use words that you understand
- Use words and phrases that are related to the topic
- Use collocation and phrasal verbs (words that go together naturally – environmental pollution | major issue | promising future)

Don't

- Make spelling mistakes
- Make typos
- Mix up American and British spelling (You should use one or the other)
- Use a word if you don't understand it or cannot spell it.
- Use imprecise words like 'stuff/thing'
- Use slang like 'gonna'
- Use old-fashioned language [the masses | denizens | myopic view | Hitherto]
- Overuse synonyms, one is enough
- Use idioms/clichés
- Use contractions (can't, doesn't)

Step 6: Don't use memorised language, phrases or examples

Bad	Good	Bad	Good
Nowadays	In recent times	Crux of the discussion	The main/key issue is...
Can't	cannot	Stuff/thing	Use the correct word!
Controversial issue	Major issue	e.g.	For example, ...
The pros and cons	Benefits and drawbacks	Every coin has two sides/faces	There are both disadvantages and advantages...
Bad	Good	Bad	Good
The pros and cons	Benefits and drawbacks	Every coin has two sides/faces	There are both disadvantages and advantages...
Firstly	The primary reason why	A double-edged sword	The solution can also cause issues as...
Secondly	Lack of education is another reason why...	In a nutshell	In conclusion...

Step 7: Use a variety of complex sentence structures

1. Understand the question.

1. Identify question type
2. Identify keywords
3. Identify instruction words

2. Plan your answer.

Plan answers for up to 10 mins

4 stages:

1. Question analysis: answer all parts
2. Idea generation: ask urself questions
3. Structure: example:

Paragraph 1- Introduction

1- Paraphrase Sentence

2- Thesis Statement(the point that should be taken)

3- Outline Statement

Paragraph 2- Why advantages are strong

4- Topic Sentence

5- Explanation

6- Example

Paragraph 3- Why disadvantage are weak

7- Topic Sentence

8- Explanation

9- Example

Paragraph 4- Conclusion

1- Summary of main points

4. Vocabulary: synonyms of words in question or relevant words

Make up relevant and specific examples to support the topic sentence

Band 7 and 8 answers have only one idea in each paragraph, and they then use the rest of that paragraph to explain and support that point.

Coherence and Cohesion Key Points

- Structure your answers in logical paragraphs
- One main idea per paragraph
- Include an introduction and conclusion
- Support main points with an explanation and then an example
- Use cohesive devices accurately and appropriately
- Vary your linking phrases using synonyms

Lexical Resource Key Points

- Try to vary your vocabulary using accurate synonyms
- Use less common question-specific words that accurately convey meaning
- Check your work for spelling and word formation mistakes

Task 1:

Bar chart:

1. Intro paragraph

- Paraphrase the given information
- Possible to comment on units of measurement

2. Overview

Pie charts:

Word tips:

.. accounted for the majority of the ..

Writing Task 2:

Conclusion should follow with a reason given for believing it. This reason shouldn't raise any more questions (like how are they related?)

Use words like nevertheless to state ur disagreement with an idea after its supporting sentence.

Afterall for supporting

Use THUS for last sentence conclusion

Adding emphasis:

*There are several reasons why the government collects taxes. In terms of infrastructure, the money raised can be used to build new roads or public buildings, or to maintain existing structures such as schools and hospitals. **More importantly**, these funds are needed to pay the salaries of all government workers, including firefighters and the police. Thus, taxes **not only** help improve the community **but also** make it safer.*

*vocab point: infrastructure

*furthermore

Problem 3 – One paragraph is more successful than another

Each paragraph is just one building block within your whole essay. To score band 7 or above, you must maintain the same level of control *throughout* your essay. One of the biggest problems I see is that candidates at band 6.5 lose the overall thread of their argument. The first body paragraph presents a clear well-explained argument, but the second body is unclear or confusing, it may go off on a tangent, or simply repeat the same main points. This is often caused by beginning to write too soon.

