Intro to the Course:

So many students preparing for IELTS are stuck around a band 5 or a band 6, or even a band 6.5, when the key they need is a band 7 or higher for immigration to countries like Canada or for applying to different programs. My name is Geoff Anderson, and I’m a former IELTS examiner, and I want to show you some tips for writing task 2s. In these videos, we’re going to be looking at structure, how to plan your essay through brainstorming and outlining. We’re also going to discuss ways to improve the argumentation in your writing, specifically through main ideas and details, how to write them correctly and in ways that strengthen your argument. We’ll also mention hooks, thesis statements, topic sentences, and other areas of structure in addition to talking about ways to improve your vocabulary, linking sentences together, and overall argumentation. So, let’s get started.

Brainstorm

00:05

One issue that a lot of my students have

00:07

with writing is

00:09

they're not sure what they want to

00:10

actually say in their essays. We're going

00:12

to talk about a technique today called

00:14

brainstorming that's going to help you

00:16

prepare your essay

00:17

beforehand to make sure you're ready;

00:20

let's take a look

00:21

at a screen. So here we have a question:

00:24

some people believe too many resources

00:25

are given to protecting wild animals

00:26

and birds;

00:27

to what extent do you agree, and we're

00:29

going to be working with this prompt for

00:31

a while,

00:32

and today we're going to be focusing on

00:33

our brainstorm. One of my suggestions for

00:35

a brainstorm is to try to come up with

00:37

four ideas; four is a good number because

00:41

that lets you basically have more

00:43

flexibility

00:44

in your writing so if two of your ideas

00:47

don't work,

00:48

then you still have two other ones to

00:50

make your body paragraphs around.

00:52

So we're going to be taking a look at

00:53

this; let's try to come up with four

00:55

quick ideas

00:56

for whether we agree or we disagree. Okay

00:59

so that's actually the first

01:00

step with your brainstorm is to decide what

01:03

your actual stance is, what your actual

01:05

position is, so we need to decide if we

01:07

agree or disagree

01:09

for this essay. Let's say that we

01:11

disagree;

01:12

okay so now we need to come up with four

01:14

Ideas, so here's maybe one example.

01:17

So the number of endangered species

01:20

let's say it continues to

01:22

Rise, it continues to go up, and again as

01:25

I’m going through this feel free to make

01:27

up your own

01:29

brainstorm so that way you can kind of

01:31

practice this, too.

01:32

Here's another example as well.

01:34

There are continued cases of animal

01:36

abuse

01:37

in the world; so this is the second

01:39

reason that we could explore in a body

01:40

paragraph.

01:42

Now let’s see if we can think of a third;

01:45

so maybe for a third we could say

01:49

so the percentage of budgets

01:53

given to animal protection

01:56

efforts

01:57

is low especially when you compare it to

01:58

other aspects of the budget, for instance

02:00

like education or health,

02:03

and a fourth one we could say

02:08

oh education it's like wild animals and

02:10

birds

02:11

are educational opportunities especially

02:14

for

02:14

younger generations. Okay, great, so we

02:18

have our four

02:18

ideas here, and again this is just a

02:21

quick brainstorm;

02:22

ideally you want this to take about one

02:24

to two minutes.

02:25

Ideally you may want to practice this a

02:27

few times though to just get a little

02:29

bit faster at it especially if you're

02:31

not used to planning in this way,

02:32

but again I suggest having four ideas so

02:34

that way if

02:36

for whatever reason one or two of the

02:38

ideas don't work,

02:39

you still have other ones that you can

02:41

try and explain and work with.

02:45

Yeah so these are just some tips for

02:47

how to make a brainstorm;

02:48

I suggest again trying to write your own

02:50

Essay, seeing if you can come up with

02:52

your own

02:53

ideas maybe try the other opinion;

02:55

try the agree opinion and

02:56

see if you can make a brainstorm for

02:58

this same essay.

Body paragraph:

00:05

So we've already gone through several

00:07

steps. We've brainstormed an essay;

00:09

we've also outlined the arguments we

00:11

want to make. Let's take a look at what

00:13

it's like to take

00:15

all those arguments that we've planned

00:17

and actually turn it

00:18

into a real body paragraph in an essay.

