

Prepare for {IELTS}

Video Lessons



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VOCABULARY FOR IELTS

HOW TO USE  
COMPLEX WORDS  
PART 1

Prepare for {IELTS}

# WHAT YOU WILL LEARN?

- How to use **COMPLEX WORDS** Examples
- How to use **COMPLEX WORDS** in **IELTS** writing
- How to learn **COMPLEX WORDS**
- How to record **COMPLEX WORDS**
- Practice

# WHY WORRY ABOUT COMPLEX WORDS?

If you can use **COMPLEX WORDS** the **IELTS** examiner will see that your English is more advanced. This will improve your grade (**Vocabulary**)

**COMPLEX WORDS** are often connected to complex grammar forms (**Grammar**)

**COMPLEX WORDS** make writing seem formal and academic. Showing the **IELTS** examiner that you can use this style will impress her or him (**Task Achievement/Response**)

If you can use **COMPLEX WORDS** you will show the **IELTS** examiner your ability to substitute one word or phrase for another. This is called 'referencing' and it connects your writing (**Coherence and Cohesion**)

# 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"><li>fully addresses all parts of the task</li><li>presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas</li></ul>	<ul style="list-style-type: none"><li>uses cohesion in such a way that it attracts no attention</li><li>skilfully manages paragraphing</li></ul>	<ul style="list-style-type: none"><li>uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips'</li></ul>	<ul style="list-style-type: none"><li>uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'</li></ul>
8	<ul style="list-style-type: none"><li>sufficiently addresses all parts of the task</li><li>presents a well-developed response to the question with relevant, extended and supported ideas</li></ul>	<ul style="list-style-type: none"><li>sequences information and ideas logically</li><li>manages all aspects of cohesion well</li><li>uses paragraphing sufficiently and appropriately</li></ul>	<ul style="list-style-type: none"><li>uses a wide range of vocabulary fluently and flexibly to convey precise meanings</li><li>skilfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation</li><li>produces rare errors in spelling and/ or word formation</li></ul>	<ul style="list-style-type: none"><li>uses a wide range of structures</li><li>the majority of sentences are error-free</li><li>makes only occasional errors or inappropriacies</li></ul>
7	<ul style="list-style-type: none"><li>addresses all parts of the task</li><li>presents a clear position throughout the response</li><li>presents, extends and supports main ideas, but there may be a tendency to over-generalise and/ or supporting ideas may lack focus</li></ul>	<ul style="list-style-type: none"><li>logically organises information and ideas; there is clear progression throughout</li><li>uses a range of cohesive devices appropriately although there may be some under/ over-use</li><li>presents a clear central topic within each paragraph</li></ul>	<ul style="list-style-type: none"><li>uses a sufficient range of vocabulary to allow some flexibility and precision</li><li>uses less common lexical items with some awareness of style and collocation</li><li>may produce occasional errors in word choice, spelling and/ or word formation</li></ul>	<ul style="list-style-type: none"><li>uses a variety of complex structures</li><li>produces frequent error-free sentences</li><li>has good control of grammar and punctuation but may make a few errors</li></ul>

