



Dear Reader,

Thank you for buying this book! This is your first important step of the IELTS ladder.

The book is useful for both General Training and Academic IELTS students. In our next book, you will be acquainted with very specific IELTS topics which were not covered before.

This book, however, will also be useful for you as it consists of very problematic topics which are not clearly discussed by many online and offline IELTS resources. The information is provided clearly and concisely, without unnecessary details and information.

Enjoy it!

Regards,

Nijat Guliyev

About the author:

I have been teaching since 2010 and taught over 5000 students who were struggling with different topics and parts of the IELTS exam. Now I own Academstar training center which offers traditional and online teaching services for many students around the world. I plan to continue this book and you will be able to buy my next books soon!

90% of my students scored 7.0 and over and this book is thus helpful for your IELTS preparation.



Special thanks to:

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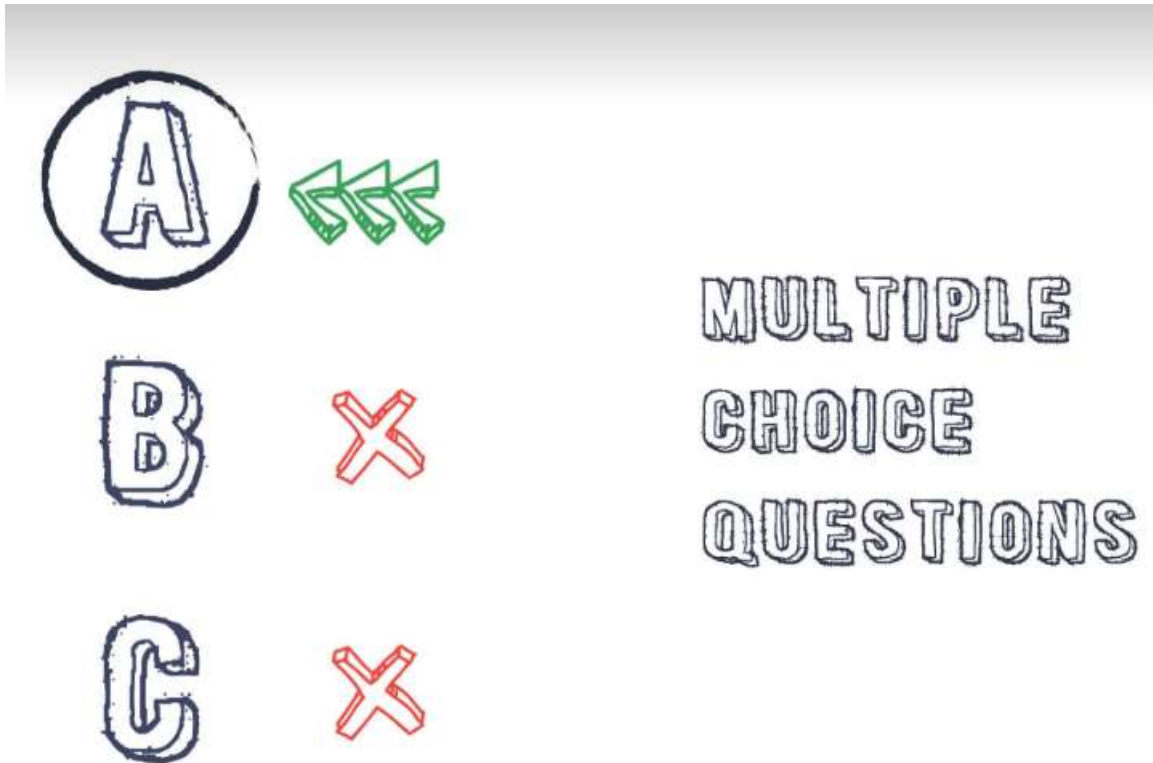
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Part 1.

Listening

1.1 Multiple Choice Questions.



There are several specific hints for Section 2 Multiple Choice. Therefore, you need to be careful:

Sample 1: Indirect answer

Question: What was the price of the ticket?

- A. \$15
- B. \$ 7.5
- C. 50

Recording: *The price for the ticket used to be 15 dollars, however, this year the price halved. We are now able to pay the same amount.*



Be careful! There are three common hints:

- 1) Pronunciation hint (15 – fifteen and 50 – fifty);
- 2) The correct answer is given indirectly - The correct answer is half of 15 – so, it is 7.5 dollars. However, this numeral was not told by the Speaker in the Recording. So, be ready for such tricks.
- 3) Some key phrases (conjunctions, adverbials) are distractors. These phrases help understand that this answer is incorrect. It tells “the price used to be 15 dollars, however” – there are two main distractors – used to be (it means that now it is not) and however (a common phrase to show contrast).

Sample 2: Confusing answers

Question: Why did Sarah choose herbivores?

- A. their behaviour seems to be very predictable
- B. they are mostly diurnal animals
- C. they become preys of carnivores

Recording: I chose herbivores from Australia for this study. They are the preys of carnivores such as lions, yet I did not pay attention to it. I needed to choose animals whose actions were easy to follow, even if they were diurnal.

You can see that the question stem wants you to find the reason why Sarah chose herbivores from the recording. First, it seems that the answer is C, but then Sarah explains that she did not pay attention to it. Secondly, Sarah said that they are easy to follow, hence, it means that the answer is A.



The recording tries to confuse you by adding the phrase “even if they were diurnal”. However, “even if” is a common fault-finder and we can eliminate B as well.

Additional Tips for Multiple Choice Section 3.

