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IELTS

WRITING

TASK 2

THE ULTIMATE GUIDE WITH PRACTICE
TO GET A TARGET BAND SCORE OF
8.0+ IN **10** MINUTES A DAY



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IELTS Writing Task 2

The Ultimate Guide with Practice to Get a Target Band Score of 8.0+ In 10 Minutes a Day

-- By Rachel Mitchell --

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INTRODUCTION

Thank you and congratulate you for downloading the book *“IELTS Writing Task 2: The Ultimate Guide with Practice to Get a Target Band Score of 8.0+ In 10 Minutes a Day.”*

This book is well designed and written by an experienced native teacher from the USA who has been teaching IELTS for over 10 years. She really is the expert in training IELTS for students at each level. In this book, she will provide you all proven formulas, tips, strategies, explanations, structures, task 2 language, vocabulary and model essays to help you easily achieve an 8.0+ in the IELTS Writing Task 2, even if your English is not excellent. This book will also walk you through step-by-step on how to develop your well-organised answers for the Task 2 Writing; clearly explains the different types of questions that are asked for Task 2; provide you step-by-step instructions on how to write each type of essay excellently.

As the author of this book, Rachel Mitchell believes that this book will be an indispensable reference and trusted guide for you who may want to maximize your band score in IELTS academic task 1 writing. Once you read this book, I guarantee you that you will have learned an extraordinarily wide range of useful, and practical IELTS WRITING TASK 2 strategies and formulas that will help you become a successful IELTS taker as well as you will even become a successful English user in work and in life within a short period of time only.

Take action today and start getting better scores tomorrow!

Thank you again for purchasing this book, and I hope you enjoy it.

IELTS WRITING TASK 2 INTRODUCTION

In task 2 writing, you have to write **250 words** minimum. If you write **fewer than 250 words**, you will **lower your score** because you will not explain your ideas very well. You should need to be a super hero, try to produce a lot of good words. If you **write 340 words**, you are not being organized. Also, the longer your essay is, the more grammar mistakes you might make, and the less time you have to write your task 1 writing, and what easier for the examiner to follow and read? A shorter essay or longer essay? Of course, the **shorter essay will make them easier to follow**. There is no benefit to write super long essays. Task 2 writing is worth **2/3 your overall score**, and you spend **40 minutes** on it.

In task 2 writing, we will **focus on 4 types** here:

The four most common types are **argument, thesis led, problem solution essays, two-part questions essay**. The language and organization are super important, just like task 1 writing. The **organization** is huge for task 1 and task 2. In task 1, I gave you the language that you need, I gave you the grammar that you need. The language and grammar you need for task 1 writing are relatively short; and for the ideas, you don't need any ideas for task 1 writing. Everything is available from graphs or diagrams. **Task 2 is different, the language and grammar you need for task 2 writing are more complicated**. The big thing here is to pay attention to **the sentence structure (concession & contrast; cause and effect statements; this may lead to, as a result...)**, pay attention to the structures that you've learned for task 1 writing, because you will use a lot of those structures for task 2 writing. What the big deal here? The big deal is that the overall thing you need to understand is **"every sentence has its own purpose"**. These are going to the engineer of your piece of writing. You need to plan them, you need to make sure every piece fits together, and everything is close. You can still get a high score if you make grammar mistakes. Try to **be clear, be organized, be concise**, and write **at least 250 words**, and done.

