

# IELTS

2020 EDITION

**TASK 2  
WRITING**

# UP



The perfect book for a 6-9 score while  
improving your speaking and vocabulary

**ADAM W. CANN**

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TASK 2

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The perfect book for a score of 6 or higher  
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**ADAM W. CANN**

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# INTRODUCTION

## ■ THE GOAL OF THIS BOOK

The purpose of IELTS UP is writing skills and ideas designed for people who wish to receive a score of 6.0-7.0 or higher for Task 2 of IELTS Academic and General exam. This book strives to reach your desired score by giving you the ideas and vocabulary for current topics. I have many years of experience successfully developing learners for the IELTS exam and many more years as a writing examiner. The layout of this book has been used with countless students with great success. This book can be used in the classroom with a teacher or as a self-study manual.

## ■ DESCRIPTION OF WRITING TASK 2

Task 2 is similar to putting a jigsaw puzzle together. The exam question gives a tiny picture of what you must make. The puzzle pieces are in your mind somewhere, but you only have 40 minutes to find them and put them together. If you have ever built a jigsaw puzzle, you know how essential the corner and edge pieces are.

This innovative book, unlike any other, gives you the corner and edge pieces (ideas) that match with all current exam questions. No other book does this! Having good ideas for topics is necessary to achieve 7 or higher on your IELTS writing.

This book will:

- Give 5 to 10 minutes more time to do Task 2.
- Give you added ideas to improve your score by writing more.

- Give you great ideas to make your Task 2 look better.
- Give you more vocabulary and grammar.

## ■ CHALLENGES TO OVERCOME FOR WRITING TASK 2

This book dramatically helps candidates with the two most notable complaints about IELTS Writing.

Candidate complaint #1 - *"I do not have enough time to write Task 2 well."*

Solution - This book provides ALL type 2 questions and ideas so you can save time preparing before you start writing.

Candidate complaint #2 - *"the topic is strange or not well known to me, so it is hard to write a good essay."*

Solution - By looking at all the questions, especially the topics less familiar, you can quickly plan a convincing essay to receive a score of 7 to 8 comfortably.

Candidate complaint #3 - It is not easy to use different words to talk about the same topic.

Solution - Each topic in this book has synonyms and idioms to improve your vocabulary score.

This book has all the connecting words and referencing advice you need to receive a 7 to 8. Connecting words like however and there, and knowing how to refer back to previous ideas is necessary for 7 and higher.

Vocabulary - Many books give you lists of words and synonyms. However, then you lose points on your writing test because you have misused words or have the wrong collocation. By looking at how this book uses different words to describe ideas in context, you will have a much better idea when you write your exam.

This book guarantees to have all you need to receive 7 or higher for 3 of the 4 categories: Task Achievement, Coherence + Cohesion, and Lexical Resource(vocabulary).

## ■ NOTE FOR TEACHERS

You can format this book from epub to a Word document. There are 47 lessons which you can start with the 'vocabulary questions' included for each topic.

These questions will help learners to activate schemata and personalise lexis to improve writing and speaking.

### ■ FOR SELF-STUDY STUDENTS

You can study alone, but more progress will be made if you have a partner or group. You can use the vocabulary questions to improve your understanding of more academic words/collocations that will help you with speaking, listening and reading. The book is not meant to be memorised but rather to give your ideas for you to add your examples. You cannot memorise an essay. You can have more ideas and vocabulary about many different topics so that when it comes time to write, you can do so much more confidently.

### ■ ORGANISATION OF BOOK

The book begins with a detailed breakdown of how your writing is scored, allowing you to know which areas you must devote more of your time and energy. The majority of this book focuses on the different types of essay questions, and the popular topics that most often appear.





# SCORING

How you are scored and how this book will help you.

To obtain a score of 7, you must receive an average of 7 in four categories (Task Achievement, Coherence and Cohesion, Lexical Resource, Grammatical Range and Accuracy). If you receive a 6 for task achievement and the other three categories are 7 (6,7,7,7), you will receive a 6.5.

