

IELTS Writing Task 2 Topic Vocabulary eBook

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Introduction

Hi, I'm Sam.

I'm a British English teacher from Norwich in South East England.

For over a year, I have been managing the [writing correction service](#) on [The IELTS Teacher](#) website. Thus far, I have corrected over a thousand Task 1 and 2 writings. I have kept all my corrections and I use them to inform my feedback as well as my lesson materials. To this point, I am very familiar with the problems students have with writing IELTS essays, particularly with the questions provided in the writing corrections package on [The IELTS Teacher](#) website. I have written model answers for these questions and they have proven to be useful and popular with students. It is for this reason that I decided to make this eBook.



Some quick facts about me :

- 6+ years teaching IELTS in groups and privately including online.
- Cambridge-accredited ELT certificate (CELTA).
- Fully trained in grading IELTS tests and teaching IELTS lessons by examiners.

What is the aim of this eBook?

The primary purpose of this eBook is to give you useful vocabulary for the Task 2 questions provided by the [writing correction service](#) on [The IELTS Teacher](#) website. This vocabulary is taken and inspired from model IELTS essays and so you can be sure that it will be very useful for the writing exam in particular. Model answers for each question are given for you to study after you answer the questions, as a way to evaluate your work, or before, as preparation. A variety of topics are covered, and there are many vocabulary exercises and example sentences you can use to help you learn and apply the language. By completing this eBook, you will have a sufficient range of useful vocabulary for answering many Task 2 questions.

Continue reading this 'Readme' document to see what exactly is included in this eBook, understand its function, how the chapters should be used as well as other useful tips and resources that can be used in conjunction with them. If you experience any issues with using the eBook, please do not hesitate to contact me at samvarley2010@gmail.com.

Warm regards,

Sam

eBook contents

Readme.pdf

General exercises.pdf

Feedback form.pdf

Model answer chapters

Beginning to learn a foreign language - WT2.pdf

Born or made talents - WT2.pdf

Community service in high schools - WT2.pdf

Deciding punishments for crimes - WT2.pdf

Houses and flats - WT2.pdf

Improving public health - WT2.pdf

Job satisfaction - WT2.pdf

The extinction of languages - WT2.pdf

The happiest times in life - WT2.pdf

The main function of university - WT2.pdf

Chapter contents

General exercises

This chapter contains exercises for and information about language in general for Writing Task 2. It is relevant for many topics and questions and is not specific or exclusive to any particular ones.

Model answer chapters

Each model answer chapter contains :

1. General comments.

These are comments about the question itself. They include common mistakes students make when answering the question, specific difficulties and other tips.

2. A model answer.

This is an estimated band 9 answer to the question.

3. Vocabulary list.

This is a list of language taken from the model answer. It includes: word forms, useful collocations, close synonyms, the meaning of the word or phrase in the context used in the essay, example sentences, common errors students make and other comments.

4. Vocabulary exercises

These exercises have been designed for you to practise using vocabulary taken from the model answer. Since this language is used in the essay, you can be confident that it is of practical use when writing essays. I have also made efforts to make the sentences involved in these exercises based on a variety of topics as well as similar in kind to those you would write in a Task 2 essay.

There are two types of vocabulary exercise in the worksheets: **comprehension** and **production**.

- The **comprehension** exercises are focused on your receptive skills with the language i.e. how well you understand it.
- The **production** exercises are focused on your productive skills, i.e. help you practise using the language and make your own sentences with it.

Chapter key

There are some abbreviations and coloured text used in the chapters.

This key is for your reference.

C = countable ; **U** = uncountable

n = noun ; **v** = verb ; **phrv** = phrasal verb ; **adj** = adjective ; **adv** = adverb

Blue text = natural, academic or useful language and example answers for exercises.

Red text = Common errors.

Green text = Comments.

E.g. = example or example sentence of the language given.

There are also [hyperlinks](#) throughout the chapters which link to different areas of the document or to the 'General exercises' document.

How to use the eBook

Model answers

The model answers contain hyperlinks from language in the essay to the **vocabulary list**. This is to allow you to quickly look up any language you are unsure of as you are reading the essay. Other than this, you should take note of any phrases in the model answer you like or find useful and try to apply them in your own writing.

Vocabulary lists

This list is meant as a reference for the language used in the model answer. It is primarily to highlight useful applications as well as common errors students make when using it. Some entries also contain references to the **general exercises** document. You should use this document in conjunction with the **model answer chapters** to gain full benefit.

Vocabulary exercises

These exercises are not graded in difficulty and so you may find some are very easy and some very difficult. They are not designed to challenge you, but to provide example sentences of the target language in different contexts and give you the opportunity to use it to make your own sentences.

After each group of exercises, there is an answer page which includes the answers as well as comments on any less common or useful language used in the exercises themselves. Reading through these should also be useful.