00:22

Let's take a look at our screen share.

00:24

Okay**,** so we have our brainstorm;

00:26

we created our outline. Now we can

00:29

actually take

00:30

our outline and start writing our body

00:33

paragraph,

00:34

and since we have the outline, this

00:35

should be much easier because we already

00:37

know what we want to say.

00:39

Okay, so basically all we're going to do

00:41

is take our topic sentence that we

00:42

already wrote,

00:43

our main ideas we already wrote, and our

00:45

details which we also already wrote, and

00:47

just

00:48

flesh them out, add some words, make

00:50

sure we like the word choice,

00:52

adjust the grammar to make it sound good

00:54

things like that. So, for instance, here

00:59

we could say for our first line or topic

01:01

sentence like it's hard to consider

01:04

decreasing the budget or decreasing the

01:06

amount of resources

01:08

for protecting wild animals protecting

01:10

wildlife,

01:11

anything like that will work fine

01:14

when the number of endangered species

01:18

keeps rising. So notice that again

01:20

in our outline we didn't have to

01:23

necessarily use

01:25

the best word choice; we just need to

01:26

write quick ideas so then, when we're

01:28

actually writing

01:30

our topic sentence in the actual

01:32

paragraph, we're just going to make sure

01:33

everything looks good,

01:35

sounds good. Now we're going to introduce

01:37

our first main idea.

01:39

Okay, so again we're just following the

01:40

same exact steps: topic sentence was

01:42

first in the outline,

01:43

main idea is going to be the second step

01:46

in both the outline and the body

01:48

paragraph,

01:49

so for instance this trend can even be

01:51

witnessed over the last hundred years,

01:54

so the 20th century from our outline,

01:57

last hundred years,

01:58

by comparing

02:04

by comparing the amount of animals that

02:06

are on the endangered species

02:08

list

02:13

by comparing the amount of animals that

02:15

find themselves on the list today

02:17

or find themselves on the list now

02:19

versus

02:20

in the past or in the last century.

02:27

All right, so now that we have that first

02:30

main idea, we can go into the details.

02:34

So here, endangered species now include

02:37

and now we can turn to that list

02:39

that we included earlier. So now we

02:42

can say

02:42

endangered species now include a much

02:44

wider variety of…

02:46

and I don't want to say animals; I want

02:47

to see if I can use a more specific term

02:49

so for instance felines,

02:51

Insects, and

02:55

we have a lot of water with a lot of

02:57

water creatures

02:58

so maybe I can mention something about

02:59

That, so felines insects and various

03:02

forms of marine life,

03:05

including… and now I can list some of

03:07

those specific animals that

03:09

I mentioned before

03:13

including leopards--notice that I

03:15

mentioned felines first in the sentence,

03:17

so I'll say leopards first here,

03:19

types of bees, so again I say insects is

03:22

for the second group, so I'll say

03:24

b's next and then I can get into the

03:27

marine life.

03:27

So for instance, seals and sea turtles

03:31

just to again pull from some examples

03:33

that we came up with earlier.

03:35

Great; so we have our topic sentence, we

03:37

have our main idea. We have our

03:39

detail, all of which was already included

03:42

in our outline,

03:43

so this is already much easier to write

03:46

because I already know what I want to

03:47

say

03:47

so now I can move on to a second main

03:50

idea,

03:51

so we're going to be pointing to a

03:53

success story, so we can say funding has

03:55

already demonstrated

03:56

itself to be one effective measure

03:59

for protecting

04:00

wildlife,

04:07

so again funding has already

04:08

demonstrated itself to be one effective

04:10

measure

04:11

for protecting these and other creatures

04:12

and now we're going to point to

04:14

the success story that we mentioned

04:16

again in our outline,

04:17

the bald eagle. So for instance, the

04:19

American bald eagle was once a prominent

04:21

name

04:21

on the list, the nature species list,

04:24

and then with conservation efforts we

04:27

were able to

04:28

protect this animal or even remove it

04:30

from the list,

04:43

and again just to mix up my word choice,

04:45

instead just saying endangered species

04:46

list

04:47

Again, what is the point of that list?