MOST COMMON MISTAKES STUDENTS MAKE IN IELTS WRITING TASK 2

1. **Do not use (...) (etc)** when writing a list. Instead, lists of examples should follow the pattern; (A and B), (A, B, and C), or (A, B, C, and D). For example: *one of the biggest problems in big cities is unemployment, crime and pollution.*
2. **No question mark** in your essay: Do **not** ask the reader any **questions** in your essays. For example; *“How do you think we can solve the problem of over-crowding in cities?”*
3. **Do not use exclamation points** in your essays. Don't yell at the reader. For example; *“In my opinion, it's the best solution to over-crowding in cities!”*
4. Phrases like **“more and more”**, **“bigger and bigger”**, **“greater and greater”** are too informal, and only good for speaking, not good for academic writing. Instead of writing *“more and more people are driving cars these days”*, you could use trend language in task 1 writing to write this sentence like *“increasing numbers of people are using cars these days”* *“a significantly larger number of people using cars these days”* *“a growing increase in the number of people using cars these days”*, *“nowadays, the number of people who own cars has increased”*; *“increasing numbers of students are going abroad for university study”*; *“the number of cities that suffer from pollution has increased tremendously in recent decades”*. That's much better than **“more and more”**. In addition, instead of using the structure such as **“much more”**, you can say **“a great deal larger”**. Also, **“big”** is too informal for reports and essays, we should use **“large”** **“sizeable”** **“significant”** instead.
5. Do not begin sentences with **“And”**, **“But”**, **“Or”**. Instead use linking phrases that sound more academic such as **“In addition/Furthermore”**, **“However”**, **“Since”**, **“As a result”**.
6. **The first sentence of each body paragraph should be a topic sentence, it should define the content of the paragraph in general terms.** The number one job of the topic sentence is to tell the readers what they are going to read in that paragraph. It's a signal to the readers. A topic sentence can do other things, but its number one job is to send the signal to the readers.
7. **“Most/almost”**: **“Most”** is an adjective (usually) which means **the greatest quantity, amount, measure, degree or number of something.** It is followed by a noun, prepositional

phrase or adjective: “Most people”, “the most popular” “most of his time”, “most of my friends study abroad”.

“Almost” is an **adverb** which means **very nearly** (a language of estimation), it means **close**, but NOT totally. Examples: “We’re almost home.”, “almost finished”, “almost every house”, “almost never” “almost all of the students”.

8. Manage your time well. Task 1= 20 minutes. Task 2=40 minutes. A poorly written essay for the report will receive a higher band score than an incomplete one. **Task 1 = 150 words, Task 2 = 250 words.** Make sure you write the minimum number of words.

9. Subject-verb agreement: He, she, it...plays, does, receives, negotiates, etc. This is a rule you learned in elementary grammar. You cannot still be making this mistake on the IELTS test. If you make this mistake in your essay, you can forget about getting a good band score.

10. Use the correct verb tenses. This is another elementary mistake that will keep you from getting a good band score. Pay attention to every verb you write and consider what tense you should be using. Particularly, **present tense**. Most of the time, the vast majority, the overwhelming majority of the time, you are using the present tense. I would say that really **no need for past tense, maybe some future, maybe modal verbs**, but most of the time, you are using the present tense (**present simple, present perfect, present continuous**). That’s what something you should be thinking about.

11. Articles (a, an, the, no article): The last of the three biggest elementary mistakes. Maybe because you have articles in your own language. It’s a foreign concept to you. The other thing is you don’t read them out, and you usually use articles in theories whereas the best way on how to use articles is by looking at a lot of proper accurate writings. Review the rules about articles and apply them to every noun you write.

12. Singular/Plural, Countable/Uncountable: When speaking in general about something, use the plural form. For example: “**People** use **computers** in their **offices** every day. (Don’t say: people use **a computer** in their **office** every day); or: people need a lot of money for their **lives** (don’t say: people need a lot of money for their **life**.)

When it comes to Countable & Uncountable, it’s a bit challenging here because there aren’t rules what is countable and what is uncountable. I would say keep a little list of words that are countable and uncountable. I don’t want to see **equipments, knowledges, advises, informations, etc.** these are common mistakes students make.

13. In essays, **no personal opinions** in the body paragraphs (**NO I think, I believe, in my mind, in my opinion, as far as I am concerned, for me, to me, etc.**), only in the

introduction (for thesis-led) or conclusion. Use **impersonal opinions** in the body paragraphs such as “some people think, other people believe, many people claim that, as far as some people are concerned”. Try to give other people’s opinions, **not** your opinion in your body paragraphs.