Tip 1. Reading questions.

While you have 30-40 seconds to read these questions, carefully read the QUESTIONS of the paper and look through the ANSWERS.

Tip 2. Key words.

Underline nouns and verbs. However, key points may be adverbs too - "spontaneously understand the meaning" - "spontaneously" is a key word.

Tip 3. Catch the point of each question.

While the recording starts, listen carefully not looking too much on the paper and answers. This may distract you. When you listen to the recording, be extremely careful to catch the point which will address the question.

For instance, the question asks:

What did Sally do before the research?

- A. discussed the problems with her tutor
- B. shared her ideas with other students
- C. prepared presentations for her questionnaire.

Pay attention to the following recording and (comments):

Recording: This research is of importance. However, prior to this, I decided to do a couple of things. Instead of discussing my ideas with students (*obviously, B is incorrect - `Instead` is a helpful word*), I knew that I needed some preparation regarding my questionnaire (*maybe C, but be careful*). Well, I had some

challenges (=problems), while I tried to make a presentation. Thus, I spoke to Professor Jacobs how to mitigate them effectively (*obviously, C is incorrect because she could not make a presentation*). I asked him whether my presentation and questionnaires both should include too personal information (*the last attempt of the recording speaker to distract you from the correct option - A*).

Therefore, you need to read the question and listen carefully in order to eliminate wrong options provided.

The words that are often used to show that the answer or topic mentioned is incorrect :

Yet, but, however, while, whereas, rather, nevertheless, even though, instead

Look at this sample:

What does a researcher mention about the finding?

- A. it is the first footprint found in Africa
- B. people could find them when the water retreated
- C. the evidence shows that first people came to Northern Europe from Norfolk

Recording: Our research team is from Africa and we spent years investigating the southern region. However, we found this human skull to the north of Africa – in the southern part of Europe. Similar evidence was revealed in

Notfolk, the region in the northern part of Europe. The new location is a coastal area: researchers could find this evidence when it was low tide.

Now look carefully!! The recording told that they are the footprints found outside Africa they were **not found in Africa. Then, one of the answers may be eliminated (A).** The similar finding (skull) was found in Norfolk in the northern regions of Europe and **nothing is mentioned about people`s arrival (C).** The evidence was found during the low tide, or when the water retreated. **The correct answer is B.**

1.2 How to write dates in the Listening test?

Before you sit for the IELTS exam, there are some Listening rules which you need to follow. Some of these rules are related to writing dates and numbers.

Rule 1. Dates: all possible options.

IELTS considers both American and British spelling. The same is applied when we write dates.

Let us say that the recording mentioned that **the date of arrival is 25 August.**

How can we write it?

1. 25th of August
2. 25/08
3. 08/25
4. 25 August
5. August 25
6. 25th August

Rule 2. Date of birth.

This becomes a common problem when the requirements of the task clearly mention **“WRITE NO MORE THAN ONE WORD AND/OR A NUMBER”**.

Remember one tip – date of birth is one number. So, when you hear **“My date of birth is 26 March 1991”**, you can use the following ways while filling in your answer sheet:



1. 26/03/1991 - this format (date) is considered to be one number.
2. 26.03.1991 – this one follows the same rule.
3. 26 March – yes, this one is a perfect way of writing the answer if we can write only one word and/or a number. It is acceptable not to write the year part (1991) when you fill in your answer sheet.



Other rules about numbers

Double and triple digits in numbers:

Quite often one may hear digits repeating two or three times in different phone numbers. Cambridge IELTS tests a candidate`s ability to catch them.

For example, if you hear something like this – triple 4 – you need to write 444, double 6 – 66.

Example: 00059392992 (triple 0 – ou/zero // double 9)

Time:

When people from the Listening recording tell “I will come at 3 pm or at 3 o`clock before you leave your workplace”, you can write like this:

3:00 pm or 3.00 pm

Currencies.

When you hear – 30 pounds sterling or 30 euros, pay attention to the requirements of the task. You can generally write:

30 pounds sterling or £ 30.



! Remember

Sometimes the question booklet may show you the question like this:

The price is £ _____.

You can notice the currency symbol before the gap. So, there is no need to write it again while filling in the answer sheet.

Intervals.

When the speaker tells “from 5 to 12”, you can write the answer like this:

1. 5-12

2. 5 to 12



Part 2.

Reading

2.1 Reading Vocabulary

Vocabulary is a key to solving IELTS Reading exercises. Some people actually tell that the Reading test is the Vocabulary test.

Is it really important? Let us see an example.

For example, Let us analyze the part of the passage:

Testing the effectiveness of any strategy may appear ineffective considering that the most recent ways your company is using can be regarded as one type, while your clients are used to following the other type.

and the question which covers this part of the passage mentioned:

By trying to find the level of effectiveness of one strategy, it can be considered ineffective when:

- A. the new strategy may not seem effective for your clients*
- B. the newly applied strategy does not match the way your customers use*
- C. your company used different types of strategies*
- D. your company has not adapted to its customers*

The correct answer is B. Pay attention to the synonyms shown in the passage and the exercise above and notice how the words are paraphrased.

Passage:	Exercise and Answer:
Testing the effectiveness	Trying to find the level of effectiveness
strategy may appear ineffective	It can be considered ineffective
Your clients	The customers, the clients
Most recent	Newly applied
Your company uses one type, while your customers use the other type	Your new strategy (applied) and the strategy they follow do not match.