04:49

Well again it's about extinction and

04:51

things like that, so that's why I'm

04:52

writing that there--just to

04:53

modify our word choice. All right, so

04:56

let's just map out everything. So again

04:57

we have our topic sentence, this green is

04:59

our main

05:00

Idea; our second main idea we’ll also make

05:03

green

05:07

you can see that second main idea right

05:09

here with the funding,

05:11

and then once we have that done, all that

05:13

remains are the details that again we

05:16

prepared already in our outline. You can

05:18

see that there for our first detail,

05:22

and then we're also going to highlight

05:23

the one for our second just to give it a

05:25

separate color,

05:26

so it's easier to identify; let's make it

05:28

blue, so we'll make this blue down here,

05:31

and then we will make our second detail

05:34

blue

05:34

as well, just so you can

05:38

more quickly identify all the different

05:40

points, where's the topic sentence,

05:42

where's the main idea, where's the detail;

05:43

topic sentence yellow, main idea green,

05:46

detail blue.

05:47

All right, and that is how we made our

05:50

outline

05:50

into an actual body paragraph. So, the

05:54

writing is much faster

05:55

once you have an outline because you

05:57

already know what it is

05:59

that you're going to say.

Thesis

Once you have prepared your outline and

00:05

even written your first two body

00:07

paragraphs,

00:08

it's now time to think about the thesis

00:10

statement. The thesis statement is the

00:12

last sentence of your introduction

00:14

and arguably one of the most important

00:17

sentences of your

00:18

essay; it maps out for the reader

00:21

what your whole essay will discuss. Let's

00:24

talk a little bit about

00:25

writing a thesis statement with a screen

00:27

share. So the thesis statement

00:29

is the last sentence of your

00:31

introduction and it has a couple of

00:33

goals.

00:33

Firstly, you want to make sure that the

00:36

reader has an idea of your opinion,

00:37

especially for those

00:39

to what extent you agree type essays;

00:41

additionally

00:43

you want to make sure that it adequately

00:45

introduces

00:46

the topics from your body paragraphs so

00:49

let's start off with just an opinion. So,

00:52

in fact wildlife conservation funding

00:54

should not be removed or should

00:57

not be reduced. So again, we want to make

00:59

the opinion

01:00

clear. The reader always needs to

01:01

be aware of our position; this affects

01:03

your task achievement score

01:05

if at any time the examiner is not sure

01:07

of your position,

01:08

so you really want to make sure in your

01:10

thesis statement especially that your

01:12

position

01:12

is clear. Wildlife conservation should

01:15

continue to receive

01:16

just as many resources; so again that's

01:18

the position--we want them to continue

01:20

receiving resources.

01:21

You don't necessarily need to say I

01:23

believe or this essay thinks that;

01:26

those types of phrases are not necessary

01:28

as long as the position is still clear

01:30

by saying they should continue to

01:32

receive the resources. That's an opinion

01:35

right there, and that's fine,

01:38

and then you're going to give your

01:39

reasons. So, let's introduce our

01:41

topic sentences from our body paragraph

01:43

which we created

01:44

in our brainstorm. So our first reason

01:46

was about how the number of endangered

01:48

species

01:49

continues to rise, so that'll be our

01:50

first point because the number of

01:52

endangered species continue to

01:54

rise and proportionately the second part

01:57

is going to talk about the budget,

01:58

which again was in our brainstorm, so the

02:01

percentage of budgets given to animal

02:02

protections

02:04

is low. We just need to mention that idea

02:06

or rephrase it

02:08

so these efforts receive a fraction of

02:10

the funding

02:11

that other parts of the budget receive.

02:18

All right so again, this statement’s

02:19

doing a couple things: it's making the

02:20

position clear,

02:22

it's also introducing the two topic

02:24

sentences

02:25

that we created in our brainstorm, so

02:27

these are both the ideas that we're

02:29

going to be using

02:31

in our actual essays and our body

02:32

paragraphs, so the first body paragraph

02:34

will talk about how

02:35

the numbers continue to

02:37

rise in

02:38

the second body paragraph, we'll discuss

02:40

the budget

02:42

and so how much money it's receiving,

02:46

and again the first part your thesis was

02:47

just restating your opinion

02:49

so this is the key these are all the

02:51

components that will help make your

02:53

thesis statement successful.