14. Write your essays from a **global perspective**, because the questions are asked from a global perspective. Try to avoid relating the essay question only to your country. It should be about the world in general. If you say “*traffic in the city is a serious problem when you are traveling down Madison Avenue at rush hour*”, it’s very specific. Instead, you should say: “*when people travel down busy streets in urban areas during rush hours...*” now you are not talking about problems of a specific city, you are talking about problems that every city faces. That’s what you want. You want to be general.

15. Use **linking words and transition phrases** at the beginning of all body paragraphs, and the conclusion. **Keep your sentences short and well linked**. It’s a key if you want to improve your grammar. It will help your grammar and your organization as well. For example: *Firstly, on the one hand, on the other hand, in summary*.

16. **No contractions**; for example: “*shouldn’t*” = *should not*, *can’t* = *cannot*, *wouldn’t* = *would not*, *shouldn’t* = *should not*, etc.

17. **Keep pronouns out of the essay body paragraphs**. Words such as, *you, we, I, us*, should be omitted or written as *people, students, society, etc*. For example, instead of saying “when *you* go abroad, *you* will have a chance to experience new cultures”, you should say “when *a student* goes abroad, *they* will have a chance to experience new cultures”

18. **Active tense** can be changed to **passive tense** to omit the pronoun.

19. **Effect** is a noun. **Affect** is a verb.

20. **In the introduction, do not tell the reader what you’re going to do**. For example: “*In this essay I will discuss the advantages and disadvantages of studying abroad*”. No need. The way that I will teach you how to give an introduction is going to be **incredibly clear**, and **incredibly high level**. I’m not just teaching you how to write essays for a 5.5 in the exam, I’m teaching you how to write essays that will be good for any university in the world. So, my method is incredibly clear, but helps you with your organization. So, instead you could write **a concise thesis statement** like “*This essay will show both the positive and negative benefits of studying abroad*”.

21. **Avoid using absolutes** such as; *all, every, none, only, always, never, completely, totally*. For example: when *everyone* goes abroad, they *always* suffer home sickness. Be

careful of using 100% and 0% statements.

22. Don't use the word **“thing”** to name the object or action you're writing about. For example, instead of writing “*when students go abroad, they have opportunities to experience many different things*”, you should write “*when students go abroad, they have opportunities to experience many different things, such as new cultures and make new friends*”. That's ok, because you are giving two specific examples about what things you are talking about.

Review this list. When you've done with your first essay, go through the list to make sure you are not making some of these mistakes.

THE LIST OF IMPERSONAL OPINION

- **It cannot be denied that:** *It cannot be denied that money plays an important role in people's lives.*
- **It is often claimed:** *It is often claimed that money cannot buy happiness.*
- **People often claim that:** *People often claim that children cannot grow up perfectly without a parental present.*
- **Some people argue that:** *Some people argue that it is more important to have an enjoyable job than to earn a lot of money.*
- **Many argue that:** *Many argue that old workers should be permitted to work even after reaching the retirement age.*
- **It is true to say that:** *It is true to say that the global warming is caused by pollution and other environmental damage.*
- **It is undeniable:** *It is undeniable that watching TV programs has both positive and negative effects on people.*

THE LIST OF PERSONAL OPINION

- **In my opinion/view:** *In my opinion/view, men and women should have the same educational opportunities.*
- **To my mind:** *To my mind, everyone should be encouraged to stay in school until 18.*
- **To my way of thinking:** *To my way of thinking, there are various reasons why people decide to live in big cities.*
- **As far as I am concerned:** *As far as I am concerned, shopping online is very convenient.*
- **It seems to me that:** *It seems to me that death penalty is essential to prevent human from committing serious crimes.*
- **I believe that:** *I believe that it is more beneficial for children to have homework.*

LANGUAGE TO INTRODUCE EXAMPLES

- **For example:** ... *For example, I'm going to buy a new suit for the party tonight.*
- **For instance:** *For instance, a father who has good skill in sports would have children with good skills in sports as well.*
- **...such as:** *Some countries in Europe such as the UK, Italy, and France,....*
- **...namely:** *Minor crimes, namely pick pocketing and traffic offenses, should not have the same penalty as serious crimes, such as manslaughter and murder.*
- **...particularly:** *This course is particularly suitable for science students, particularly those in engineering.*