From this example you can see that IELTS Reading does not only use your skill of knowing synonyms and words, it also tests your knowledge of how words can be used as different parts of speech (intelligence – intelligent – intelligently). This also confuses many test takers and indicates that they have problems in grammar.

Pay attention to these two sentences:

Sentence 1: Boys with problems showed more hostile themes (physical aggression and anger), whereas girls with problems showed more caring (prosocial) themes.

Sentence 2: Boys and girls with problems covered opposite topics in groups.

These sentences have the same meaning. You cannot find a synonym to the word “opposite”, but you can see two indicators showing this word:

- 1) ‘Whereas’ which shows two opposite ideas;
- 2) ‘hostile’ and ‘caring’ have the opposite meanings.

Exercise 1. Match these words according to their meaning.

1. positive	a. change
2. avoid stereotypes	b. reach targets
3. mind-wandering	c. tell lies
4. apathetic	d. sophisticated
5. prejudiced	e. exactly
6. fail to achieve	f. reproach
7. evolve	g. shun mainstream values
8. precisely	h. indifferent
9. trick	i. cannot accomplish
10. complex	j. welcome
11. attain	k. biased
12. criticise someone for something	l. thinking about the other things

Recommendation: While matching these words (left-right), set a timer and note how much time you spent on this exercise. Generally, pay attention to this table and predict your Reading score (according to this exercise):

Approximate Reading Score	Time spent
8.5 - 9.0	Up to 30 seconds
7.0 - 8.0	30 - 45 seconds
6.0 - 6.5	45 – 90 seconds
Less than 6.0	More than 90 seconds

This table measures the time you spend doing this exercise because the Reading test is actually = Vocabulary + Comprehension + Speed test.

Exercise 2. Choose synonyms.

1. deficient	a. abundance
2. curb	b. related to beauty
3. thriving	c. expect
4. surfeit	d. tackle
5. authentic	e. artificial
6. computer	f. spring
7. aesthetic	g. blame
8. combat	h. blossoming
9. anticipate	i. happening simultaneously
10. condemn	j. exacerbate
11. contaminate	k. persuasive
12. synthetic	l. lacking
13. compelling	m. artificial intelligence
14. stem	n. genuine
15. concurrent	o. limit
16. aggravate	p. create opportunities
17. stampede	r. panic
18. smile on	s. pollute

Exercise 3. Find the locations of the phrases after the text. If you spend more than 3-4 minutes doing this exercise, you need to improve your reading speed. Exercises for improving reading speed will be given in our next books.

The text is taken from the website – www.mini-ielts.com ©

The dollar-a-year man.

A In the early 1930s, folklorist, platform lecturer, college professor and former banker John Avery Lomax was trying to recapture a sense of direction for his life. For two decades he had enjoyed a national reputation for his pioneering work in collecting and studying American folk songs; no less a figure than President Theodore Roosevelt had admired his work, and had written a letter of support for him as he sought grants for his research. He had always dreamed of finding a way of making a living by doing the thing he loved best, collecting folk songs, but he was now beginning to wonder if he would ever realise that dream.

B Lomax wanted to embark on a nationwide collecting project, resulting in as many as four volumes, and ‘complete the rehabilitation of the American folk-song’. Eventually this was modified to where he envisioned a single book tentatively called *American Ballads and Folk Sojigs*, designed to survey the whole field. It called for firsthand field collecting, and would especially focus on the neglected area of black folk music.

C In 1932, Lomax travelled to New York, and stopped in to see a man named H.S. Latham of the Macmillan Company. He informally outlined his plan to Latham, and read him the text of an earthy African American blues ballad called ‘*Ida Red*’. Latham was impressed, and two days later Lomax had a contract, a small check to bind it, and an agreement to deliver the manuscript about one year later. The spring of 1932 began to look more green, lush and full of promise.

D Lomax immediately set to work. He travelled to libraries at Harvard, the Library of Congress, Brown University and elsewhere in order to explore unpublished song collections and to canvas the folk song books published over the past ten years. During his stay in Washington, D.C., Lomax became friendly with Carl Engel, Music Division chief of the Library of Congress. Engel felt that Lomax had the necessary background and energy to someday direct the Archive of Folk Song. Through funds provided by the Council of Learned Societies and the Library of Congress, Lomax ordered a state-of-the-art portable recording machine. More importantly, the Library of Congress agreed to furnish blank records and to lend their name to his collecting; Lomax simply had to agree to deposit the completed records at the Library of Congress. He did so without hesitation. On July 15, 1933, Lomax was appointed an ‘honorary consultant’ for a dollar a year.

E Together with his eighteen-year-old son Alan, he began a great adventure to collect songs for American Ballads and Folk Songs, a task that was to last for many months. Lomax’s library research had reinforced his belief that a dearth of black folk song material existed in printed collections. This fact, along with his early appreciation of African American folk culture, led Lomax to decide that black folk music from rural areas should be the primary focus. This bold determination resulted in the first major trip in the United States to capture black folk music in the field. In order to fulfill their quest, the two men concentrated on sections of the South with a high percentage of blacks. They also pinpointed laboring camps, particularly lumber camps, which employed blacks almost exclusively. But as they went along, prisons and penitentiaries also emerged as a focal point for research.

F The recordings made by the Lomaxes had historical significance. The whole idea of using a phonograph to preserve authentic folk music was still fairly new. Most of John Lomax’s peers were involved in collecting-songs the classic way: taking both words and melody down by hand, asking the singer to perform the song over and over until the collector had ‘caught’ it on paper. John Lomax sensed at once

the limitations of this kind of method, especially when getting songs from African-American singers, whose quarter tones, blue notes and complex timing often frustrated white musicians trying to transcribe them with European notation systems.

