

**THE KEY TO IELTS WRITING WORKSHEETS – LESSONS 6 – 10**

**Lesson 6     Supporting evidence and giving examples**

**Notes and key ideas:**

**6.1 What is supporting evidence?**

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**6.2 Common problems with examples**

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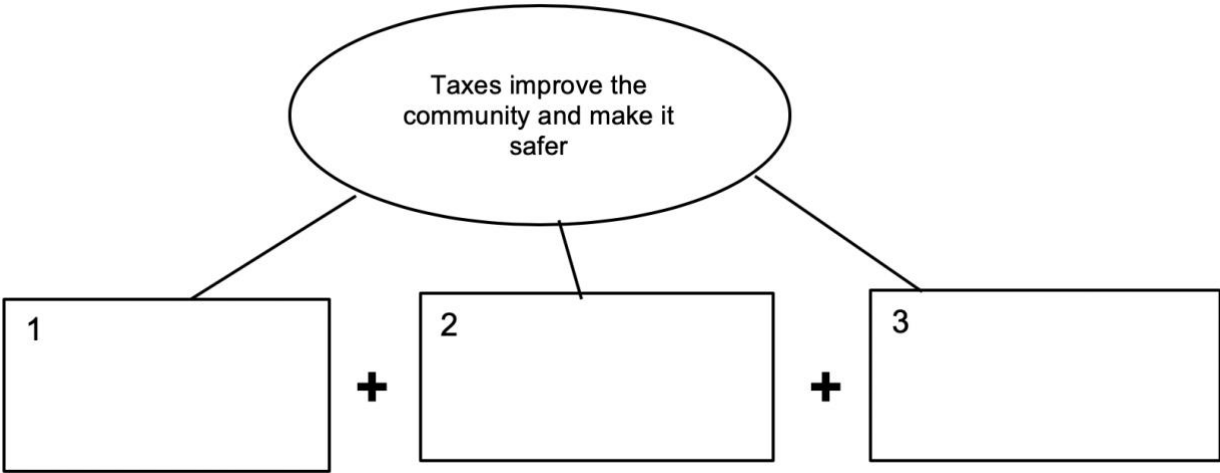
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**6.3 Other ways of supporting your ideas**

6.3 Separate the ideas in the 2 paragraphs into 'general ideas' and 'specific evidence.' Write the general ideas in the large circles, and the specific evidence in the rectangular boxes – some have been done for you.

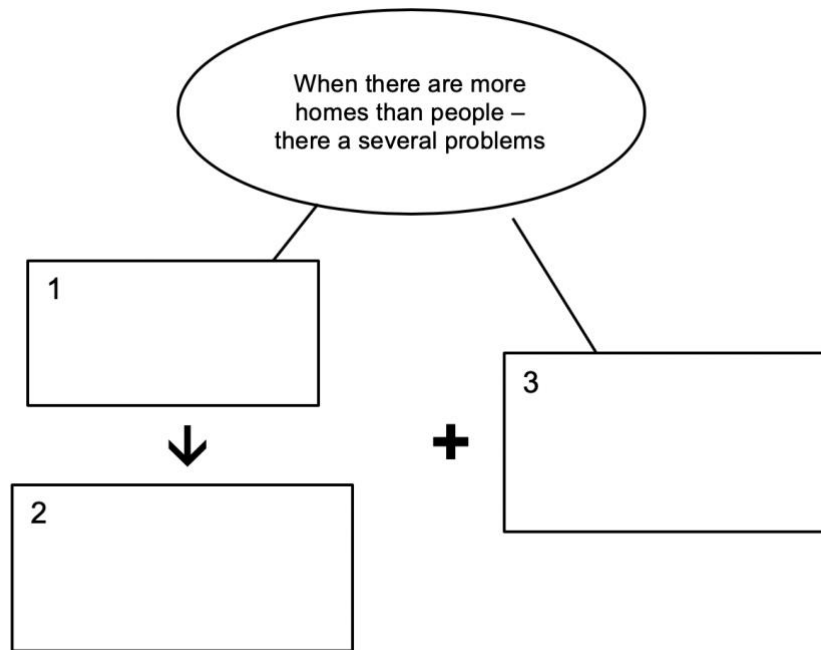
Paragraph 1



Which other general idea can we write in the circle?

