

**WORKSHEET: KEY TO IELTS VIDEO 9 – Writing Task 2 Part 4**

**TASK 1**

**Vocabulary building**

As you watch, can you find synonyms for the following?

- 1) originates = \_\_\_\_\_, 2) mixture = \_\_\_\_\_, 3) comply = \_\_\_\_\_  
4) do not pay any attention to = \_\_\_\_\_, 5) position in society = \_\_\_\_\_

**TASK 2**

**Coherence and cohesion**

i) Fill in the missing words. ii) Decide which word of phrase these cohesive devices are replacing.

i)

I was recently asked to look at an essay on the topic of school uniforms. People who are at Bands 6.5 to 7 are able to produce plenty of writing about generic topics like 1) \_\_\_\_\_. If 2) \_\_\_\_\_ focus has been on building high-level vocabulary, 3) \_\_\_\_\_ generally want to show 4) \_\_\_\_\_.

ii) Are these words replacing: A) People at band 6.5-7 B) high-level vocabulary C) school uniforms?

**TASK 3**

There are 2 different definitions of the verb 'to count' in the video. Fill in the blanks in the definition below, then decide whether the sentences (A-D) are using definition 1 or 2.

**Definitions**

The verb to count means:

- 1) to say \_\_\_\_\_ in \_\_\_\_\_ (e.g., 1, \_\_\_\_\_)  
2) to have \_\_\_\_\_ or \_\_\_\_\_

**Sentences:**

- A) My son is only 3 but he can already **count** really well.  
B) Mother: 'You haven't helped in the house at all today!'  
Son: 'I played on my Xbox, and I played outside with the dog!'  
Mother: 'That doesn't **count**!'  
C) The assessment criteria are a good way to see what **counts** in IELTS writing.  
D) When you **counted** the books did you include the ones that are in the bedroom?

**TASK 4**

Answer the questions based on this part of the video.

- 1) What is a good synonym for 'school uniform'? \_\_\_\_\_  
2) Which of these words means that you 'must' do something? \_\_\_\_\_  
3) What does 'unparalleled' mean? \_\_\_\_\_  
4) What does 'social equality' mean? \_\_\_\_\_  
5) Put a tick (✓) next to 1-4 if the writer used these words correctly and a cross (✗) if they didn't.

### **TASK 5**

Try to work out the argument being made in this extract. Can you simplify it and explain it in as few words as possible? Write out my version of this sentence below.

A compulsory dress code at school has some positives for the pupils themselves, most notably, an unparalleled opportunity to achieve social equality among their peers and in the typical school life by dressing nearly the same as them following the rule. This social and crucial significance of school uniform is surely revealed in cases where there are children who can be diversely-stratified in one class based on their social status and mobility. Because, it eliminates the possibility of being humiliated by their peers from the elite families on the basis of the material value of the clothes and ensures the same social status among them. (105 words)

Now write out my shorter version. (NB Instead of writing like this  write like this )

### **TASK 6**

Listen and fill in the blanks in the two extracts from the video with 1-3 words.

**a)**

People often 1) \_\_\_\_\_ think that writing in this 2) \_\_\_\_\_ way is easy. Because they can easily understand it, they 3) \_\_\_\_\_ that the language is too 4) '\_\_\_\_\_' . However, this is Band-9 level writing. It actually takes more 5) \_\_\_\_\_ to produce 30 words that 6) \_\_\_\_\_, than 105 words where 7) \_\_\_\_\_ are 8) \_\_\_\_\_ of the reader's 9) \_\_\_\_\_.

**b)**

In 10) \_\_\_\_\_ writing task 2, the 11) \_\_\_\_\_ here is that, 12) \_\_\_\_\_ this shorter piece of writing presents a 13) \_\_\_\_\_, this much longer extract does not, 14) \_\_\_\_\_ to result in a Band 6 task response score, 15) \_\_\_\_\_ how many high-level words and phrases are used.

**Answers:**

**TASK 1**

1) stems from, 2) combination, 3) follow the rule/s, 4) ignore, 5) social status

**TASK 2 :**

i)

1) this, 2) their, 3) they, 4) this

ii)

1) this = C (school uniforms), 2) their = A (people at band 6.5-7), 3) they = A (people at band 6.5-7),

4) this = B (high-level vocabulary)

**TASK 3:**

1) number, order, 2,3,4 (etc.)

2) value, importance

A = meaning 1, B = meaning 2, C = meaning 2, D = meaning 1

**TASK 4:**

1) (a) compulsory dress code

2) compulsory

3) having no equal / better or greater than any other

4) all members of society are treated equally and have equal opportunities and equal access to resources.

5) 1 ✓, 2 ✓ 3 ✗, 4 ✗

**TASK 5:**

Wearing a school uniform means that school students appear to be more equal, which can be an advantage for students who come from poorer families and cannot afford expensive clothes. (30)

**TASK 6:**

**A)**

1) mistakenly, 2) straightforward, 3) assume, 4) 'simple', 5) time and effort, 6) count, 7) more than half,

8) a waste, 9) time.

**B)**

10) terms of, 11) main issues, 12) while, 13) clear argument, 14) which is likely, 15) no matter



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