

Prepare for {IELTS}

Video Lessons





VOCABULARY FOR IELTS

HOW TO USE
LINKING WORDS
PART 1

Prepare for {IELTS}

WHAT YOU WILL LEARN?

- What are **LINKING WORDS**?
- *Why should you use* **LINKING WORDS**?
- **LINKING WORDS** to add more information
- **LINKING WORDS** to give a list of arguments
- **LINKING WORDS** to describe a result
- **LINKING WORDS** to describe a contrast
- **LINKING WORDS** to describe a similarity
- **LINKING WORDS** to give examples
- **LINKING WORDS** for other purposes
- Mistakes **IELTS** candidates make with **LINKING WORDS**
- Practice

WHAT ARE LINKING WORDS?

Words and phrases which you include to connect different sentences or ideas.

Examples:

First and foremost,

However,

In addition,

Nevertheless,

In summary,

Concerning

WHY WORRY ABOUT LINKING WORDS?

- **LINKING WORDS** make your writing easy to follow (Coherence and Cohesion)
- **LINKING WORDS** show the examiner that you are answering the question (Task Achievement)
- **LINKING WORDS** can be complex (Vocabulary)
- **LINKING WORDS** help hide mistakes (Vocabulary)

IELTS TASK 2 WRITING BAND DESCRIPTORS


Band	Task Response	Coherence and Cohesion	Lexical Resource	Grammatical Range and Accuracy
9	<ul style="list-style-type: none">fully addresses all parts of the taskpresents a fully developed position in answer to the question with relevant, fully extended and well supported ideas	<ul style="list-style-type: none">uses cohesion in such a way that it attracts no attentionskilfully manages paragraphing	<ul style="list-style-type: none">uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips'	<ul style="list-style-type: none">uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'
8	<ul style="list-style-type: none">sufficiently addresses all parts of the taskpresents a well-developed response to the question with relevant, extended and supported ideas	<ul style="list-style-type: none">sequences information and ideas logicallymanages all aspects of cohesion welluses paragraphing sufficiently and appropriately	<ul style="list-style-type: none">uses a wide range of vocabulary fluently and flexibly to convey precise meaningsskilfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocationproduces rare errors in spelling and/ or word formation	<ul style="list-style-type: none">uses a wide range of structuresthe majority of sentences are error-freemakes only occasional errors or inappropriacies
7	<ul style="list-style-type: none">addresses all parts of the taskpresents a clear position throughout the responsepresents, extends and supports main ideas, but there may be a tendency to over-generalise and/ or supporting ideas may lack focus	<ul style="list-style-type: none">logically organises information and ideas; there is clear progression throughoutuses a range of cohesive devices appropriately although there may be some under/ over-usepresents a clear central topic within each paragraph	<ul style="list-style-type: none">uses a sufficient range of vocabulary to allow some flexibility and precisionuses less common lexical items with some awareness of style and collocationmay produce occasional errors in word choice, spelling and/ or word formation	<ul style="list-style-type: none">uses a variety of complex structuresproduces frequent error-free sentenceshas good control of grammar and punctuation but may make a few errors

IELTS TASK 2 WRITING BAND DESCRIPTORS

Band	Task Response	Coherence and Cohesion	Lexical Resource	Grammatical Range and Accuracy
6	<ul style="list-style-type: none">addresses all parts of the task although some parts may be more fully covered than otherspresents a relevant position although the conclusions may become unclear or repetitivepresents relevant main ideas but some may be inadequately developed/ unclear	<ul style="list-style-type: none">arranges information and ideas coherently and there is a clear overall progressionuses cohesive devices effectively, but cohesion within and/ or between sentences may be faulty or mechanicalmay not always use referencing clearly or appropriatelyuses paragraphing but not always logically	<ul style="list-style-type: none">uses an adequate range of vocabulary for the taskattempts to use less common vocabulary but with some inaccuracymakes some errors in spelling and/ or word formation, but they do not impede communication	<ul style="list-style-type: none">uses a mix of simple and complex sentence formsmakes some errors in grammar and punctuation but they rarely reduce communication
5	<ul style="list-style-type: none">addresses the task only partially; the format may be inappropriate in placesexpresses a position but the development is not always clear and there may be no conclusions drawnpresents some main ideas but these are limited and not sufficiently developed; there may be irrelevant detail	<ul style="list-style-type: none">presents information with some organisation but there may be a lack of overall progressionmakes inadequate, inaccurate or over-use of cohesive devicesmay be repetitive because of lack of referencing and substitutionmay not write in paragraphs, or paragraphing may be inadequate	<ul style="list-style-type: none">uses a limited range of vocabulary, but this is minimally adequate for the taskmay make noticeable errors in spelling and/ or word formation that may cause some difficulty for the reader	<ul style="list-style-type: none">uses only a limited range of structuresattempts complex sentences but these tend to be less accurate than simple sentencesmay make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader

IELTS TASK 2 WRITING BAND DESCRIPTORS

Band	Task Response	Coherence and Cohesion	Lexical Resource	Grammatical Range and Accuracy
4	<ul style="list-style-type: none">• responds to the task only in a minimal way or the answer is tangential; the format may be inappropriate• presents a position but this is unclear• presents some main ideas but these are difficult to identify and may be repetitive, irrelevant or not well supported	<ul style="list-style-type: none">• presents information and ideas but these are not arranged coherently and there is no clear progression in the response• uses some basic cohesive devices but these may be inaccurate or repetitive• may not write in paragraphs or their use may be confusing	<ul style="list-style-type: none">• uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task• has limited control of word formation and/ or spelling: errors may cause strain for the reader	<ul style="list-style-type: none">• uses only a very limited range of structures with only rare use of subordinate clauses• some structures are accurate but errors predominate, and punctuation is often faulty
3	<ul style="list-style-type: none">• does not adequately address any part of the task• does not express a clear position• presents few ideas, which are largely undeveloped or irrelevant	<ul style="list-style-type: none">• does not organise ideas logically• may use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas	<ul style="list-style-type: none">• uses only a very limited range of words and expressions with very limited control of word formation and/ or spelling• errors may severely distort the message	<ul style="list-style-type: none">• attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning

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WHEN SHOULD YOU USE LINKING WORDS?

Prepare for {IELTS}

WHEN YOU WOULD LIKE TO ADD MORE INFORMATION:

- There is no doubt that banning anyone under the age of twenty-one from driving a car would cut the number of fatal road-traffic accidents. **In addition**, it would allow the police to concentrate on other forms of crime. Currently, they spend a huge amount of time dealing with young adults who are speeding, driving recklessly or causing car crashes.
- Investing government money in scientific research has a number of long-term benefits. It can lead to medical breakthroughs which allow us all to have longer and happier lives. **Additionally**, it can result in innovations which improve the quality of life of everyone on the planet.
- Sport is, without doubt, good for our health. **Moreover**, it is excellent for social development.
- Spending the majority of your time working can be extremely detrimental to your health. **Furthermore**, it can seriously damage your social and family life.
- **Not only** do politicians tend to tell lies, **but** they are **also** often found guilty of corruption.

WHEN YOU WOULD LIKE TO GIVE A LIST OF ARGUMENTS:

- **If we reduced social and economic inequality, it would have profound and positive consequences.** **Firstly**, closing the gap between rich and poor would benefit the economy as a whole because less well-off individuals would have higher levels of disposable income which they could spend on goods and services. **What's more**, social tension would be likely to lessen if the distance between the haves and the have-nots became smaller. **Lastly**, and perhaps surprisingly, research has suggested that the more affluent members of society also benefit from greater equality. They too tend to feel more contented if some of their wealth has been transferred to the most vulnerable and needy.
- **There are several significant reasons why schoolchildren should study physical education as part of their curriculum.** **First and foremost**, it is hugely beneficial for their health to play sports and games. **Secondly**, there are proven social benefits because playing team-sports in particular can help to generate friendships. **Thirdly**, physical education teaches skills which are essential for the workplace such as teamwork, co-operation and mutual understanding. **Finally**, we should never lose sight of the fact that physical activity is, for most youngsters, lots of fun. They actually enjoy it.

WHEN YOU WOULD LIKE TO GIVE A LIST OF ARGUMENTS:

- **Making young adults spend a period of time in the army has numerous advantages. In the first place,** older teenagers and adults in their early twenties can learn to be disciplined and self-controlled. **As well as that,** doing military service can teach citizens about their duties and responsibility towards society. **Last but not least** is the point that, when they return to the comfort of civilian life, they will be grateful and appreciate the decent standard of living.

WHEN YOU WOULD LIKE TO TALK ABOUT A RESULT:

- War broke out last year. **As a result**, food prices rose and some products disappeared from supermarket shelves.
- Levels of obesity in the western world have rocketed over the past couple of decades. **As a consequence**, governments now have to invest significantly larger amounts in healthcare than previously.
- The river has flooded on several occasions recently. **Consequently**, many local residents have tried to sell their properties but there are very few prospective buyers.
- The amount of junk food eaten has soared since the turn of the century. The **consequent** rise in levels of obesity and instances of diabetes means that governments are having to invest significantly more in healthcare.

WHEN YOU WOULD LIKE TO TALK ABOUT A RESULT:

- Television channels in my country recently screened a movie containing both violence and offensive language. The **resulting** public outcry suggests that, as a society, we are troubled by excessive violence on our screens.
- The quality of the average person's diet has certainly fallen over recent years, **so** the authorities are trying to encourage parents to provide their children with more nutritious meals.
- Disposable incomes have increased, **hence** the sharp rise in the number of families taking holidays in exotic foreign destinations.
- Funding for science projects has been cut in recent years. **Therefore**, there is little chance that any expensive projects will be contemplated any time soon.