02:55

If you already did your brainstorm, this

02:58

thesis statement should be pretty easy

02:59

to write because you should already know

03:01

what your position is,

03:03

and you should also already know what

03:04

your body paragraphs will

03:06

discuss. Let's do maybe one more practice

03:10

Though, so let's say for instance that we

03:11

wanted to

03:12

write an agree essay, so let's say we'd

03:15

made a quick

03:16

brainstorm about the agree side, so for

03:19

instance we said yes they should receive

03:20

less funding because

03:21

human lives are more important there's

03:23

not enough money for everything and

03:25

survival of the fittest.

03:26

This was just a quick brainstorm we

03:28

made for the opposing viewpoint

03:30

if we wanted to write an essay that

03:31

agreed with

03:33

removing funding, so then we picked two

03:35

points, so again

03:37

we picked b and c so not enough money

03:39

for everything and also survival of the

03:40

fittest

03:42

so you again for your thesis statement

03:44

start off with the opinion

03:45

ultimately wildlife conservation does

03:47

not need so many resources,

03:49

so again that's the position, that's the

03:51

opinion, and now you can introduce

03:53

the topic sentences from your body

03:55

paragraphs, which again you wrote in your

03:58

brainstorm so as nature operates on

04:01

survival of the fittest,

04:02

so again we use the one of our points

04:04

from our brainstorm

04:05

and our second point, and there's also

04:08

just not enough money.

04:09

So money that goes towards protecting

04:11

animals is money that does not go to

04:14

helping people or protecting people--

04:16

things like that.

04:20

All right, so this is just again another

04:22

practice thesis statement that we made

04:24

if we wanted to write an essay that had

04:27

the other

04:28

view that resources should be cut and

04:30

again we introduce

04:32

both of our topic sentences: the survival

04:35

of the fittest

04:36

that money could have been spent in

04:37

other areas of need

04:40

and then the first part the wildlife

04:42

conservation does not need so many

04:43

resources.

04:44

This is again making the position of the

04:47

writer

04:47

clear so now you have two example thesis

04:50

statements that

04:51

could be used in different essays the

04:53

first thesis statement could be used in

04:55

an essay that disagrees

04:56

and says that funding should be

04:58

maintained or

05:00

increased and then you also have a thesis

05:02

statement that disagrees and says funding

05:04

should be cut

Transitions:

When trying to join ideas together in body paragraphs, and even across paragraphs like intros to bodies, many students like to use transition words, which are simple words which help connect ideas. While this can be an effective strategy, let’s talk about some of the things you need to be careful of, and also some alternatives to help make your transitions into different ideas smoother, more process, and more natural sounding.

Now transition words are not just a quick solution to link sentences together. They can be fast, so I know a lot of students use them, and they can make sentences sound more natural. However, there are also more advanced ways to link sentences as well, and that’s something we want to talk about. There are also some common errors students make with certain transition words that we will discuss as well.

So the product costs less, so customers will probably buy it. Ok. So one thing we’re going to be talking about is instead of using a transition word, see if you can use a phrase to tie sentences together. Transition words are great; they do do some linking. However, you can do the same job with a little bit more complicated phrasing, and this is really going to help your coherence and cohesion score, as well as your vocabulary score since it’s a little more advanced than what is commonly seen in student writing. So here, the product costs less, therefore… There’s nothing wrong here, but another quick alternative: The product costs less…So, maybe instead of using “therefore”, we can use another expression, such as “With these savings in mind, customers are more likely to buy it.” So instead of just using a quick transition like “therefore,” we’re still going to have linking “with these savings in mind.” Which savings? The savings that come from the product that costs less. So “with these savings in mind, customers are more likely to buy it.” So you’re keeping the same meaning that “therefore” achieves, but you’re doing it with a more complicated phrase, you use a pronoun, you use some more advanced words, and a more direct tie to the sentence before, because the savings refers back to the product that costs less.