## 1 TASK ACHIEVEMENT

The main aim of this book is to help you with task achievement. You will know some topics better than others. You should be spending more time reviewing the topics you are less familiar with. To obtain a 7, 8, or 9 for a particular band, you must meet ALL the requirements.

6

- addresses all parts of the task although some parts may be more fully covered than others
- presents a relevant position although the conclusions may become unclear or repetitive
- presents relevant main ideas but some may be inadequately developed/ unclear

7

- addresses all parts of the task
- presents a clear position throughout the response
- presents, extends and supports main ideas, but there may be a tendency to overgeneralise and/or supporting ideas may lack focus

8

- sufficiently addresses all parts of the task
- presents a well-developed response to the question with relevant, extended and supported ideas

9

- fully addresses all parts of the task
- presents a fully developed position in answer to the question with relevant, fully extended and well-supported ideas

Source: [www.takeielts.britishcouncil.org](http://www.takeielts.britishcouncil.org)

To receive a seven or higher, you must answer all parts of the task and have a clear position throughout. By using your ideas and the ideas in this book, you can easily receive a 7 or higher for Task Achievement.

Using examples or citing research

I have not added many examples in this book. It is much more useful to use examples familiar to you. The reason for using your examples is because they will be more memorable. Many studies have shown that if you use examples that are familiar to you, they will be much easier to recall. It is important to remember that your examples do not have to be true. Examiners do not fact check your points, so you are free to lie.

Some synonyms for presenting examples include:

- For instance ..."
- "To give you an idea ..."
- "As proof ..."
- "Suppose that ..."
- "To illustrate ..."
- "Imagine ..."
- "Pretend that ..."
- "To show you what I mean ..."
- "Let's say ..."
- "Case in point ..."
- "Such as ..."
- "In particular ..."

## 2 COHERENCE AND COHESION

This band is for how well you connect and display ideas. You will need to have clear paragraphs, linking words and referencing.

6

- arranges information and ideas coherently and there is a clear overall progression
- uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical
- may not always use referencing clearly or appropriately
- uses paragraphing, but not always logically

7

- logically organises information and ideas; there is clear progression throughout
- uses a range of cohesive devices appropriately although there may be some under-/over-use
- presents a clear central topic within each paragraph

8

- sequences information and ideas logically
- manages all aspects of cohesion well
- uses paragraphing sufficiently and appropriately

9

- uses cohesion in such a way that it attracts no attention
- skilfully manages paragraphing

### PARAGRAPHING

Paragraphs must have one main idea with supporting sentences and examples to make the main idea more convincing and clear to the readers. Each bullet point idea in this book would be one separate main idea for a paragraph. I have provided more ideas than you would have to write about in 40 minutes. My goal is that you do not encounter a new idea which you have never thought about and to use the ideas you like most.

## PARAPHRASING

You must not use the same words as the question. And you must not use the same expression repeatedly in your writing. For each topic in this book, I have used synonyms and different sentence or word forms. This book will allow you not to write the same expressions repeatedly. Paraphrasing will also raise your Lexical Resource score.

## LINKING WORDS FOR COHESION

It is best to use a learner's Dictionary to see examples of how linking words are best used with examples. I have not used many linking words in this book to allow you to use ones you are more comfortable with.

## ADDING INFORMATION

- Again, equally, in fact, also, furthermore, moreover, and, in addition (to...), and then, indeed, what is more, besides

## COMPARING

- Besides, still, but, nevertheless, whereas, however, while, in contrast, on the contrary, yet, instead, on the other hand

## ORDERING INFORMATION

- first(ly), (second(ly)), last, on top of (that), finally, next, to (begin with), in the (first) place, more important, then

## CAUSE AND EFFECT

- as a result, for this reason, thus, because the, then, consequently, therefore, thereupon,

## REFERENCING

Referencing is connecting to previous or future ideas by not using the same words repeatedly. There are common examples below. This is the most important area to receive a 7 or higher. The bold words below are to show you examples of

where referencing occurs. You can take a magazine or news article and underline examples to make yourself more aware of how to use them.