WHEN YOU WOULD LIKE TO TALK ABOUT A RESULT:

- Animal rights have come to be seen as an important issue for many. **Thus**, few circuses remain open and zoos also report lower visitor numbers.
- There is no doubt that people are living longer these days; partly **for that reason**, government funding of the healthcare system has had to increase significantly.
- The number of factories located around cities is extremely high, which **means that** air quality for city-dwellers tends to be unacceptably poor.
- Poverty is a serious issue in many societies. It is believed by many **to lead to** higher levels of crime and disorder.

WHEN YOU WOULD LIKE TO TALK ABOUT A CONTRAST:

- The price of meat and other foodstuffs has risen. **However**, the amount of meat bought by consumers has remained relatively constant.
- Living standards have fallen significantly over the past couple of decades. **Nevertheless**, the numbers of migrants wanting to re-locate to this region have continued to soar.
- In Saudi Arabia, house prices have risen sharply. **In contrast**, in Denmark they have fallen by a huge amount.
- Most motorists believe that the speed limit is too low. **In sharp contrast**, the average pedestrian thinks it is much too high.
- Most young adults have huge hopes and ambitions for the future. **In comparison/Contrastingly**, those approaching middle-age often feel a sense of frustration and pointlessness.

WHEN YOU WOULD LIKE TO TALK ABOUT A CONTRAST:

- **Despite** the significant changes in weather patterns, many so-called experts still deny the possibility of climate change. They believe that alterations in weather patterns are the result of natural phenomena.
- **Despite the fact that** most experts believe money to be a great source of motivation, some studies have indicated that, in certain circumstances, employees actually work less when they are offered higher salaries.
- **In spite of** major obstacles and difficulties such as a lack of resources and discrimination, some students from poorer socio-economic backgrounds manage to get outstanding exam results which entitle them to attend the most prestigious universities.
- **In spite of the fact that** happiness is hard to define, most people have quite a clear idea about whether they are happy or not.
- The cost **notwithstanding**, millions visit exotic locations on holiday each year.

WHEN YOU WOULD LIKE TO TALK ABOUT A CONTRAST:

- **Although** speeding fines have been introduced, the number of road-traffic accidents has not gone down appreciably. The authorities find this quite perplexing.
- **Even though** living standards have clearly risen over recent times, many people still feel quite dissatisfied with their levels of income and savings.
- **Whilst/While** there is no evidence that children who do well academically are actually happier than those who do not, parents often invest huge amounts of money to ensure that their sons and daughters succeed in school exams.

WHEN YOU WOULD LIKE TO DESCRIBE A SIMILARITY:

- Riding a motorbike is one of the most dangerous activities which humans regularly undertake. **Similarly**, going onto the roads on a bicycle can be fatal: statistics suggest that a large proportion of all cyclists have had serious accidents or collisions.
- In West Africa, the population has soared as the death rate falls but the number of births remains high. **Likewise**, in the north of the continent, individuals are living longer and the birth rate continues to be high. The consequent population surge troubles those planning for the region's future.

WHEN YOU WOULD LIKE TO DESCRIBE A SIMILARITY:

- Many elderly people take up a hobby, such as painting, which allows them to be creative. **In the same way**, younger adults enjoy dedicating their free time to crafts or music-making.
- Governments need to take responsibility for the welfare of their citizens. **Equally**, they have to ensure that their country's borders are protected.
- Teachers have a responsibility to ensure that their students pass exams at the end of the course. However, **just as importantly**, they need to inspire and stimulate the young people they teach.
- Public parks and gardens play a part in providing a peaceful and calm atmosphere for locals. **Equally important** is their role of attracting visitors and tourists.

WHEN YOU WOULD LIKE TO GIVE EXAMPLES:

- **Government economic policy could make a real difference to those living below the poverty line. This could, in turn, increase general prosperity. For example,** if the amount of taxation paid by those on lower incomes was reduced further, they would have the ability and opportunity to spend more, which would provide an overall boost to the economy.
- **Disabled people often feel discriminated against. For instance,** they may find it harder to get a job. In some cases, employers are reluctant to recruit wheelchair-users, blind or deaf people, or those with a mental or emotional difficulty.
- **It is thought by many that allowing citizens to carry guns makes society more dangerous. A case in point is** The USA where murder rates are astonishingly high.

WHEN YOU WOULD LIKE TO GIVE EXAMPLES:

- Many scientists, **such as** biologists and chemists, worry about how little the general public seems to know about their subject.
- Undergraduates, **including** those who attend some of the most prestigious universities, seem to have very little knowledge of subjects beyond their own.
- Some sports, **like** motor-racing and boxing, are so dangerous that they should probably be banned.
- In countries where citizens have the right to carry arms, the number of fatal shootings is obviously high. **An illustration of this** is the United States where an extremely high number of people die each year as a result of gunshot wounds.

WHAT SHALL I DO NOW?

- **Study the language in this lesson**
- **Study the next part of this unit**
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