# IELTS TASK 2 WRITING BAND DESCRIPTORS

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6	<ul style="list-style-type: none"><li>addresses all parts of the task although some parts may be more fully covered than others</li><li>presents a relevant position although the conclusions may become unclear or repetitive</li><li>presents relevant main ideas but some may be inadequately developed/ unclear</li></ul>	<ul style="list-style-type: none"><li>arranges information and ideas coherently and there is a clear overall progression</li><li>uses cohesive devices effectively, but cohesion within and/ or between sentences may be faulty or mechanical</li><li>may not always use referencing clearly or appropriately</li><li>uses paragraphing but not always logically</li></ul>	<ul style="list-style-type: none"><li>uses an adequate range of vocabulary for the task</li><li>attempts to use less common vocabulary but with some inaccuracy</li><li>makes some errors in spelling and/ or word formation, but they do not impede communication</li></ul>	<ul style="list-style-type: none"><li>uses a mix of simple and complex sentence forms</li><li>makes some errors in grammar and punctuation but they rarely reduce communication</li></ul>
5	<ul style="list-style-type: none"><li>addresses the task only partially; the format may be inappropriate in places</li><li>expresses a position but the development is not always clear and there may be no conclusions drawn</li><li>presents some main ideas but these are limited and not sufficiently developed; there may be irrelevant detail</li></ul>	<ul style="list-style-type: none"><li>presents information with some organisation but there may be a lack of overall progression</li><li>makes inadequate, inaccurate or over-use of cohesive devices</li><li>may be repetitive because of lack of referencing and substitution</li><li>may not write in paragraphs, or paragraphing may be inadequate</li></ul>	<ul style="list-style-type: none"><li>uses a limited range of vocabulary, but this is minimally adequate for the task</li><li>may make noticeable errors in spelling and/ or word formation that may cause some difficulty for the reader</li></ul>	<ul style="list-style-type: none"><li>uses only a limited range of structures</li><li>attempts complex sentences but these tend to be less accurate than simple sentences</li><li>may make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader</li></ul>

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



# USING COMPLEX WORDS TO IMPROVE YOUR IELTS GRADE

Prepare for {IELTS}



# COMPLEX WORDS: EXAMPLES

**Schools** – educational establishments

**Universities** – institutions of higher education

**Exams** – formal written assessments

**Cars** – motor vehicles

**Train/bus services** – public transport networks

**The modern world** – our globalised twenty-first century civilisation

**War** – armed conflict

**Crime** – unlawful behaviour; illegal activity

**A house/flat** – property; accommodation

**Easily** – with a great deal of ease

**To find out new things** – to acquire knowledge

**A big mistake** – a massive error

**New ways of doing things** – innovative approaches/strategies

# COMPLEX WORDS: ESSAY

- **As the crime rate rises, some people suggest that the best way to reduce crime is to have more police officers on the streets.**
- **In your opinion, is this a sensible idea?**

# COMPLEX WORDS: ESSAY

It is **hard to know/** **almost impossible** to ascertain

# COMPLEX WORDS: ESSAY

It is **hard to know/** **almost impossible to ascertain** whether **crime is going up/** **criminal activity is on the rise.**

# COMPLEX WORDS: ESSAY

It is **hard to know/** almost impossible to ascertain whether **crime is going up/** criminal activity is on the rise. **But, certainly/** However, indisputably

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It is **hard to know/** almost impossible to ascertain whether **crime is going up/** criminal activity is on the rise. **But, certainly/** However, indisputably **people living in** most parts of the world **think/** inhabitants of the majority of the planet's regions fear

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It is **hard to know/** almost impossible to ascertain whether **crime is going up/** criminal activity is on the rise. **But, certainly/** However, indisputably **people living in most parts of the world think/** inhabitants of the majority of the planet's regions fear that it is. They **say/** claim that **lots of crimes are more likely than they were in the past/** they are at greater risk of burglary, theft, mugging, online fraud and even terrorism than they used to be.



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# COMPLEX WORDS: ESSAY

The first **thing to say/** **point worth emphasizing**



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The first **thing to say/** **point worth emphasizing** is that there are **some crimes/**  
**certain offences**

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The first **thing to say/** **point worth emphasizing** is that there are **some crimes/** **certain offences** which would probably **not be affected/** **be entirely unaffected**

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The first **thing to say/** **point worth emphasizing** is that there are **some crimes/** **certain offences** which would probably **not be affected/** **be entirely unaffected** by **having more police on the streets/** **raising the police presence.**

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The first **thing to say/** **point worth emphasizing** is that there are **some crimes/** **certain offences** which would probably **not be affected/** **be entirely unaffected** by **having more police on the streets/** **raising the police presence**. **Examples include** **crime committed by people because they are poor or have a mental illness/** **Violent** and non-violent crime which results from the poverty, social deprivation or mental condition of the culprit is a case in point.