G The whole concept of field recordings was, in 1933 and still is today, radically different from the popular notion of recording. Field recordings are not intended as commercial products, but as attempts at cultural preservation. There is no profit motive, nor any desire to make the singer a ‘star’. As have hundreds of folk song collectors after him, John Lomax had to persuade his singers to perform, to explain to them why their songs were important, and to convince the various authorities - the wardens, the trustees, the bureaucrats - that this was serious, worthwhile work. He faced the moral problem of how to safeguard the records and the rights of the singers - a problem he solved in this instance by donating the discs to the Library of Congress. He had to overcome the technical problems involved in recording outside a studio; one always hoped for quiet, with no doors slamming or alarms going off, but it was always a risk. His new state-of-the-art recording machine sported a new microphone designed by NBC, but there were no wind baffles to help reduce the noise when recording outside. Lomax learned how to balance sound, where to place microphones, how to work echoes and walls, and soon was a skilled recordist.

Find locations (1-7) in the passage above:

1. Roosevelt was devoted to the work he did
2. Lomax planned to launch a project
3. Latham was satisfied with the plan which was indirectly given by Lomax
4. one research that strengthened the opinion regarding the disappearance of black folk song



5. the aim to persuade dignities
6. the attempt to protect records and copyright is quite challenging
7. modern machine to record sounds used a new microphone

2.2 True/ False/ Not Given.

IELTS STEP VOLUME 1 BY ACADEMSTAR 2019 © NIJAT GULIYEV
True / False / Not Given exercise is one of the most common Reading exercises.



You need to know these important rules:



1. Statements appear in the same order in the text (The first statement comes first, the second statement is after the first etc).

2. As you know, the Reading test consists of 3 passages (40 questions in total). If this exercise is the first one in the Reading Passage, answers will most probably appear from the beginning to the middle (for the first and second passages) and from the beginning to the end (if these exercises are in the third passage of the Reading test).

Look at this table. You can clearly see that the information given in the statements starts from the beginning (as T/F/NG is the first exercise), so, the answers are in the same order they appear in the passage.

Text	Exercises
Paragraph A.	Exercise 1. True/False/Not Given.
Paragraph B.	Statement 1.
Paragraph C.	Statement 2.
Paragraph D.	Statement 3.

3. Statements consist of the core part and topic part.



What are they? Let us analyze one statement:

The harbour was more vulnerable to sea storms than the other part of the coast.

You should know that the topic of a discussion is a noun or a noun phrase.

However, the core part consists of verbs, adjectives and adverbs.

Here is the analysis of the following statement:

The topic	Harbour and the other part of the coast, storms
The core part	More vulnerable to

Why do we need the core part and the topic?

While trying to find the location of every question in the passage, we need to use topic words. So, we will find the place which discuss harbour, the other part of the coast and storms. As soon as we find it, we can analyze the core part as it helps to find whether our answer is True, False or Not Given:

Does the text show that harbour was more vulnerable to storms? If yes, then the answer is **True**.

Does the text show that harbour was less vulnerable (OR REMEMBER – was as vulnerable by storms as the other part of the coast) by storms? If yes, then the answer is **False**.



Does the text mention the storms, the coastal area and the harbour used in the statement but nothing about providing the comparison of the areas (in terms of being vulnerable to storms)? – If yes, then the answer is **Not Given**.

So, there are **three** main situations:

Harbour is more vulnerable to storms than other areas	Harbour is less vulnerable / as vulnerable to storms than / as other areas	Harbour and other areas are mentioned, but there is no clear comparison.
TRUE	FALSE	NOT GIVEN

In the next book, you will have a chance to see how quantifiers and other tricky words can pose difficulties while trying to find an answer in True/ False and Not Given exercises.

Exercise. Find the correct answer (True/False/ Not given).

Reading Passage	Statement
1. Much of TV time is spent on advertising the goods and commodities that do not appear to be profitable.	TV allocates much of their broadcast on unsuccessful commercials.
2. Play-like behavior of animals might be interpret by their wild nature and absence of other amusement.	Innate wild features and the impossibility to have access to other types of enjoyment are likely to be the most important factors of animal`s playful nature.
3. Specific areas were mentioned in this study, while others that are interrelated were almost ignored.	Study narrowed its focus on several linked areas.
4. The main precursors of pneumonia are fever and jittering, whilst only the latter factor is present in tuberculosis.	Jittering is the preceding factor in tuberculosis.
5. By depriving children of their freedom, we cannot protect them from evil. They feel themselves caged and aim may do something which is prohibited.	Children will most probably act what they want even if they are forbidden.



Part 3.

Writing

Task 1

3.1 Comparisons in Writing Task 1.

Sample sentences are taken from www.reverso.context.net ©

1) Comparing figures.

*The percentage of people living in the UK was 40 % and 45 % in 2000 and 2005, **respectively**.

*Here are **2000 men to 2005 women**.

*Figures were **1000 immigrants to 1001 emigrants**.

*In 2005, there were 5000 people. **The corresponding figure/ respective figure** for 2006 was 4000.

*Between 1920 and 1950, this indicator almost **doubled** (increased twofold/twice) / **tripled** (increased three times/threefold) / **halved** (decreased two times).

2) Showing the position in the list.

*Germany is in UK people`s **top 5 most** visited places.

*Education ranks as the nation's **third leading cause of migration** (around 20 % of people), **surpassed** only by work and health issues.