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Conclusion:

First sentence: summarize the main ideas of paragraphs

Last sentence: answer the question. Which one or to what extent do u agree or disagree

Developing thinking and planning skills:

Put urself in the described situation and think about pros and cons of it and write each in a column in ur planner

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Pauline's Essay planner

Introduction General topic: Focus: Issue to discuss: My initial position:	Themes:
Side A: Main topic of this paragraph:	Side B: Main topic of this paragraph:
What did I show or prove? Link to the question?	What did I show or prove? Link to the question?
Conclusion - Summary of my main points:	
Question to answer:	
My Final position:	

Side A: Disadvantages Main topic of this paragraph: There are several key disadvantages to going abroad to study	Side B: Advantages Main topic of this paragraph: In spite of the disadvantages, there are clear benefits
<p>1) Money Need to pay for flights, tuition, accommodation, food, etc ∴ Some people might not have enough money ∴ It might be too expensive</p> <p>2) Friends and Family I'd miss friends and family</p> <p>3) Culture + I'd miss familiar things like food and the culture would feel strange ↓ Could feel lonely and isolated</p> <p>4) Language learning if you're feeling homesick it's difficult to learn or practice → This could affect language learning</p>	<p>1) Money: May be expensive BUT can get a job</p> <p>2) Friends and family: Yes, will miss them BUT can make new friends – e.g. through work and school</p> <p>3) Culture: Yes, it will be strange, BUT interesting +</p> <p>4) Language Learning:</p> <ul style="list-style-type: none"> ability to experience the culture while learning the language → a rich experience – (can enjoy the literature and films etc). Will have access to native speaker teachers + Living and working in the country = total immersion ↓ able to learn the language faster + reach a greater fluency than at home BEC will talk own language most of the time at home
<p>What did I show or prove? Link to the question?</p> <p>The disadvantages of studying abroad may interfere with learning</p>	<p>What did I show or prove? Link to the question?</p> <p>The benefits of the experience more than make up for any disadvantages.</p>

Pauline's Essay planner

Introduction General topic: learning a foreign language Focus: People who learn a foreign language Issue to discuss: Does travelling abroad to learn a new language have more advantages or more disadvantages? My initial position: I think it has more advantages		Themes: <ul style="list-style-type: none"> • living abroad • learning a language • money • culture • friends and family
Side A: Disadvantages Main topic of this paragraph: There are several key disadvantages to going abroad to study		Side B: Advantages Main topic of this paragraph: In spite of the disadvantages, there are clear benefits
1) Money Need to pay for flights, tuition, accommodation, food, etc ∴ Some people might not have enough money ∴ It might be too expensive		1) Money: May be expensive BUT can get a job 2) Friends and family: Yes, will miss them BUT can make new friends – e.g. through work and school 3) Culture: Yes, it will be strange, BUT interesting +
2) Friends and Family I'd miss friends and family 3) Culture + I'd miss familiar things like food and the culture would feel strange ↓ Could feel lonely and isolated		4) Language Learning: <ul style="list-style-type: none"> • ability to experience the culture while learning the language → a rich experience – (can enjoy the literature and films etc). • Will have access to native speaker teachers + • Living and working in the country = total immersion ↓ • able to learn the language faster + reach a greater fluency than at home • BEC will talk own language most of the time at home
What did I show or prove? Link to the question? The disadvantages of studying abroad may interfere with learning		What did I show or prove? Link to the question? The benefits of the experience more than make up for any disadvantages.
Conclusion - Summary of my main points: The disadvantages of studying abroad may interfere with learning, but the benefits of the experience more than make up for any disadvantages. Question to answer: Do the advantages outweigh the disadvantages? My Final position: Yes, the advantages are greater than the disadvantages		

Then check:

Are there enough ideas

In the organization logical or do I need to move anything

Does this argument answer this question

Example:

for a sentence supporting ur idea in intro: there are several factors affecting the (success of such a plan) the disadvantages of .. are significant (intro of first body par)

*thus defeating the object of the .. (to emphasize that some points might lead to the neglection of the main point.