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The first **thing to say/** point worth emphasizing is that there are **some crimes/** certain offences which would probably **not be affected/** be entirely unaffected by **having more police on the streets/** raising the police presence. **Examples include** crime committed by people because they are poor or have a mental illness/**Violent** and non-violent crime which results from the poverty, social deprivation or mental condition of the culprit is a case in point.**Also, / Similarly,** terrorists, with their **strong beliefs,/** extreme ideologies, **will** usually find a way of doing terrible things,**/** almost invariably discover means of carrying out brutal and horrific acts, **even when there are many police officers./** regardless of the number of law-enforcement agents available.



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The first **thing to say/** **point worth emphasizing** is that there are **some crimes/** **certain offences** which would probably **not be affected/** **be entirely unaffected** by **having more police on the streets/** **raising the police presence**. **Examples include** **crime committed by people because they are poor or have a mental illness/** **Violent and non-violent crime** which results from the poverty, social deprivation or mental condition of the culprit is a case in point. **Also, / Similarly,** **terrorists, with their strong beliefs,/** **extreme ideologies,** **will usually find a way of doing terrible things,/** **almost invariably discover means of carrying out brutal and horrific acts,** **even when there are many police officers./** **regardless of the number of law-enforcement agents available. In addition,/ Likewise,**

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The first thing to say/ point worth emphasizing is that there are some crimes/ certain offences which would probably not be affected/ be entirely unaffected by having more police on the streets/ raising the police presence. Examples include crime committed by people because they are poor or have a mental illness/ Violent and non-violent crime which results from the poverty, social deprivation or mental condition of the culprit is a case in point. Also, / Similarly, terrorists, with their strong beliefs,/ extreme ideologies, will usually find a way of doing terrible things,/ almost invariably discover means of carrying out brutal and horrific acts, even when there are many police officers./ regardless of the number of law-enforcement agents available. In addition,/ Likewise, crimes like fighting will not go down just because there are more policemen and policewomen./ putting uniformed officers on patrol is unlikely to reduce crimes including forgery and domestic violence.

# COMPLEX WORDS: ESSAY

**We should also say/ It should also be mentioned**

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**We should also say/ It should also be mentioned that many/ countless**

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**We should also say/ It should also be mentioned that many/ countless studies surprisingly conclude/ indicate, somewhat counter-intuitively,**

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**We should also say/ It should also be mentioned that many/ countless studies surprisingly conclude/ indicate, somewhat counter-intuitively, that having lots of police officers on the streets/ a significant amount of policemen and policewomen in public view**

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**We should also say/ It should also be mentioned that many/ countless studies surprisingly conclude/ indicate, somewhat counter-intuitively, that having lots of police officers on the streets/ a significant amount of policemen and policewomen in public view can increase crime/ actually make crime more probable**

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**We should also say/ It should also be mentioned that many/ countless studies surprisingly conclude/ indicate, somewhat counter-intuitively, that having lots of police officers on the streets/ a significant amount of policemen and policewomen in public view can increase crime/ actually make crime more probable and increase how much people are afraid of crime/ certainly heighten the fear of crime.**



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**We should also say/ It should also be mentioned that many/ countless studies surprisingly conclude/ indicate, somewhat counter-intuitively, that having lots of police officers on the streets/ a significant amount of policemen and policewomen in public view can increase crime/ actually make crime more probable and increase how much people are afraid of crime/ certainly heighten the fear of crime. It is believed/ argued**

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We should also say/ It should also be mentioned that many/ countless studies surprisingly conclude/ indicate, somewhat counter-intuitively, that having lots of police officers on the streets/ a significant amount of policemen and policewomen in public view can increase crime/ actually make crime more probable and increase how much people are afraid of crime/ certainly heighten the fear of crime. It is believed/ argued that people who are thinking of committing a crime/ potential offenders might see police officers on the street as a sign/ a police presence as an indicator that crime/ criminal activity is normal and expected. These people might commit crimes which they would not have committed with fewer police./ This belief might induce would-be law-breakers to commit robberies, assaults or murders which they would not have contemplated if there had been not as many officers on patrol.

