THE KEY TO IELTS WRITING WORKSHEETS – LESSONS 1 – 5

Lesson 1	What skills do you need to show?

Notes and key ideas - Note down any important points you learn about the following:

Coherence and cohesion

Task response

Development and progression

Cohesive devices

Extra practice

Make notes here about any problems you identify with your use of cohesive devices. For example, do you under-use them? Why? Do you overuse any specific words and phrases? Make a note of any new ones you would like to use in future (look out for examples in future lessons).

Lesson 2	A one-sentence argument

Notes and key ideas:
2.1 One conclusion or many conclusions?

2.2 What makes a conclusion unclear?

Put a tick (✓) next to the statements that are clear and valid arguments and a cross (✗) next to the statements that are not valid.

1) It is very cloudy, so there could be a storm soon.

2) Student's academic results will increase when they have a peaceful place to study.

3) Mountain gorillas are an endangered species, so they could be extinct within a few years.

4) Many people dislike sport because there are not many sports facilities in their area.

5) People become distracted when they are using a mobile phone, so it should be illegal to use one when driving.

6) There are a wide range of jobs that robots will never be able to do, and they will eventually replace humans in most jobs.

2.3 Language problems

Extra practice:

Look back through previous essays. Find as many conclusions as you can (your points, or main ideas) and complete the table below:

Conclusion	Reason
I think	because
I think	because
I think	because
I think	because
I think	because
I think	because

- Are your reasons logical?
- Are any reasons missing?
- Do you need to change any of the language or explain some of the ideas more?
- Does this problem occur in one paragraph more than another?

Try to rewrite one or two of your shorter arguments> Make sure the argument and conclusions are clear and are logically explained.

Make a note of any vocabulary problems you identify in your writing – look especially at your use of extreme adjectives.

Lesson 3	**Creating different types of argument**

3.1 Arguing by adding information

Read the example paragraph and identify three points or claims (my conclusions) and three reasons for believing them, then complete the table. (Remember, adding '*because*,' or '*therefore*' can help you identify a reason or conclusion.)

	Points (my conclusions)	**The evidence or reason given for believing this (that makes the conclusions clear)**
1		
2		
3		

Points to notice:

Adding Emphasis:

Can you identify the ways that the connections between the ideas are made clear in version 2?

3.2 Arguing by showing cause and effect

Identify the claim and the 3 effects this has. Use arrows (➜) to link the ideas.

3.3 Arguing by predicting a result or effect

1) complete the table with the actions and results / effects the complete exercises 2-5

	Action + how likely it is to happen	Result + how sure the writer feels about this
1	If the government <u>helps</u> homeless people (B)	this <u>will solve</u> all of their problems (D)
2		
3		
4		
5		
6		

2) Decide if the action:

    A. the action already happens regularly
    B. the action is possible in the future
    C. the action is less likely to happen in the future

3) How does the writer feel about the result?

    A. 100% sure of this result (it is definite)
    B. 75% sure of this result (it is likely)
    C. 50% sure of this result (it is possible)

4) underline the words that tell you this. (The first one has been done as an example.)

5) Change sentence number 1 so that the writer is more cautious / less certain about the predicted result:

Extra practice

Rewrite any of your sentences using If /when / causes etc.:

Rewrite a short argument from one of your previous essays. Make a claim, give reasons for believing it, and make the connection between your ideas clear.

Lesson 4	More complex arguments

Notes and key ideas:

4.1 Arguing by showing contrast

4.2 Combining different types of argument

4.3 Joining ideas together to vary sentence length.
Trace the development of the argument in the paragraph by labelling any claims, effects, and points or conclusions. Use symbols (➔ or +) to show how the ideas are connected

In many big cities, the population exceeds the number of flats and houses available, which means that many people do not have anywhere to live. This causes several problems. Firstly, it can put pressure on local charities, who have to find food and shelter for the homeless. If the government does not step in to help people who are struggling financially, then this puts even more stress on community programmes, and causes homelessness to rise even further. In addition, a lack of accommodation means that house prices and rents remain very high. Thus, housing problems have an impact on everyone in the community.

Language note:

Extra practice

1) To practise changing the length of sentences, change sentence 3 into two shorter sentences (*If the government…*) and combine the last 2 sentences to form one longer one (*In addition…in the community*)

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Lesson 5	Explaining and Clarifying ideas

Notes and key ideas:

5.1 Explaining an idea – when and how

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Fact and opinion

_____

_____

5.2 Perspective

_____

_____

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Language note

Write out the plan of the examples sentences using an equals sign (**=**) or arrow (→) to connect the different ideas, then tick (✓) the ones that you think use the phrases, *this means, which means, in other words* accurately, and decide how they are being used. The first one has been done for you.

1 If you have a lot of money you can buy whatever you want → food will never be a problem for you ✓ C

2 _____

3 _____

4 _____

Points to notice

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_____

5.3 Jumping to a conclusion

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Rewrite the paragraph so that the perspective is clear, and the argument is logically connected to the issue raised in the question. When you have finished, look at my version.

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Extra practice:

- Look back over your past essays and scan them for '*this means*' or '*which means*.'
- Write your sentences here and replace the phrase with an equals sign (=) to help you decide whether you have used it accurately. What changes do you need to make?

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In previous essays, have you referred to your town or city or given a personal example? Did you make it clear that this is your personal perspective? What changes can you make to help make this clear?

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