****beginning of second par: nevertheless, these issues can be resolved.

In second par u can give reasons to why problems stated in first par might not be as imp

Second par conclusion: clearly, there is a lot to be gained from such opportunity

In conclusion: mention main ideas of both pars, last sentence: ur own view(just stating which u agree w)

*vocab: someone's immersion in a subject: they completely involve w it

Time	Useful activities
15 minutes	<p>PLANNING</p> <ul style="list-style-type: none"> • Write an essay plan. If necessary, revisit old essays and plan a new argument for a different position (for example, if you completely agreed with the view in the question, write a plan for an argument that completely disagrees) <p>WRITING</p> <ul style="list-style-type: none"> • Write a body paragraph based the ideas in one of your plans – this is helpful even with essay questions you have done before • Rewrite the introduction and conclusion to an old essay – don't look back at your original versions, just use the body paragraphs to guide you • Practise your handwriting so that it is easier to read, or improve your typing skills • Review a model answer from this book. Read it several times, then try to recreate one of the body paragraphs in your own words without looking back. <p>EDITING</p> <ul style="list-style-type: none"> • Read an old essay aloud and edit it until you are happy with it – think about how clear your argument is rather thinking about language alone • Look through an old essay and focus on the vocabulary or grammar mistakes you know that you habitually make • Practise proofreading – look for typing or writing errors <p>LANGUAGE / SKILL BUILDING</p> <ul style="list-style-type: none"> • Read an old essay aloud and try to notice repetition of words, phrases, and grammatical structures. If you often use the same words and phrases in your essays practise rewriting several sentences in a new way to expand your vocabulary or sentence structures. • Look over one or more of the model answers in this book and focus on vocabulary or grammar. Make a note of any useful language you would like to learn • Work on weak areas in your vocabulary and grammar (see <i>The Key to IELTS Success</i> for ideas) • Review or repeat lessons in this book – especially those that taught you something new
30 minutes	<ul style="list-style-type: none"> • Plan and produce a rough first draft of an essay • Select 3 or 4 essays you have written and critically analyse them for Task response and Coherence and cohesion. Make a note of any problems and how often you make these mistakes • Do further practice on any repeated errors you have identified – review the relevant lessons in this book to help • Review a model essay from this book. Read it several times then try to recreate the same argument in your own words. To broaden your vocabulary, you can make a note of key words and phrases to use. • Combine any two of the 15-minutes activities above
40 minutes	<ul style="list-style-type: none"> • When you feel ready, do a timed-essay – NB attempting to do this within a strict time limit too soon may demotivate you
1 hour	<ul style="list-style-type: none"> • This is the ideal amount of time for timed-essay practice – it allows time to settle down as well as time to review at the end. • Combine any of the earlier ideas – varying your activities and practice will help you stay motivated • Don't aim to do too much at once – build up your skills gradually and increase as you go, until eventually you are always working within the time limit of the writing test

Steps	My Time	Recommended time
1) Think Thinking about the question, identifying the topic, the issue and focus, possible themes, and your initial position	1 min	1-2 mins
2) Plan I. Brainstorming to get initial ideas (gathering evidence) II. Thinking critically to connect and organise ideas into a clear balanced argument that supports your position	8 mins	7-8mins
3) Write Writing out the essay based on your plan	17 mins	18 – 20 mins (take more time if writing by hand)
4) Check I. Checking your position and argument are clear throughout; checking there is one clear topic in each paragraph – PEEL structure II. Checking language - making language changes for clarity or to avoid repetition; correcting errors	7 mins	7 mins
Total time taken:	33 mins	33 – 37 mins
Time left for proofreading – typos and error spotting	7 mins	3 – 7 mins

questions that ask to discuss 2 opinions and give ur own:
 body1: pros then cons of the opinion u don agree w
 body 2: cons then pros of opinion u agree w

CHECK FOR TASK RESPONSE:

- Can you identify the point or argument being made? (is it clear?)
- Are the conclusions clear?
- Is there supporting evidence for this idea?
- Is this idea relevant to this essay question?
- Are the conclusions repetitive?
- Does the writer prove or show this?
- Is the position clear throughout?