# COMPLEX WORDS: ESSAY

Finally, I would like to **say/** **make the point**

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Finally, I would like to **say/** **make the point** that **most experts believe/** **the vast majority of criminologists assert**

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Finally, I would like to **say/** **make the point** that **most experts believe/** **the vast majority of criminologists assert** that resources could be **used better in other areas to stop crime/** employed far more effectively and productively in different aspects of crime-prevention.



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Finally, I would like to **say/** make the point that **most experts believe/** the vast majority of criminologists assert that resources could be **used better in other areas to stop crime/** employed far more effectively and productively in different aspects of crime-prevention. For instance, **making life fairer,/** reducing social injustice,

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Finally, I would like to **say/ make the point** that **most experts believe/ the vast majority of criminologists assert** that resources could be **used better in other areas to stop crime/** employed far more effectively and productively in different aspects of **crime-prevention**. For instance, **making life fairer,/ reducing social injustice, making schools and hospitals better,/ improving the levels of education and health,**

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Finally, I would like to **say/** make the point that **most experts believe/** the vast majority of criminologists assert that resources could be **used better in other areas to stop crime/** employed far more effectively and productively in different aspects of crime-prevention. For instance, **making life fairer,/** reducing social injustice, **making schools and hospitals better,/** improving the levels of education and health, **building playgrounds for children,/** providing better recreational facilities for youngsters,

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Finally, I would like to **say/ make the point** that **most experts believe/ the vast majority of criminologists assert** that resources could be **used better in other areas to stop crime/** employed far more effectively and productively in different aspects of **crime-prevention**. For instance, **making life fairer,/ reducing social injustice, making schools and hospitals better,/ improving the levels of education and health, building playgrounds for children,/ providing better recreational facilities for youngsters, working out why people commit crimes/ developing genuine understanding of why individuals become criminals**

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Finally, I would like to **say/ make the point** that **most experts believe/ the vast majority of criminologists assert** that resources could be **used better in other areas to stop crime/** employed far more effectively and productively in different aspects of **crime-prevention**. For instance, **making life fairer,/ reducing social injustice, making schools and hospitals better,/ improving the levels of education and health, building playgrounds for children,/ providing better recreational facilities for youngsters, working out why people commit crimes/ developing genuine understanding of why individuals become criminals and helping prisoners avoid committing more crime/ enabling convicts to reform and rehabilitate themselves when they leave prison**

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Finally, I would like to **say/** make the point that **most experts believe/** the vast majority of criminologists assert that resources could be **used better in other areas to stop crime/** employed far more effectively and productively in different aspects of crime-prevention. For instance, **making life fairer,/** reducing social injustice, **making schools and hospitals better,/** improving the levels of education and health, **building playgrounds for children,/** providing better recreational facilities for youngsters, **working out why people commit crimes/** developing genuine understanding of why individuals become criminals and **helping prisoners avoid committing more crime/** enabling convicts to reform and rehabilitate themselves when they leave prison would **do more good than putting extra police in places where there is a lot of crime./** all tackle the apparently high crime-rate far more efficiently.

# COMPLEX WORDS: ESSAY

**In conclusion, / Having examined the arguments in detail,**

# COMPLEX WORDS: ESSAY

**In conclusion,** / **Having examined the arguments in detail, I think/ I am firmly of the view**



# COMPLEX WORDS: ESSAY

**In conclusion, / Having examined the arguments in detail, I think/ I am firmly of the view that the problem of crime/ the issue of criminal activity**

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**In conclusion, / Having examined the arguments in detail, I think/ I am firmly of the view that the problem of crime/ the issue of criminal activity is complicated./ has complex causes and solutions.**

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**In conclusion, / Having examined the arguments in detail, I think/ I am firmly of the view that the problem of crime/ the issue of criminal activity is complicated./ has complex causes and solutions. Although having more police/ a greater quantity of crime-prevention officers**