*By 2000, Italy **had surpassed** Sweden and Norway to become the world's seventh largest economy.

*By 2020, there is a chance that **it will overtake** France and the United Kingdom to become the fifth largest.

*France, the UK, the USA, New Zealand and **Sweden make up the top five** in the table.

3) The part of the whole.

*Lao women **comprise about 51 percent of the population** and 50 percent of the total labour force.

*Women should **compose a minimum of 10% of the managerial-level public officers.**

*Boys **make up about three quarters of all those enrolled.**

*According to the latest statistics, firm donor commitments for 1996 **add up to US\$ 120 million.**

*They **account for over 92 per cent of** private sector workers.

*Farming **takes 80 percent of** fresh water supplies on earth.

3.2 Writing Task 1 General Training – how to give details.

While writing a letter, you have several bullet points which you need to consider. However, you need to be careful and analyze the question stem itself.

For example, pay attention to the following topic:

You have seen an advertisement for a university that needs teachers for English language classes.

Write a letter to the university. In your letter:

- say which advertisement you are answering*
- describe which language levels you want to teach*
- explain why you would fit the requirements for this position.*

Start your letter as follows:

Dear Sir/Madam,

You need to be careful and pay attention to key words given in the topic part first.

Letter type	Formal
How to start and end	Dear Sir/Madam, / To whom it may

	<p>concern (to start)</p> <p>Yours faithfully, / Faithfully yours</p> <p>(to end)</p>
<p>Key words</p>	<p>university advertisement, English language teaching</p>
<p>Bullet point information and how to be detailed</p>	<p>First – clearly explain the type of advert (TV advert, online advert) and specify the platform (for example, Facebook or Twitter)</p> <p>Second = this point is about more specific job conditions (for instance, you want to take elementary level students) and you need to extend your point – have you ever taught such classes?</p> <p>Third – job requirements and your resume. Here you need to focus on your education, qualifications and certificates relating to teaching.</p>
<p>Vocabulary and tone</p>	<p>Tone of the letter should be formal. So, using such words and phrases as “I like this position”, “I love teaching kids” and other informal words, collocations and idioms is inappropriate.</p> <p>You also need to start your letter by showing your purpose clearly:</p> <ol style="list-style-type: none"> 1. I am writing with regards to the job 2. I am writing to apply to your job position which has been recently announced ...



	<p>You need to use work and job application vocabulary:</p> <p>To recruit a person</p> <p>Job application</p> <p>To apply for the position of ...</p> <p>To fit/ a fit between X and Y</p> <p>To match ...</p> <p>A suitable candidate / jobseeker</p> <p>To work at ... (specific place), to work in (general name of institution)</p> <p>To work at Harvard, to work in universities.</p>
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Part 4.

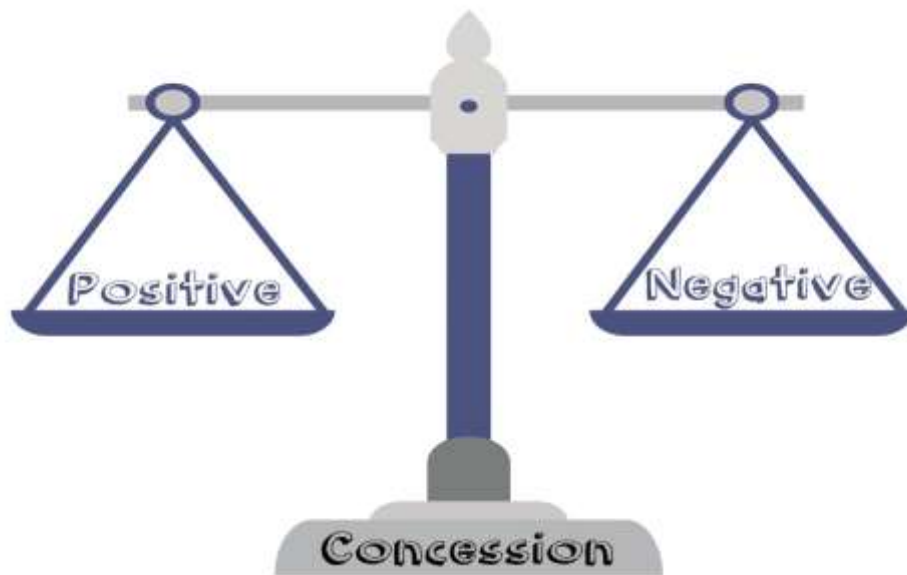
Writing

Task 2

4.1 Concession in Writing Task 2.

What is a concessive clause?

A concessive clause is a clause which consists of two opposite parts and begins with **although** and **even though**.



Although mathematics is difficult, schoolchildren should study it.

This sentence consists of *two opposite parts*:

(Mathematics is difficult) → opposite idea ← (Schoolchildren should study it)



Other examples:

Even though our parents are old, they can work in this factory.

Organization is more important, **although** there are many important factors.

Rule 1. Remember this rule.

Despite, In spite of do not create concession clauses. Know this difference.

<i>Although / Even though</i> + Sentence 1 (Subject + verb)	Sentence 2 (opposite meaning)
<i>Despite / In spite of</i> + Noun (Noun phrase or Gerund)	Sentence 2 (opposite meaning)
Be careful! <i>Despite the fact that</i> + sentence 1, sentence 2 (opposite meaning). Example: Food was transported to our city, despite the fact that it was spoiled.	

Despite their age, my parents can work in this factory.