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Paragraph 2



Which other general ideas can you write in the circles?

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**Extra practice**

Look back through your previous essays find any examples you gave. Write out several of your examples as well as the idea they are supporting. Then use the questions in the lesson to identify any problems.

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To check if your examples are relevant and providing support - reverse your sentences: Write the example first and begin your next sentence with 'Thus,...'

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| <b>Lesson 7</b> | <b>Strengthening your argument: Counterarguments</b> |
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**Notes and key ideas:**

**7.1 Presenting a counterargument**

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**7.2 The language of counterarguments: conceding and refuting**

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**7.3 Dealing with problems in counterarguments**

Rewrite the practice paragraph. Try to:

- have one clear central topic
- concede a point in the counterargument
- refute this argument
- make the writer's position and perspective clear

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In the model paragraph, identify the words and phrases that show:

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• the central topic:

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• the counterargument:

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• the writer is conceding a point in the counterargument:

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• an argument used to refute this point:

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• the context and perspective for this argument:

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• the context and perspective for this argument:

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Can you identify these same points in your paragraph? Did you make the position and the context clear? Check the answers and make any necessary changes to your paragraph to make these ideas clear.

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### Extra practice

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Look back at any of your previous essays where you believe you have made a counterargument.

- Did you make your own position clear?
- Did you concede a point and refute the counterargument?
- Do you need to help the reader understand your perspective and position?

Make any necessary changes and rewrite one or two counterarguments using the words and phrases from this lesson.

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### Notes and key ideas:

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### 8.1 Progression and development within an argument

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Which of these problems can you identify in this paragraph? (*You may choose more than one*).

- A. presents a relevant position although conclusions become unclear
  - B. presents relevant main ideas but some are inadequately developed / unclear
  - C. uses cohesive devices effectively but cohesion between sentences is faulty
  - D. does not always use referencing clearly
  - E. a lack of a clear central topic within the paragraph
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## 8.2 Addressing coherence and cohesion problems

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- 8.2 Scan the paragraph to find 13 pronouns (*they, them, their* etc. ) then decide whether the pronouns are referring to
- A) children
  - B) teachers
  - C) great leaders

Children spend the largest part of their day at school, where the teachers can cultivate their minds and impart knowledge that is not only important for their career, but that can also help them grow into wise adults. They can mentor them in many different ways, for instance through books or group activities, where they can learn to tell right from wrong. Additionally, children become engaged in various extra-curricular activities at school, where often they are asked to dress up like great leaders. While doing so, they become curious and want to know more about these people, which can help them in emulating their traits, which consequently become integrated into their personality. Therefore, the role of schools in instilling good behaviour is much more crucial than that of the parent.

The sentence below contains too many different ideas and so it is difficult to follow. Rewrite this as 2 or 3 separate sentences. Try to do this by adding:

- a cohesive device to make the links clear (e.g. a linking phrase and / or a reference)
- modal verbs where necessary (can, might, may, it is possible etc.)

*While doing so, the students become curious and want to know more about these people, which can encourage the children to emulate their qualities, which consequently become integrated into their own personality.*

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Read the new paragraph aloud – is there over-use of any cohesive device?

**PEEL**

**8.3 Addressing Task response issues**

Complete the table with the explanations or support given for each of the ideas listed (the points and claims being made in the paragraph.)

|   | Main idea (Points or Claims)                        | Support or explanation                         | Comment   |
|---|---|--|---|
| 1 | Teachers can mentor children in many different ways | for instance through books or group activities | This explains <i>when</i> teachers can mentor, but not <i>how</i> |
| 2 |   |  |   |
| 3 |   |  |   |

**Listening exercise**

- Before listening to the Band 9 version, look at the gapped paragraph and try to predict the information you will hear.
- Listen to the recording once, do not pause or write anything down.
- Fill in as many of the gaps as you can by reconstructing the information you heard – use what you know about language as well as your memory. There is one gap for each missing word.
- Listen again and fill in any remaining gaps as you listen.