# COMPLEX WORDS: ESSAY

In conclusion, / Having examined the arguments in detail, I think/ I am firmly of the view that the problem of crime/ the issue of criminal activity is complicated./ has complex causes and solutions. Although having more police/ a greater quantity of crime-prevention officers on the streets looks like a good answer,/ appears to be an ideal response,

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In conclusion, / Having examined the arguments in detail, I think/ I am firmly of the view that the problem of crime/ the issue of criminal activity is complicated./ has complex causes and solutions. Although having more police/ a greater quantity of crime-prevention officers on the streets looks like a good answer,/ appears to be an ideal response, it is, I think,/ from my perspective,

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In conclusion, / Having examined the arguments in detail, I think/ I am firmly of the view that the problem of crime/ the issue of criminal activity is complicated./ has complex causes and solutions. Although having more police/ a greater quantity of crime-prevention officers on the streets looks like a good answer,/ appears to be an ideal response, it is, I think,/ from my perspective, not the best solution./ far from being ideal.

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In conclusion, / Having examined the arguments in detail, I think/ I am firmly of the view that the problem of crime/ the issue of criminal activity is complicated./ has complex causes and solutions. Although having more police/ a greater quantity of crime-prevention officers on the streets looks like a good answer,/ appears to be an ideal response, it is, I think,/ from my perspective, not the best solution./ far from being ideal. There is no direct link/ correlation

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# COMPLEX WORDS: ESSAY

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# ADVICE

1. **Noticing** when reading and listening
2. **Mental activity** when reading and listening
3. **Less is often more** – 10 words learnt and revised or 100 words learnt and forgotten?
4. **Vygotsky** – Zone of Proximal Development
5. **Material** for reading and listening – What you need (**BBC**; **TED**) and what you like!
6. How to **record language**...

# ADVICE: WHAT INFORMATION DO YOU NEED ABOUT NEW WORDS

- How do you **pronounce** it?
- Is it a **verb, noun, adverb or adjective**?
- Does it belong to a '**family**' of words with related **verbs, nouns, adverbs or adjectives**? (to be easy: to be uneasy; easily/ uneasily; with ease; to ease; unease; uneasiness; to be easy-going)
- Can it be used with **prefixes or suffixes** (value: valuable; over-value; under-value; valueless; invaluable)
- Are there any **similar words** with **similar meanings**? (awareness: consciousness)
- Does it **collocate** with any other words? (poverty: to eradicate poverty; poverty-stricken)
- Is it usually used in a **written or spoken** context?
- Is it generally used in a **formal/ academic or informal** way?

# WHAT SHALL I DO NOW?

- **Study the language in this lesson**
- **Study the next part of this unit**
- **Study related topics on the course**
- **Visit our website at [www.prepareforielts.com](http://www.prepareforielts.com)**
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VOCABULARY FOR IELTS

HOW TO USE  
COMPLEX WORDS  
PART 2

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# WHAT YOU WILL LEARN?

- How to use **COMPLEX WORDS** in **IELTS** writing
- How to learn **COMPLEX WORDS**
- How to record **COMPLEX WORDS**



# PRACTICE WITH COMPLEX WORDS

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# ESSAY QUESTION

- **‘Advances in science and technology and other areas of society in the last hundred years have transformed the way we live as well as postponing the day we die. There is no better time to be alive than now.’**
- **To what extent do you agree or disagree with this opinion?**

# CHOOSE THE MORE COMPLEX WORD OR PHRASE

- Over the past few **years/ decades** the standard of living and life expectancy have increased **quite a lot/ almost immeasurably** in **certain/ some** parts of the world. It might be **said/ argued** that **now/ the early part of the 21<sup>st</sup> century** is a better time to be alive than any other in human history. **However/ But**, I **firmly/ really** believe that this **viewpoint/ idea** is only **partly/ partially** true and that it is a rather **simplistic perspective/ basic view** of human progress.

# ANSWER

- Over the past few **decades** the standard of living and life expectancy have increased **almost immeasurably** in **certain** parts of the world. It might be **argued** that **the early part of the 21<sup>st</sup> century** is a better time to be alive than any other in human history. **However**, I **firmly** believe that this **viewpoint** is only **partially** true and that it is a rather **simplistic perspective** of human progress.