### PRONOMINAL FORMS TO REPLACE NOUN PHRASES

- **Churchill** was a great general. **He** was also a fantastic administrator.
- Jon purchased **a new car**. **It** cost a lot of money, but it goes a lot better than **his old one**.
- **Jon and May** will go on vacation to France. **Their** friends are very envious.
- He decided to take **some sturdy gloves** with him. He thought that **these** would be necessary if he went climbing.

### PRONOMINAL FORMS TO REPLACE ADVERBIALS (NOUN PHRASES OF TIME AND PLACE)

- She left **the next morning**. She knew **then** that she was never going to return.
- We called them **soon after dinner**. We knew that **this** was a good time to chat
- I decided to take my trousers back to **the store**. When I arrived **there**, it was closed.

### PRONOMINAL FORMS TO REPLACE CLAUSES OR SENTENCES

- **Some employees work all night just before a deadline**. **This** is a huge mistake.
- **Tom has just quit**. **It** was quite a surprise.

### DETERMINERS (THE, THIS, THESE, THOSE, THAT, ETC.) TO REFER BACK TO A PREVIOUS NOUN PHRASE

- **Burglars** robbed **a** watch **shop** on High St. last week. **The burglars** entered **the shop** through a hole in the roof.
- I purchased **a new smartwatch** last month. **That watch** has been handy.

**USE OF SYNONYMS TO AVOID REPETITION**

- These phones were first **produced** in 1952. When they were first **completed**, they were not very well-known.
- If you have any **thoughts** on the problem; please tell me. I am keen to know your **ideas**.

**SHOW A PART-WHOLE RELATIONSHIP**

- You must take some essential **camping supplies**. You can buy a **torch, tent, and sleeping bag** from many department stores. **Large cars and trucks** are not allowed on this bridge. These **vehicles** take highway 45.

**DIFFERENT WORD FORMS**

- Sadly, seven people **died** last night. The heatwave caused the **deaths**.
- People should **take a break** from work or study every hour. **Resting** allows people to focus for longer durations.

### 3 VOCABULARY/LEXICAL RESOURCE

You must use a range of words and collocations accurately enough to get a 7 or higher for Lexical Range and Accuracy. Each topic in this book has highlighted words and collocations for you to use on your next IELTS test. When you look at the public band descriptors below, please notice that you do not need a lot for band 7.

**6**

- uses an adequate range of vocabulary for the task
- attempts to use less common vocabulary but with some inaccuracy
- makes some errors in spelling and/or word formation, but they do not impede communication

**7**

- uses a sufficient range of vocabulary to allow some flexibility and precision

- uses less common lexical items with some awareness of style and collocation
- may produce occasional errors in word choice, spelling and/or word formation

**8**

- uses a wide range of vocabulary fluently and flexibly to convey precise meanings
- skilfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation
- produces rare errors in spelling and/or word formation

**9**

- uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as slips

## **4** GRAMMAR

This book does not teach grammar directly. There are many fantastic grammar books to do this. I have included many different grammar forms with my examples so that you may learn more naturally. Grammar and vocabulary are much better learnt in a specific context. Much like Lexical Resource, you need to have a good range of grammar and not too many grammatical and punctuation errors.

**6**

- uses a mix of simple and complex sentence forms
- makes some errors in grammar and punctuation but they rarely reduce communication

**7**

- uses a variety of complex structures
- produces frequent error-free sentences
- has good control of grammar and punctuation but may make a few errors



8

- uses a wide range of structures
- the majority of sentences are error-free
- makes only very occasional errors or inappropriacies

9

- uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as slips

## PUNCTUATION

The number one problem for learners is using commas. Here is a list of how and when to use them:

Use commas to separate items in a series.

- I saw **a cat, a mouse, and a bird** when I was walking.

Use a comma after **introductory adverbs**

- **Surprisingly,** I saw a cat when I was walking.