Although they are old, my parents can work in this factory.

Exception. Remember this exception.

We can also use phrases not sentences after “although”:

1. This resource was rare, although very important.
2. Oil price decreased significantly last year. Fuel price also dropped, although less noticeably.

Comment: Such type of sentences may be useful for Writing Task 1 Academic while comparing different changes.

Question: Can we use *while and whereas* instead of although?

Yes, we can. This can be perfectly seen when we show our position or opinion in the Introduction of Writing Task 2.

Examples:

1. While practical experience appears to be important for many employers, I think that university education are also necessary in order to work.

This sentence shows that the writer believes both experience and theoretical knowledge are important.

2. While there are some drawbacks of playing video games, I believe that benefits outweigh them.

This sentence shows that the writer accepts the disadvantages of playing video games; however, he or she believes that benefits are more important.

However, “while” has three different meanings:

1) two events happening at the same time:

While he was playing the violin, I was preparing for my exam.

2) = although / though / even though

While I understand why she does so, I do not support her decision.

(= Although I understand why she does this, I don't agree with her.)

3) To show contrast, “while” = “whereas” = “but”:

She chooses Biology classes, while I prefer Chemistry.

She chooses Biology classes, whereas I prefer Chemistry.

She chooses Biology classes, but I prefer Chemistry.

! Remember

Yet and Rather also mean “but” – you can see them in academic passages, for example in the Reading test. **Rather also means Instead.**

Examples:

We often overlook the importance of these activists. **Yet**, they often become the pioneers of new revolutions.

The government did not apply this rule. **Rather**, it decided to strengthen the previous policy.

We have understood the types of concession sentences. But why do we need them in Writing Task 2?

Concession clause can be used when you use ONLY when you support one side of the topic and consider the opposite one.

It is very important for IELTS Writing Task 2 – Task Response (one of four criteria of writing which assesses a test taker`s ability to support his or her point and consider the opposite side as well). By using this way, you show the examiner that you already consider the opposite side and this is WRONG or NOT SO TRUE.

Concession sentences:

While I concede / acknowledge / admit / accept that ..., I still believe that
Although it seems ..., I do not think that
Whereas I admit/ concede that ..., the problem is that / I still disagree (agree) that ...

Sample sentences:

While I accept that this theory is acceptable, the new one has more benefits.

Although testing consumers` choices is a good way, giving questionnaires and suggestions is more effective.



Verbs that can show a weaker side of your opinion:

While I	admit X	I think that Y is more important.
Although I	acknowledge X	I believe Y is better.
Even though	accept X	I disagree that ...
	concede X	

4.2 How to give examples.

There are three cases in which examples can be perfectly used.

1) Giving examples in sentences:

Highly-skilled professionals **such as doctors with several years of experience** migrate to big cities in order to achieve better living standards.

2) Specify your argument but do not repeat it:

TV shows may attract people to visit exotic or dangerous places. **A case in point is the Chernobyl series by HBO which was about the nuclear plant disaster in the USSR.** Once viewers watched this miniseries, they decided to visit this place and many tour agencies offered guided tours for them.

We specified the argument - dangerous place - Chernobyl - the nuclear plant disaster- and people visited it after watching TV series.

3) Considering a case scenario:

Applying the same punishment for two different cases of one crime type is inappropriate because of different crime motives and conditions. Sanctioning with the same years of sentence for a woman who murdered someone abusing her and another person who committed the same crime with mercenary intent would be unfair. The motives for both crime acts are different and thus need to be more carefully investigated.

EXAMPLES.

The words and phrases which can be used to show examples:

namely / such as + nouns as examples

This programme contains three sub-goals, namely training, staffing and motivation.

Two advantages are important, namely resilience and vulnerability.

Transformation activities such as refining can emit hazardous pollutants.

They often target specific groups, such as unemployed or illiterate women.

The difference between these phrases:

namely and such as

1.1 Namely = when you want to give exact details or clarify showing specific examples

*We need to get more teachers into the classrooms where they're most needed, **namely in** high poverty areas.*

It has two *distinct dimensions*, **namely** self-insurance and risk transfer.

1.2 Namely+ that + sentence(s)

*I learned an important lesson when I lost my job, **namely that** nothing is a hundred percent guaranteed.*

Their experience underlines an important lesson, **namely that** increased participation in dynamic and new sectors of world trade is critical to successful export performance.

2. Such as = showing specific examples

*The shop specialises in tropical fruits, **such as** pineapples, mangoes and papayas.
(we normally put a comma before such as if we show several examples).*

*Countries **such as** Sweden have a long record of welcoming refugees from all over the world.*

Other phrases to show examples

1. **To take an example**, the International Covenant on Civil and Political Rights does not specify whether its provisions are directly applicable.
2. **A telling example** is the attack of 22 January 2004 on Wadi Saleh, a group of 25 villages inhabited by about 11,000 Fur.
3. Attacks often happen during wars: the control exercised by Indonesia and Australia over that Territory's oil reserves **was a case in point**.
4. The rapid development of Buddhism in 2000 **was an example** of that trend.

These phrases were taken from Cambridge Online Dictionary and www.context.reverso.net websites.

4.3 Discussing writing task 2 topics.

Understanding the given topic is a crucial step of Writing Task 2. In this chapter, we will discuss two common writing task 2 topics which confuse many test takers:

- 1) gender topics.**
- 2) topics in which causes and positive/negative sides may be easily confused.**

Topic 1: Nowadays, most of the girls choose arts, while boys choose science-related subjects.