Let’s take a look at another quick example. Audiences do not have time to watch a three-hour movie. Besides, movies already cost too much. So an issue I see a lot with besides is that it can have different meanings depending on how it is used, and a lot of students tend use it incorrectly. So my biggest suggestion if you want to use “besides” is to throw in a reference to whatever the point is the previous idea had. Here, we’re talking about time—it’s an issue with time, not all audiences have time to do this. So, we’re going to copy and paste the original sentence. Audience do not have time to watch a three-hour movie. So, we can say “besides this issue with time, movies already cost too much.” Great. So, it’s just a quick reference to what we said before. It makes it less ambiguous and it also helps with “besides” so you don’t run into any issues with clarity. So if you use besides, I suggest you include some sort of reference to the sentence before it. It just makes the transition stronger.

Let’s take a look at another example.

Conclusion

We've brainstormed,

00:05

we've outlined, we've written our body

00:07

Paragraphs, we have a thesis statement.

00:09

The next step is to think about our

00:12

conclusion;

00:13

the conclusion should be one of your

00:15

easiest paragraphs to write

00:17

because you've already written all the

00:19

other ideas.

00:20

You want to rephrase the opinion, you

00:22

want to rephrase your first topic

00:24

sentence,

00:25

and you want to rephrase your second

00:27

topic sentence.

00:28

Let's take a look at what this looks

00:30

like in a screen share.

00:31

So we've already prepared brainstorms,

00:34

outlines,

00:35

body paragraphs, now let's take a look at

00:38

our conclusion. Key things for the

00:41

conclusion are

00:42

we're really just going to be rephrasing

00:44

things that we've already done so things

00:46

like the opinion

00:47

Things, like your topic sentences, things

00:50

like your thesis statement: these are all

00:52

key components of your conclusion for

00:54

repetition.

00:55

So let's start a conclusion here; it's

00:57

like based on the arguments made above.

01:00

Another way you could phrase this is like

01:01

Overall, or

01:04

thus, or in conclusion, it is evident

01:07

that and then you again you're just

01:09

rephrasing things you say

01:10

it's evident that the

01:12

protection of wildlife wild animals

01:15

and birds does require more resources

01:19

it continues to require resources, so

01:21

again we're just restating the

01:23

opinion; this is how you start your

01:24

conclusion: just restate the opinion

01:26

okay and we'll also add on it should not

01:28

receive any reduction in support so that

01:30

way again we're sticking to the question

01:32

basically we're just making it super

01:34

clear to the reader that we're

01:36

keeping this argument close to the

01:38

question

01:39

then we're going to start rephrasing our

01:41

topic sentences, so the number of endangered

01:42

species

01:43

keeps climbing, it keeps going up

01:45

suggesting that

01:46

there's a continued need for these

01:49

resources

01:53

Now we can mention our second

01:56

topic sentence for our second body

01:57

Paragraph, so like for instance the

02:00

amount of resources is actually very low

02:05

in comparison to other areas; okay so

02:07

resources given to conservation efforts

02:10

that amount is extremely small

02:16

and that again is tying up our last

02:18

argument from our second

02:20

body paragraph

02:25

and that's it that's really the job of

02:26

your conclusion again rephrase the

02:28

opinion,

02:29

rephrase your thesis statement, rephrase

02:31

topic sentence one,

02:33

rephrase topic sentence two. Okay I will

02:35

highlight

02:36

all those key points

02:40

again here is the place where I rephrase

02:41

the opinion here is the place where I'm

02:44

going to rephrase

02:45

our first topic sentence let's make this

02:48

one yellow

02:49

and you can see that again for this

02:50

yellow one up here

02:52

okay and then our second one

02:55

second topic sentence this percentage

02:57

one of budgets you can see this from our

02:59

brainstorm

03:00

from when we first started this essay

03:02

and now I'm just adding it into the

03:04

conclusion.

03:05

Okay so again, it's just nothing but

03:06

Rephrasing; the conclusion should be

03:08

one of your easiest paragraphs to write;

03:11

all these things should also be

03:12

mentioned already in your thesis

03:14

statement as well,

03:15

so there's really no new information in

03:18

the conclusion

03:19

and this will work perfectly for the

03:22

test.