WRITING GRAMMAR POINTS

TASK 2:

use passive but not for ur own opinion

1. *Many people now use social media as a news source rather than just a way to communicate with friends. (active)*
2. *Social media is now often used as a news source rather than just a communication tool. (passive)*

conditional sentences

if .. would : hypothetical

dependent clause , conditional

NOTES

FOCUS ON THE MAIN ARGUMENT, USUALLY UR NOT ASKED ABOUT WHY SOME PPL BELIEVE STH BUT THE IDEA ITSELF(ONLY REFER TO THOSE IN INTRO)

In conclusion u should sum up main ideas, make sure u answered the question, make ur position clear

WRITING VOCAB FROM MODEL ANSWERS:

TASK 1:

female participation rates

- 1) In the youngest age group, males outnumbered females.
- 2) 15 to 24 was the peak age for men as numbers declined from this point on.
- 3) Males reached their lowest point in the 35 to 44 age group.
- 4) Female participation rates peaked at age 45 to 54.
- 5) From age 65 and over the figures for both males and females were almost the same.

then add supporting sentences with numbers

*female participation generally increased with age,
while the reverse was true for males until middle age, and
males experienced a lower peak than the corresponding
figures for females.*

*the younger females generally exercised less than their
older counterparts*

*Only from age 65 and over were
the figures for both genders near parity at 46.7% (males)
and 47.1% (females).*

line graph

usage of past perfect in line graph :

*Beef consumption began to fall in 1994 and by 2004 it
had fallen from just under 200 grams to approximately
120 grams.*

Although the amount of lamb consumed weekly was approximately 150 grams in the first year, by the final year it had experienced a dramatic drop, falling to close to 50 grams.

The line graph shows variations in the weekly consumption of fish and three types of meat in one European country from 1979 to 2004.

Although there were fluctuations , overall, people in this country consistently ate more meat than fish , and the general trend was to move away from beef and lamb as chicken became the dominant food in this category.

In the first decade, beef was consumed in significantly higher quantities than the other foods listed. Despite an initial sharp fall to approximately 175 grams, it then recovered reaching a high of close to 240 grams per week. However, from 1989 onwards, beef consumption fell almost continually , and by 2004 had almost halved. Lamb almost exactly mirrored this fluctuating trend, falling from second highest initially (at 150 grams) to approximately 60 grams per week by the end of the period .

In contrast, chicken climbed from less than 150 grams in 1979 and took the lead from around 1990 onwards . Interestingly, the increases in chicken

corresponded with the declines in beef and lamb, and by 2002 chicken consumption had exceeded all previous rates, reaching approximately 260 grams a week, although this peak was not maintained. Fish was consistently eaten the least, beginning at around 60 grams per week then dropping to below 50 grams. While it was the lowest, it remained relatively stable for the majority of the period.

Key points to remember about data and charts

- Take the time to notice details – think about what is being shown and how
- Look for similarities and differences so that you can make comparisons
- Group information together logically
- Make a general point and support it with evidence from the data
- In a graph, look for overall trends (e.g. is the starting point higher or lower than the end point?)
- In a bar chart, pie chart, or table, look for the extremes (the biggest, smallest, etc)
- In your overview, don't give details – instead, take a broader view of the main trends or differences and use umbrella terms if you can.
- Your overview should reflect the key features in your body paragraphs

WORDS AND PHRASES:

was more common..