You should complete the exercises in the order in which they are presented, i.e. first, the **comprehension** exercises, then the **production**. You should also take note of language you like or find useful, study it further in a dictionary and apply it in your own writing. This is essential as doing these exercises alone will not be sufficient for you to improve your writing significantly.

Using the chapters *before* or *after* answering an IELTS question

The **model answer chapters** are intended to be used after you have answered the corresponding IELTS question. Having said that, you could use them to help you prepare for writing the essay instead. If you decide to do this, then I recommend you complete all the pages of the worksheet except for the one which gives the model answer (page 3). This should allow you to take full advantage of the exercises, tips and vocabulary whilst still allowing you to write your own essay without being influenced by mine. Finally, after you have written your own answer, you should read the model answer to evaluate your own work.

Paraphrasing

Almost all the **production exercises** in this eBook involve paraphrasing and this is an essential element of Task 2 writing. There are many ways to paraphrase but the most common exercise in this eBook relates to **changing word forms**. The following pages will focus on how to use this technique to paraphrase.

Changing word forms

When you cannot think of a synonym of the word you want to paraphrase, it can be very useful to consider other word forms instead. By 'word form', I am mainly referring to **noun**, **verb**, **adjective** and **adverb**. For example :

A benefit [noun] to benefit [verb] beneficial [adjective] beneficially [adverb]

1. "One **benefit** of working online is that it removes the need to commute."
2. "Working online **benefits** employees as it removes their need to commute."
3. "Working online is **beneficial** for employees as it removes their need to commute."
4. "Poison may be used **beneficially** to prevent infestations of insects."

Some word forms are more common and natural than others. 'Beneficially', for instance, is much less commonly used than other word forms and so cannot always be substituted for them. In the context of the first three sentences, for instance, 'beneficially' could not be naturally used.

Also, something else to be wary of is that some word forms have very different meanings and thus cannot be used interchangeably. For example, one meaning of 'to **dictate** [verb] something' is to control and purposefully affect something. E.g. "Adults can dictate their lives as they prefer." 'Dictation' [noun], however, does not have this meaning, and only refers to the behaviour of someone writing down words another person says to them. E.g. "The teacher told the students to take dictation and then read aloud the alphabet."

In conclusion, not all word forms of a word can be used for paraphrasing.

How to paraphrase using word forms

Being able to change the word form of a word and keep the meaning of the sentence the same takes some time and practice, but it is well worth it in the end.

To help you do this, think about what other kinds of words are needed for the different word forms to work in a sentence. For instance, an adjective needs to match a **noun**, a verb needs **subject and object nouns**, and an adverb needs an **adjective** or **verb** to qualify. Think of what these **other words** could be in your sentence and this will help you. See an example of this below :

1. "Firstly, travelling alone can allow one to be independent." [adjective].

Adjectives usually use the **verb** 'to be' and need a **subject noun**. In this sentence, the subject of the adjective is 'one', and the verb is 'be'.

2. "One benefit of travelling alone is independence. By this I mean, a person can dictate their journey as they like without needing to consider the needs or wants of companions." [noun].

The first sentence in **number 2** is not so clear and thus needs clarification, hence the second sentence.

3. "Firstly, travelling alone can allow one to live more independently." [adverb]

Adverbs need to qualify an **adjective** or **verb**. In this case, it is qualifying the verb 'live'.

Study resources

Below is a list of my recommended study resources. These will be useful for both your own preparation of the IELTS test as well as for using this eBook.

Longman dictionary : <https://www.ldoceonline.com/>

This dictionary has been specifically designed for learners of English. The definitions are simple and easy to understand, and the entries include collocations, many example sentences and sometimes common errors people make. I personally use this dictionary the most.

Lexico dictionary : <https://www.lexico.com/en>

This dictionary used to be the Oxford dictionary. It is designed for native English speakers. The definitions are more complex but are also more precise. If you look up a word using the Longman dictionary and feel the entry is unsatisfactory, then I recommend you use this dictionary next.

Online collocation dictionary : <http://www.freecollocation.com/>

The Longman dictionary includes some collocations but this website specialises in them. Search for a word in this dictionary and it will give you many collocations as well as sentence examples to help you see how they can be used.

Ludwig.guru website : <https://ludwig.guru/>

This website lets you see how common a phrase is. Just input a phrase such as “gain independence”, and click ‘search’, and it will search newspaper websites to see how commonly used the phrase is (<https://ludwig.guru/s/gain+independence>). It will give you the sentence in which it is used so you can see its context, and if you want to understand this better, you can click on the website name on the right and you will be able to read the article it originated from.

English stack exchange website : <https://english.stackexchange.com/>

If you have any questions about English grammar or vocabulary, search for or ask it on this website and someone will surely provide you with an answer. You can make search queries such as “What is the difference between classic and classical?” or “Can the first and second conditionals be mixed?”, for instance.