Hook

00:04

not all students

00:05

are going to choose this route, but I

00:07

strongly suggest that students

00:09

instead of writing a rephrase of the

00:11

question write

00:12

a hook in their introduction. The hook is

00:15

the very first sentence of your essay;

00:17

the goal is to introduce the essay topic

00:20

to your reader

00:21

while also generating some interest.

00:24

We'll talk about the disadvantages

00:26

of a rephrase later, but for those

00:29

interested in hooks,

00:30

some things that you want to keep in

00:32

mind: again this is your chance to use

00:34

some specific language that you may not

00:36

be able to use

00:37

in other elements of your essay with the

00:40

goal

00:40

of keeping your reader interested in

00:43

giving them an idea

00:44

about what your essay is discussing.

00:46

Let's take a look

00:48

at how to write a hook. Before we begin

00:50

talking about hooks, let's just talk a

00:52

little bit about

00:53

the introduction, like what's the general

00:55

structure; the hook itself is going to be

00:58

the first

00:59

Sentence, the very first sentence of your

01:00

essay. You know, it's the first impression

01:03

that your reader gets; the goal of it is

01:06

to introduce

01:07

the specific topic the specific argument

01:09

but you're also

01:10

aiming to try to engage the reader.

01:14

The thesis statement is the last

01:17

sentence of your introduction;

01:19

this is the place where you identify the

01:21

actual

01:22

argument that you'll be making

01:24

throughout the essay

01:25

the goal is to introduce especially the

01:27

opinion as well as the main arguments

01:30

or your topic sentences for your body

01:32

paragraphs.

01:33

In between your hook and your thesis

01:35

you'll have some form of a transition

01:38

whose goal is to link the hook to

01:41

your thesis statement; this is what makes

01:44

the introduction feel more natural,

01:45

that transition from your hook into your

01:47

thesis

01:53

my general suggestion for hooks is to

01:55

not actually

01:56

write them as the first thing you do.

01:59

I think it's more valuable to start with

02:00

your brainstorm,

02:02

make your outline maybe even write your

02:04

body paragraphs and your conclusion

02:06

first;

02:07

save the hook for one of your last steps.

02:10

This is because the hook is a difficult

02:13

sentence to write;

02:15

if all else fails, you can consider doing

02:17

a rephrase,

02:18

but if you're looking for something that

02:20

can be a little bit stronger than a

02:21

rephrase,

02:22

the hook is going to be very helpful. It

02:24

can be difficult;

02:25

let's save it for last if you have say

02:27

three or five minutes left at the end of

02:29

the test,

02:30

this is a great amount of time to

02:32

consider a hook.

02:33

So one thing that can be helpful when

02:35

writing hook is try to think of like

02:36

some

02:37

specific situations and vocabulary that

02:40

maybe in the rest of your essay would be

02:41

difficult to incorporate,

02:43

so for instance, here we're talking about

02:45

animals preserving wildlife;

02:47

let's name some creatures, for instance

02:50

here

02:51

that were not preserved, maybe some

02:54

animals that have gone extinct because

02:55

of human activity, so here we have

02:58

the dodo, bengali tigers, and the condor

03:01

which is a type of

03:02

bird: these are all examples of creatures

03:04

that have

03:05

died because of issues with

03:08

conservation because of human activity,

03:12

so the dodo, bengali tigers, and the

03:15

condor

03:16

all share a horrible distinction: these

03:18

are animals that have gone extinct

03:20

largely due to human activity.

03:25

As a hook this is really helpful

03:28

because one, it is giving us an opportunity

03:30

to incorporate some vocabulary we may

03:32

not have included elsewhere, so for

03:33

Instance, the dodo, the

03:35

bengali tiger, the condor some specific

03:38

animals

03:39

Okay. We also get extinct due to human activity

03:42

and also horrible distinction, so it

03:44

makes our position immediately

03:46

clear; we can show that we're against

03:49

taking away funding

03:50

already just because of our tone by

03:53

using again that word horrible

03:55

to link this to our thesis statement, we

03:58

can use our transition

04:00

so we're showing that there's another

04:02

side to this; there are people who still

04:04

believe that animals, birds, and other

04:05

forms of life

04:07

do not deserve the amount of resources

04:09

they currently receive,

04:11

so this is showing that there is an

04:13

opposing opinion,

04:14

but not the one that we agree with.

