

WORKSHEET: KEY TO IELTS VIDEO 8 – Writing Task 2 Part 3

TASK 1

To help build your vocabulary, listen to this section, then listen again and fill in the blanks with **ONE WORD ONLY**. When you have finished, make a list of the words you would like to learn and be sure to include any verbs or prepositions that go together with them.

When we see people sharing their test results, writing is (1)_____ the lowest score, with many stuck at band 6 or 6.5. In my (2)_____, this (3)_____ of progress is (4)_____ to the way people prepare for the test, which is often (5)_____ by several mistaken beliefs about writing. I (6)_____ the first of these beliefs in earlier videos, where we saw that people often think that, to get a high score, you need to use high-level words and use as many complex grammar points as you can. Notice that these are (7)_____ as very (8)_____ rules you 'have to' follow. We can also see another mistaken belief here, which is that writing is (9)_____ by counting (10)_____ such as language and ideas. With its (11)_____ on (12)_____ quantities, this almost seems like a recipe, or a scientific formula with very (13)_____ instructions. The idea of a neat set of rules like this, (14)_____ as a (15)_____ of recipe for success, is very (16)_____, but as we saw in the vocabulary video, language doesn't work like this.

TASK 2

A) Listen then answer the questions:

1) What did I compare using complex grammar to?

2) What problems does reducing language to 'things you can count' cause?

TASK 3

Complete the third mistaken belief with **FOUR WORDS** in each gap:

Mistaken belief 3: People think that writing is (i) _____ and that, once you reach the highest levels, you can just sit and write (ii)_____.

TASK 4

Complete the sentence with the two adjectives that describe the effect that templates have on your writing.

Templates make your writing _____ and _____.

TASK 5

Complete the notes with 1-3 words.

Reaching band 7

To get band 7, you need to:

- (1) _____ your main ideas (e.g. with an explanation or example)
- make sure your paragraph has a (2) _____ (clear central topic)

Problems that occur when people reduce this to a very simple list:

- they write (3) _____
- their writing is not (4) _____

(5) What variation on the word 'simple' did I use in this part? What is the verb form?
(Hint: It means making something too simple.)

TASK 6

(A) Read through the paragraph below and think about the meaning. What do you think the topic is?

Typical problems in band 6.5 paragraphs

To tackle this long-term problem, governments should provide a corporate tax incentive when they hire experienced people. That is to say that a lower income tax on the profits of companies would allow employers to hire the right people to perform the right job, without the need to lower HR fees. For example, a similar initiative was launched by the United States government in San Francisco, California, which has resulted in Tesla's yearly corporate taxes to reduce by 35%.

(B) Listen and make notes about the problems in the following:

i) The topic sentence

ii) The explanation

iii) The example

iv) The whole paragraph

Answers:

TASK 1 (useful collocations have also been given)

(1) typically, (2) (in someone's) experience, (3) (a) lack (of something), (4) (be) due (to), (5) shaped, (6) mentioned, (7) presented, (8) fixed, (9) measured, (10) elements, (11) (an) emphasis (on something) (12) exact, (13) precise, (14) acting (as) , (15) (a) sort (of) , (16) (to be) appealing

TASK 2 :

1) decorating a car with sporty wheels and racing stripes and expecting it to go faster

2) i) it gives a false sense of achievement // you feel as though you are working hard ii) you can trick yourself into thinking you're making good progress

TASK 3:

(i) easy for native speakers, (ii) with very little effort

TASK 4:

repetitive; confusing

TASK 5:

(1) support, (2) clear central topic, (3) mechanically, (4) meaningful (5) oversimplification; oversimplify

TASK 6:

Typical band 6. Paragraph problems:

- The topic sentence does not give the main topic of the paragraph.
- The explanation does not explain the previous idea.
- The example is invented and does not support or explain the previous ideas.
- The paragraph does not have a clear central topic; the main ideas are not supported and are unclear; the sentences do not work together – so this does not function as a paragraph.

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