Use a comma before all coordinating conjunction (and, but, for, or, nor, so, yet) which links two **independent clauses**.

- **I went walking, and I saw a cat.**

Use a comma after a **dependent clause** starts a sentence.

- **When I was walking,** I saw a cat.

Use commas to offset **appositives** from the rest of the sentence.

- While I was walking, I saw a calico, **a type of cat.**


Use a comma for **attributing quotes**

- The **walker said,** "I saw a cat."

Use a comma **between two adjectives** that modify the same noun.

- I saw a **small, cute** cat when I was walking.

There are more rules for commas, but these rules rarely apply to IELTS task 2.



# TYPES OF ESSAYS, INSTRUCTIONS, AND EXAMPLES



# OPINION/ ARGUMENTATIVE ESSAYS

To what extent do you agree or disagree? Do you agree or disagree?

Opinion essays are the most popular types of essays in the IELTS Writing test. At the beginning of the opinion essay question, there is a statement. Your task is to write your own opinion about the statement in the form of an essay.

Where to begin?

1. Read the statement and the question carefully.
2. Take about 5 minutes before you start writing to analyse and think about the statement, the words and the task.

Important tips:

- State your opinion clearly.
- Stay true to your opinion throughout the whole essay. Don't suddenly change your views in the middle.
- Give reasons for your opinion and include your knowledge and experiences to support your views.
- Make sure your answer covers all parts of the task.

Example question:

Most people believe that stricter punishment should be given for traffic offences. To what extent do you agree?

## EFFECTS OF FERTILISERS AND MACHINERY

The increase in food production is mostly due to fertilisers and better machinery. Yet, some think that it harms human health and communities. To what extent do you agree or disagree?

Advice – This will be harder than the average topic to write. Make sure to focus on how much you think fertilisers and machinery have harmed people's health and the community. It is much easier to mention how they have helped.

How machinery and fertilisers have improved people's health

- The reduced number of people who are starving is an enormous benefit. Fewer people are hungry than ever before, and this is a direct result of fertilisers and large-scale machine farming. Also, the main reason people go hungry is because of inadequate food distribution and greed. It is reported that around 30% of food produced is thrown away.
- Additionally, economists in the early 1900s believed that food production worldwide could only support 2 billion people. Thanks to fertilisers, it is now thought we could feed 10 billion, and this number may increase as technology improves.

How machinery and fertilisers help the community

- We need fewer farmers, and that allows more people to work in other fields. Modern science flourished because farming could be done on a larger scale with fewer people. The need for fewer farmers means more scientists and teachers, which helps our society thrive.
- Farming used to be a dangerous and gruelling job with little benefit to the farmer. Modern farmers can sit down much more than ever. They can spray herbicides and pesticides to make sure their crops grow well. There are milk machines for cows instead of doing it by hand. All these developments have turned farmers into entrepreneurs who do not have to work as hard as their ancestors.

## Fertilisers and machinery harm people's health

- Cancer rates have increased dramatically in 50 years. Many doctors and researchers believe that the chemicals used to grow and produce foods is a significant cause. Farmers have even begun suing producers of chemical fertilisers.
- Processed foods that come from factory farms and are massively produced in a manner which puts people at higher risk of disease. Machines can grind food up into attractive shapes that appear delicious but are packed full of chemicals and preservatives to last longer on shelves. People nowadays will gladly pay much more to receive produce and meats that have come from smaller farms.

## Fertilisers and machinery harm the community

- When people get cancer and become more obese, this puts a considerable burden on the healthcare system. America spends more than the next five countries combined on health care. A significant reason for health expenses is the eating of processed foods which are cheaper than simple foods. Never in history have we seen the poor so much fatter than the affluent. Machines have made processed foods less expensive than genuine food.
- National productivity will be significantly reduced if people are less healthy as a result of machine-produced food. The life expectancy will lower, people will have less energy at work, and there will be more sick days taken. An eye-opening example is militaries around the world must make physical requirements easier. We seem to be getting weaker as a whole and factory farming may play a significant role in this.