Sector = an area of economic activity (similar to 'field' in the academic world.) Examples of sectors are: the banking sector; the tourism sector; the housing sector

Market = business or trade in a specific product (e.g. the rental market; the housing

market)

Category = a group, or system of grouping similar information or things.

marginally - slightly

*marginally but steadily

plunge : drop suddenly and sharply

declined steadily

despite this, the total..

slight decrease

massive resurgence to a high point of..

resurgence: an increase or revival after a period of little activity

recede (receding to ..) : go or move back or further away
.from a previous position

Rose significantly

Significant rise

Falling back to (recede to)

Dropped

Dramatic increase/decrease

this category **retained its dominant state**

moderate (slight) decline

increase -> upturn

thriving

exceeding

respectively

Slightly over/under

Approximately

Just under

Drastically

Infrastructure: the basic physical and organizational structures

When we have more vehicles than a city's infrastructure was designed for, it leads to congestion consistently

overtake: while chicken rose considerably overtaking beef to become by far the most consumed of these foods by the end of this period;

acute

for instance

prohibitively

saw a decline over the period

In conclusion, there was a clear **upward trend** in the number of households earning higher incomes, while the lower-income households **saw a decrease**

Remained the smallest

.minimal changes

noticably

..use **while.. , from this point on**

Overall, while Arctic char dominated initially, salmon was cultivated in far greater numbers towards the end of the period, and rainbow trout has consistently been produced the least.

increase -> surge: to increase suddenly and strongly: The company's profits have surged

synonym for farming for fish n plants n crops : cultivated-cultivation-production

relatively stable

rose only gradually from 2012 onwards.

salmon rose exponentially in almost every two-year period.

in fact

As this figure was more than ten times greater than the next highest salmon overtook Arctic char, and reached a striking 13448 million in 2018, considerably more than any other species.

Although it did increase steadily, reaching a peak of 2138 million

tonnes in 2016, this level was short-lived,

throughout

consistently - continually

use as ...

dominant

corresponding

compared two different increases by saying ‘increased to a greater degree than’:

workers aged 15-24 accounted for 30% of injuries

- *Apart from*
- *Except for*
- *With the exception of*
 - *It fell in every year apart from 1992.*
 - *It fell in every year except for 1992.*
 - *It fell in every year with the exception of 1992.*
- **Reach parity with** = to get to a point where it is equal to something else
 - *In 1971 home ownership reached parity with renting.*
- **Correspond with** = to match or be similar to in some way
 - *The falls in renting corresponded with the increases in home ownership.*
- **Account for** = to form part of the total, make up part of the total
 - *Renting accounted for just under 80% of all households.*

Making comparisons

The phrases below include countable nouns (*people / sales / figures*) and uncountable nouns (*oil/money*)

- **As many as:** X had *as many sales as* Y
- **As much as:** X used *as much oil as* Y
- **Not as many as:** Y did *not* have *as many sales as* X
- **Not as much as:** Z did *not* use *as much oil as* Y
- **Twice / three times (etc.) as many as:** Z had *twice as many sales as* X
- **Twice / three times (etc.) as much as:** Z used *twice as much oil as* X
- **(far/ slightly / significantly) more ...than:** X had *far more sales than* Y; X spent *slightly more money than* Y
- **(far/ slightly / significantly) fewerthan:** X had *far fewer sales than* Y
- **(far/ slightly/ significantly) less....than:** X used *slightly less oil than* Y

In each case, we can also use '*in comparison to*' instead of '*than*': X had *far more sales in comparison to* Y; X used *slightly less oil in comparison to* Y

- X had **the highest/ lowest** (figures / sales etc.) **of all**
- X had **the highest / lowest** (figures / sales etc.) **in the** (e.g. table / world / region)
- do something **more frequently / more often than**
- do something **less frequently / often than**

The dominant category

In my overview, I used the word 'generally' (generally experienced a downward trend). This is because the data actually increased in one year, but overall , there was a decrease.