04:18

We also make that separation because it

04:21

says there are people

04:22

when I say there are people who believe

04:24

this, I am separating myself

04:27

from those people, so it makes your

04:28

opinion even

04:30

stronger. So again, this is an example of

04:33

a hook;

04:33

then, we have our transition. Let's put

04:36

this all together

04:37

into an actual paragraph; what would it

04:39

look like,

04:41

and let's move our thesis statement as

04:42

well which we've already written.

04:50

Great. So now we have our full intro

04:53

right here,

04:57

okay so this would be an example of an

04:59

introduction that I would use for this

05:01

essay;

05:01

it makes it clear what the author's

05:03

position is, it's saying that we're going

05:05

to be siding

05:06

with basically giving animals more

05:09

resources

05:10

or their conservation more resources, it

05:13

starts off with a topic sentence that

05:16

makes that clear.

05:17

The second sentence shows that there's

05:19

another opinion that we disagree with.

05:21

Okay, we can also modify the choices a

05:23

little bit just to make our opinion even

05:25

more clear so for instance, I added down

05:27

here

05:27

a terrible fate, and that is what I would

05:30

say is our

05:32

finished introduction incorporating all

05:34

of the ideas that we discussed.

Issues with Rephrases

In the previous video, I

00:07

mentioned that many students choose to

00:09

write rephrases,

00:10

and there are disadvantages to this.

00:13

We're just going to outline some of the

00:14

things to be careful of

00:16

if you choose to write a rephrase as

00:18

your first sentence as your hook.

00:21

Firstly, you want to watch out for the

00:23

vocabulary you use;

00:25

many times when they're [IELTS question writers are] writing these

00:27

questions, they're using precise

00:29

accurate vocabulary; there may or may not

00:32

be

00:32

a whole lot of synonyms that have the

00:34

same exact

00:36

meaning, so you need to be careful with

00:38

your word choice.

00:39

If you use too many words that are

00:41

similar to the prompt,

00:43

you're going to lower your vocabulary

00:44

score; you could also lower

00:46

your word count if you use too many

00:49

words that are

00:50

similar to the prompt. It's actually

00:53

going to lower

00:54

your word count and that can affect your

00:56

task achievement score as well.

00:58

I don't want you to be penalized with

00:59

that, and that's one of the reasons why i

01:01

suggest using a hook.

01:02

Another thing about the rephrase is that

01:04

it doesn't give the examiner a chance to

01:07

really see your

01:08

own vocabulary; you're only demonstrating

01:10

that you know

01:11

words that are very similar to the question.

01:14

Using a hook gives you a chance to

01:15

introduce

01:16

a little bit wider variety of words and

01:19

word choices.

01:20

A final point I want to mention is that

01:22

a rephrase can

01:23

also hurt your grammar score: what a lot

01:26

of students do

01:27

is they know that they can't write the

01:29

same exact sentence as the question,

01:31

so they end up writing a sentence that

01:33

uses different

01:34

grammar structures, they move things

01:36

around,

01:37

and the end result is a sentence that

01:40

uses grammar

01:41

in fundamentally incorrect ways or ways

01:44

that don't sound very natural.

01:46

That's going to hurt your grammar score,

01:48

so again one solution to this

01:50

is to write a novel sentence, a new

01:52

sentence that has no real connection

01:55

to the words used in the prompt while

01:57

still expressing the idea

01:59

of what the essay is about. Rephrases can

02:02

be great opportunities if you're running

02:04

out of time and you know you need a

02:06

first sentence,

02:07

in that case a rephrase is better than

02:10

nothing,

02:10

but just keep in mind all these points

02:12

that we talked about. But if you do have

02:14

time, so for instance you have two

02:16

three four minutes towards the end of

02:18

the test, and you're like “oh, I think I

02:19

have time to write a hook,

02:20

I would say try it try to get it because

02:23

it's going to help out your vocab score

02:24

on your grammar score

02:25

it's also going to give your examiner a

02:27

better idea of your own style of your

02:29

own voice

02:30

and these are aspects of your grade as

02:33

well.