## MY CONCLUSION

There is no possibility of removing the benefits received from fertilisers and machinery. However, I do hope that we can rely on them less and less and start making healthy foods that are cheaper and more available. The current market makes too much unhealthy food which is allowing us to eat a lot and is less expensive than ever before. We have achieved great quantity; now we need great quality.

### VOCABULARY QUESTIONS:

1. How much do you know about fertilisers?
2. Have you ever seen large farming machinery?
3. Do you feel that nations inadequately distribute food to poorer nations?
4. Do you ever read articles written by economists?
5. Do you have any ideas to help your country flourish?
6. What is the most gruelling work you have done?
7. How do you feel about the spraying of herbicides and pesticides?
8. Would you like to be an entrepreneur?
9. Where did your ancestors originate from?
10. Is there anything that would dramatically improve your health?
11. Do you think it would help to massively tax the wealthiest people?
12. Do you worry about preservatives?
13. Is obesity becoming a considerable problem?
14. Should the affluent do more to help the poor?
15. What could be done to improve productivity where you work or study?
16. Is life expectancy improving worldwide?

## ■ ADVERTISING TO CHILDREN

These days, a considerable amount of advertising is directed at children. Should it be banned because of the adverse effects? To what extent do you agree or disagree?

Advice – You can totally agree or disagree with this question. It is usually a better idea to somewhat agree. However, it may be difficult for you to write about how advertising can have positive effects. If you agree fully that advertising should be banned, you can write two or three body paragraphs on how it is negative.

Why advertising to young children should not be banned

- People believe that companies should have the freedom to advertise the goods they make. It will be challenging for kids to know about a new product if companies are unable to advertise during their favourite TV programme.
- Parents can also benefit from the ads. Many parents do not know what to buy, and these ads can give some useful ideas for birthday presents. Not all advertising is for toys either. Parents could learn about children's vitamins or an educational toy.
- There will be far fewer kids' shows on TV. These shows depend on revenues generated from advertising to pay writers, animators, and actors. Many parents enjoy the respite from their children that TV provides and fewer shows would reduce this free time.

Why advertising to young children should be banned

- Even adults are often guilty of buying something they do not need because of an advert. If commercials can manipulate adults, they have a much higher chance of tricking children. Children do not have money and will continually pester parents to buy the newest toy.
- Advertising creates consumerism from a young age. The need to always purchase new items does not lead to happiness. It gives us a sense of immediate pleasure, but then we soon become disinterested in it. Most people do not wish to foster this sort of behaviour in their children. The practices we learn from a young age are difficult to change as we get older.



- Advertising has been proven to shorten young people's attention spans. A TV show with no ads is much more beneficial. A child can concentrate on a story for ten to twenty minutes. Their minds can focus, concentrate and retain new ideas and information. Once flashy ads appear, they lose their train of thought and become stimulated by something else. Teachers claim it is more challenging than ever for students to focus on a lesson, and this can be linked to advertising.

## MY CONCLUSION

While I do not like advertising to children, I realise that it is a necessary evil. We cannot expect studios to produce quality kids' shows for free and government-made shows are often low quality. We could, however, regulate when, how often, and what they contain. Commercials could only appear before and after a show and never interrupt. Regulators could also screen ads to censor false claims or to make them less flashy. Also, parents need to manage their kids' expectations. After all, as they grow up, they will be exposed to numerous ads. Parents can teach them how to manage and avoid them.

## VOCABULARY QUESTIONS:

1. Do you have a considerable amount of work to do these days?
2. What are the adverse effects of advertising?
3. How do you take a short respite from work or study?
4. Has an advert ever manipulated you?
5. Have you ever been pestered by a young child?
6. Do you think consumerism is becoming a problem?
7. Do you think kids now have shortened attention spans?
8. What do you do to help you concentrate?
9. How well can you retain new vocabulary?
10. How stimulated are you by flashy ads?
11. Should the government regulate the internet more?