Why? How to prevent this tendency?

The problem of such topics is that students provide such arguments as “women do not possess analytical thinking or are not good at technical subjects”. This is totally wrong and called “overgeneralization”. Can you claim that all women lack analytical thinking?

Instead, you might offer better arguments:

Reasons:

- 1) the role of the Internet / the mass media - mostly promote girls as future artists and boys as future scientists - through tv series, success stories etc.
- 2) stereotypes formed by previous generations in many societies.

Solutions:

- 1) promote women who are good scientists on TV and the mass media -> influence society and the way children are influenced by their parents.
- 2) organize tests at schools which will identify pupils’ potential and divide them by classes according to their interests and strong sides.

Topic 2: Today many sports people advertise sports products.

Why?

Is it a positive or negative development?

This topic requires that test takers discuss the reasons why sports stars promote sports products and show whether it is good or bad.

Many people confuse the arguments (confuse reasons and results).

Let us show a table which contains possible reasons and possible results:

<p>Reasons: (why do they advertise goods?)</p>	<p>Topic: Sportsmen promote sports equipment</p>	<p>Positive development (what are the positive results of this tendency?)</p>
<p>1. They are more aware of such products.</p>		<p>People will follow famous people`s advice</p>
<p>2. More viewers will watch these advertisements</p>		<p>Companies will boost their sales</p>
		<p>Negative development (what are the negative results of this tendency?)</p>
		<p>May damage celebrities` image if they promote low-quality sports products</p>
	<p>Viewers may be misled and buy low-quality products</p>	

4.4 Good Sentence Structures.

These ten sentence structures are enough to score 7, 8 and 9 in Grammar:

1. While/Whereas/Although + sentence 1, sentence 2 - to show the opposite side:

While using online shopping websites to order products can have some benefits, this option also leads to more significant drawbacks (in outweigh essays!)

2. Using gerunds in the beginning of a sentence:

Providing people with high-paying jobs is one of the key reasons for job satisfaction.

3. Using 'in the sense that'/'meaning that'= which means that':

Cosmos research may prevent possible threats to our planet, meaning that spacecrafts and satellites can determine asteroids and other cosmic bodies which can collide with Earth.

4. Using given (that) = considering that:

Given the problems of big cities, it is not wise to develop suburban regions.

5. Using as and since instead of because:

People live in rural areas because air in such regions is clean.

BUT

People live in rural areas as/since air in such regions is clean.

6. Using "which" which refers to the whole sentence - independent clause:

Companies use many methods to promote products, which can help them increase their sales.

7. Using "with someone doing something" - to show two linked processes happening at the same time:

With salaries increasing, people can achieve better standards of living.



The low cost of airline tickets can be useful for tourists, with local people in many countries earning from tourism.

8. Using "as well as" - Show two aspects together (best for conclusions and introductions) :

Cyberbullying can target individuals as well as companies.

9. Show who can benefit because of what - Thanks to:

Thanks to advanced health care system, even low-income families can cover their medical expenses.

10. To specify - particularly due to/ especially:

The situation of public hospitals has worsened during the year, particularly due to the scarcity of resources and services.

Water rationalization and conservation at all levels is key, especially in irrigation and industrial uses.

4.5 Good and bad arguments, good and bad explanations.

Let us see the examples of good and bad arguments and explanations.

Topic: What are the advantages of watching advertisements on TV and the Internet?

1. Weak Argument:

People watch adverts and it may be interesting. For example, they can enjoy while watching some ads from different companies.

Comment: Why enjoying ads may be good? How do they enjoy? Why do they enjoy some companies` ads?

2. Hidden Argument:

Watching adverts can certainly have some benefits and it is very good that people watch some of them. This may be because some of them inform people about good products and that is why they are worth being watched.

Comment: Isn`t it easier to first mention that they raise awareness about new products which are good and then explain by giving relevant examples of hi-tech?

3. Unclear Argument:

Look at the point 2

4. Irrelevant Argument:

Watching adverts can bring benefits to companies and these companies can develop their businesses, thus opening new branches.

Comment: The question tells about "watching ads" which is related to people. It does not tell about "promoting products" which is related to companies. That is why, the argument is irrelevant.

5. Good argument, poor explanation:

While watching adverts online and on television, viewers may find some products useful. Thus, people will buy them and enjoy the opportunity of having found new items which are very useful for them.

Comment: Very good argument. But do not you feel any gap between the first and second sentences? Yes! You need to explain why some products in adverts are useful! Then show the result.

6. Good argument and wrong explanation:

While watching adverts on different platforms, viewers may find some useful items and services. These items can include different waterproof watches, sunglasses and different gifts. Also, people buy some items from the internet and present gifts.

Comment: Very good argument. But do not you feel that the explanation part does not explain the useful sides of these adverts? The explanation part just covers different item types and shows that people buy them and give as gifts. But it does not explain why watching commercials and online advertisements is useful.

7. Good argument and good explanation:

While watching commercials and online advertisements, viewers may find some useful items and services. These may vary from new kitchen utensils such as automated washing machines for housewives to advanced fitness applications on smartphones for sportsmen. Thus, people may use the products which they have not seen or used before and facilitate their daily activities by using them.

Comment: We introduce the argument, explain why they are useful (providing some explanation based on examples) and show the result. This paragraph also uses good vocabulary (commercials, online advertisements).



Part 5.