# CHOOSE THE MORE COMPLEX WORD OR PHRASE

- The first important point to make is that life is not actually so perfect for **the vast majority/ most** of those living on Earth today. **Huge/ Big** areas of the developing world are **always/ continually** faced with **not enough water/ drought** as well as **not enough food/ famine** and disease. There is a **big difference/ large discrepancy/** between **those/ people** who have and **those/ people** who do not. The quality of life in **many poor/ numerous under-developed** countries is **arguably/ probably** as **bad/ atrocious** as it has ever been.

# ANSWER

- The first important point to make is that life is not actually so perfect for **the vast majority** of those living on Earth today. **Huge** areas of the developing world are **continually** faced with **drought** as well as **famine** and disease. There is a **large discrepancy** between **those** who have and **those** who do not. The quality of life in **numerous under-developed** countries is **arguably** as **atrocious** as it has ever been.



# CHOOSE THE MORE COMPLEX WORD OR PHRASE

- **Furthermore/ Also**, worries about the future of the planet make it difficult for us to be truly **happy/ contented**. Important **issues/ problems** such as global warming, **depletion/ loss** of the ozone layer and the **excessive/ major** use of our **limited/ small** amount of natural resources **show/ indicate** that the way we are living is **unsustainable/ bad**. Life cannot be perfect when the future **appears/ looks** so **bad/ bleak**.

# ANSWER

- **Furthermore**, worries about the future of the planet make it difficult for us to be truly **contented**. Important **issues** such as global warming, **depletion** of the ozone layer and the **excessive** use of our **limited** amount of natural resources **indicate** that the way we are living is **unsustainable**. Life cannot be perfect when the future **appears** so **bleak**.

# CHOOSE THE MORE COMPLEX WORD OR PHRASE

- Although many, **including/ such as** some **eminent/ top** scientists, **think there will be/ foresee** various **problems/ potential catastrophes**, it is **undeniable/ certain** that those living in **economically-advanced/ rich** countries often have a quality of life unimagined by **previous generations/ their grandparents**. Technological developments in **fields/ areas** such as health, transport and education have **resulted in/ led to** societies where **only a tiny proportion of/ very few** inhabitants have to worry about basic **necessities/ things** such as food, warmth and **a place to live/ shelter**.

# ANSWER

- Although many, **including** some **eminent** scientists, **foresee** various **potential catastrophes**, it is **undeniable** that those living in **economically-advanced** countries often have a quality of life unimagined by **previous generations**. Technological developments in **fields** such as health, transport and education have **resulted in** societies where **only a tiny proportion of** inhabitants have to worry about basic **necessities** such as food, warmth and **shelter**.

# CHOOSE THE MORE COMPLEX WORD OR PHRASE

- It **is right/ seems reasonable** to conclude that life nowadays is not as **good/ fantastic** as it may appear. **Many people/ A significant proportion of the planet's population** still **die/ perish** as a consequence of **hunger/ starvation** and **preventable/ serious** diseases, and the gap between **the affluent/ the rich** and **the poor/ the destitute and dispossessed** is **bigger/ wider** than ever. Even the **wealthy/ rich** are **increasingly/ more and more** aware that the way they live is likely to **destroy/ break** the planet in time. Despite the **undeniable/ clear** advances made in recent years, it is **problematic/ hard** to **say/ assert** that we are living through the **most wonderful/ best** moments of human history.

# ANSWER

- It **seems reasonable** to conclude that life nowadays is not as **fantastic** as it may appear. **A significant proportion of the planet's population** still **perish** as a consequence of **starvation** and **preventable** diseases, and the gap between **the affluent** and **the destitute and dispossessed** is **wider** than ever. Even the **wealthy** are **increasingly** aware that the way they live is likely to **destroy** the planet in time. Despite the **undeniable** advances made in recent years, it is **problematic** to **assert** that we are living through the **most wonderful** moments of human history.

# WHAT SHALL I DO NOW?

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