Schools \_\_\_\_\_ influence \_\_\_\_\_ children. From \_\_\_\_\_  
 \_\_\_\_\_, children spend \_\_\_\_\_, under the  
 guidance \_\_\_\_\_. \_\_\_\_\_ tend \_\_\_\_\_  
 \_\_\_\_\_ academic knowledge, \_\_\_\_\_ the picture. At school, children \_\_\_\_\_  
 \_\_\_\_\_ independently. \_\_\_\_\_ activities, teachers \_\_\_\_\_  
 \_\_\_\_\_ together. Children \_\_\_\_\_  
 \_\_\_\_\_ realise that \_\_\_\_\_  
 \_\_\_\_\_. In fact, \_\_\_\_\_, the result \_\_\_\_\_  
 \_\_\_\_\_ classroom, \_\_\_\_\_. Therefore,  
 \_\_\_\_\_ character.

**Extra Practice:**

Find one or two problematic paragraphs from your previous essays. What changes do you need to make so that they are clear? (e.g. change the tense, use a modal, add a logical reason, make the referencing clearer). Rewrite one or two using the PEEL structure.

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| <b>Lesson 9</b> | <b>Essay structure – introductions, body paragraphs, conclusions</b> |
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**Notes and key ideas:**

**Introduction problems**

1 - Misunderstanding the question

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Common themes:

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2 - Getting started

Which sentence (A-D) is a good opening sentence for this essay? What problems can you identify? (e.g. Do any of the sentences introduce themes that are not relevant to the issue in the question? Do any of them have the wrong focus? )

- A
- B
- C
- D

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3 - 'Translating' words – use of synonyms and paraphrase

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| <b>Lesson 10</b> | <b>Developing thinking and planning skills</b> |
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**Notes and key ideas:**

10.1 Getting ideas – developing thinking skills

| <b>Advantages</b>   | <b>Disadvantages</b>   |
|---|--|
| <p>Why would you (or anyone) choose to study in another country – what can you find there that you cannot find in your own country?</p><br><br><br><p>When you think about living there, what makes you happy? (why?)</p> | <p>What would you miss?</p><br><br><p>How would this make you feel?</p><br><br><p>What things would you need money for?</p><br><br><p>Can you afford to do this?</p> |

**10.2 - Planning**

| <b>Disadvantages</b>  |  |
|---|--|
| <p><b>Money</b></p> <ul style="list-style-type: none"> <li>• What would you need to pay for?</li> <li>• Do you have enough money? Does everyone?</li> <li>• What effect would this have?</li> </ul><br><p><b>Friends and Family</b></p> <ul style="list-style-type: none"> <li>• How would you feel about being away from friends and family?</li> <li>• Why? What effect would this have?</li> </ul><br><p><b>Culture</b></p> <ul style="list-style-type: none"> <li>• What would you miss?</li> <li>• Why? What effect would this have?</li> </ul><br><p><b>Language learning</b></p> <ul style="list-style-type: none"> <li>• Do you think you could learn the new language easily? Why? / Why not?</li> </ul> |  |

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*factors, cost, tuition fees, day-to-day expenses, sense of isolation, severe, interfere, defeating the purpose, resolved, rewards, mother tongue, socialise, richer, total immersion, gained, struggle, undoubtedly, enriched, invaluable*

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**Pauline’s Essay planner**

|  |   |         |
|--|---|---------|
| <b>Introduction</b><br><br>General topic:<br>Focus:<br>Issue to discuss:<br><br>My initial position: |   | Themes: |
| <b>Side A:</b><br>Main topic of this paragraph:  | <b>Side B:</b><br>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? |         |
| <b>Conclusion</b> - Summary of my main points:<br><br>Question to answer:<br><br>My Final position:  |   |         |