Despite a brief fall, car sales generally made up 4.5% of all sales between 1996 and 1997.

pie:

*The pie charts show the population of Sweden and Australia **broken down into** ...*

*The pie chart gives/provides a **breakdown** of spending ... (etc.)*

using fractions:

Online music sales showed the highest growth over this period increasing from a quarter (25%) to just over a third of all online sales (36%).

*The three pie charts show how a college budget was **apportioned***

write numbers not words:

Write 3% not three percent

Be careful not to repeat percentage and % in the same sentence as this is repetitive.

*a further 7% of the budget was spent on other costs other expenses **made up a further** 7% of the budget*

To use the future perfect, we use 'By' with the future date:

- **By 2040, it is predicted that** the cost of petrol **will have increased to** \$5 per gallon.
- **By 2040,** the cost of petrol **is predicted to have increased to** \$5 per gallon.

the largest expense is for staff

*paying staff takes up the majority of the college budget
types of fuel - fossil fuel - energy fuel*

This is in stark contrast to

Yemen, where less than 6% of the population will be 60 or older.

increasing initially from 40% to 50% before declining to 45%.

the greatest portion of the budget was allocated to account for

maps:

modernization

development

adjacent

unchanged -> intact

facilities -> amenities

the eastern part has undergone significant development
in addition, additionally

TASK 2:

lucrative: producing great deal of profit

reap (exp financial rewards): receive benefit

enviable lifestyle

extends beyond ...

stem from

endorse sth: publicly support

*substantial: of great importance

Intrusive: causing disruption or annoyance through being unwelcome

Compensation: sth given to sb after a loss or injury..
under constant scrutiny: being carefully examined especially in a critical way. Their behavior is under scrutiny

devastating consequences

adolescence

precise/precisely

cause very strong

disagreement among people (controversial)

**detrimental: tending to cause harm(dangerous)

implement: put an idea/decision into effect

I agree with the latter point of view

long-term short-term

~~in oppose to~~ as opposed to

~~in charge for~~ in charge of

synonym for learn: grasp

~~take seriously~~ prioritize

acquire: buy or obtain/develop a skill

devote

soak up knowledge

self-consciousness

considered as -> regarded as

there is some debate among experts (not plural)

there is some debate among experts **as to whether** these
.lessons should begin in primary or secondary school

place -> environment

start -> embark on

*At first glance

good -> **appropriate**

usually -> typically

in-depth

subside: become less intense

.once the pressure of exams subsides

Social media plays an **increasingly pivotal**(CRUCIAL IN
SUCCESS) role in our lives

develop a sense of responsibility

... is important for .. : .. relies on ...

repercussions: unintended consequences some time*

after an event

global repercussions

Moreover

retain: keep

progression

necessary -> fundamental qualification - credentials .rather than a **standalone** solution to career **progression** professional **competence**

interpersonal skills such as negotiation, presentation, and leadership, which are honed in face-to-face interactions to hone skills** : to improve and refine them
interpersonal: related to relationships and communication

**incentives -> motives

its important to offer good incentives to lure young people into doing community work

Work is a major part if our lives and it is to be hoped that many find it enjoyable, challenging and stimulating,

(conclusion of advantages) but it is important to recognize the need for a work-life balance and to ensure that this is put into practice. **(conclusion of disadvantages)**

stimulating: encouraging*

Neglectful - reluctant

deteriorate - become progressively worse

stimulous: a thing that motivates ppl

sheer(complete) stimulus
reinforced by incentives (support by motives)

This lack of involvement is a major **contributor(cause)** to family breakdown, which in turn has wider **repercussions** in our society. **(conclusion)**

spelling points:

appearance
advantageous
subconscious
mandatory
despise
volunteer

ielts 14 be badokamel benevis
baqie faqat ide pardazi kon

in terms of*

subject of energy:
emissions : *greenhouse gases*

produce - generate