Speaking

5.1 Speaking – Should we use idioms?

This is one of the common IELTS problems among many exam candidates. The answer is YES and NO. Let us see why:

Can we use idioms in	Answer:
Part 1	YES. Part 1 is an informal part of the speaking test and you can show your examiner that you can use idioms and informal phrases appropriately.
Part 2	YES AND NO. You can use idioms in Part 2, but you need to focus on the description of some object, place, situation, person or skill which you describe. Idioms should not confuse your listener.
Part 3	NO. This is a formal part of your speaking exam and you need to focus on vocabulary and clear answers to questions.

The other problem of idioms are these:

1. Forced use of idioms.
2. Inappropriate content.



Test takers often try to use as many idioms as possible; however, this is not a right decision. Just know a couple of idioms and use them when you are expected to have questions of such type:

Idiom	Its meaning	When to use
Go bananas (to go bananas when... / to go bananas on...)	Become crazy	When you want to mention something that irritates you or makes you very aggressive. For example, when you are asked about your work or some habits of your friends.
Over the moon (to be over the moon)	Be pleased with	You can use this idiom when you describe something positive (some news which you got) and you was happy.
Full of beans (to be full of beans)	Have a lot of energy	You can mention this idiom when you like something and enjoy some activity (when you really have a lot of energy or enthusiasm)
Point the finger at (to point the finger at someone)	Accuse someone of something	When something bad happens and you accuse someone. It is suitable for unsuccessful and bad events in your life and

		you want to show the one who is responsible for it.
--	--	---

5.2 Part 2 Topic – How to analyze it.

IELTS SPEAKING PART 2



You have 1 minute to prepare and 1-2 minutes to speak. You need to be careful and follow these rules:

1. Speak, speak, speak – do not stop speaking about the object (object, place, person, thing or skill).



2. Give as many details as possible – give extra information, provide comparisons and use emotional adjectives (thrilling, outstanding, appealing, picturesque etc).
3. Mention all bullet points within the first minute of your speech in order not to forget them.
4. Make your plan and do not show that you memorized the answer beforehand (even if you have already prepared it while surfing the Internet).
5. Use stress (focus on specific words in your discussion). For example, if you describe the book you have recently read, you can tell like this – “War and Peace” by Leo Tolstoy, which is a novel and consists of four books (the stress is on the last words).

For example, let`s analyze the following topic:

Describe **an intelligent person you know**.

You should say:

Who this person is

How you know this person

What this **person does**

and explain why you think **this person is intelligent**

Topic	Intelligent person (you must know him/her) – your relative or a celebrity.
Bullet point 1	You need to tell more about this person – his position, the reason why he is popular and intelligent.
Bullet point 2	How do you know him? From books, from videos? Or is he / she your friend

	or relative?
Bullet point 3	Expand the first bullet point - tell more about his/her main achievements and activities (something that makes you consider him/her to be intelligent)
The last point	You can join last two points and show how his activities and achievements make him intelligent.

You need to plan (make some notes and vocabulary that you can use).

Notes: Elon Musk, his current position – workplace, watched his videos and followed him on Twitter, he has great ideas about the migration to Mars.

Vocabulary: spacecraft, avid reader, inspiring ideas, influencer, extraordinary and clever decisions etc.



Part 6.

Grammar

6.1 Creating complex sentences.

Some of these sentences were taken from www.reverso.context.net ©

1. Advanced structures for Writing - Be it ...or...

"Be it ... or" structure = whether it is .. or ... does not matter (regardless of what it is)

Examples:

- *Children should not be strictly punished at school independent of their actions, be it incomplete homework or misbehaviour.
- *Most children in developing countries get involved owing to financial needs, be it for survival or for consumer goods.
- *Non-traditional donors should contribute whatever assistance they can, be it technical expertise, material resources or funding.
- *Only such consideration would open the way to assess the issue of substantiation, be it for purposes of admissibility or merits.

2. Thereby + gerund = as a result doing

- *I will help her do this work, thereby promoting our company.
- *He retired to the island of Sardinia, while the French despoiled Piedmont, thereby adding fuel to the resentment rapidly growing against them in every part of Europe.



*The Arab astronomers measured a degree on the plains of Mesopotamia, thereby deducing a fair approximation to the size of the earth.

3. with + noun + doing something ---> We use it when two actions happen at the same time.

1. Demand for these flat has grown, with rented houses becoming very popular.
2. Governmental agencies may help reduce inflation, with companies expanding their operations.
3. The increasingly global character of publishing has caused editors to be pulled in many different directions at once, with authors in multiple countries making competing demands.

taking into account, bearing in mind, given, considering, in view of the = taking into consideration.

Such reforestation obviously has immense economic benefits given the limited natural availability of freshwater in SIDS.

I knew it was ethically and emotionally dicey given your relationship with Natalie.

! Remember

Given + noun/ noun phrase, sentence

Given that + sentence, sentence

Examples:

Given the influence of rich countries, most international projects will be supported by them.



Given that rich countries are influential, most international projects will be supported by them.

Advanced Participle use

Pronoun + participle

It's more **likely than him being** an actual honest-to-god psychic.

Mickey was right about **him being** a high-end art collector.

I never noticed **him being** introverted.

The initiative for changes in the rules of procedure had come from countries which were associate members of the regional commissions, **many of them being** Non-Self-Governing Territories.

whether ... or

Registers manage the identity and structure of something of interest, whether it is businesses, addresses, data products or classifications.

rather than !! do rather than play or do rather than playing

It emphasizes articulated rather than isolated actions.



IELTS STEP VOLUME 1 BY ACADEMSTAR 2019 © NIJAT GULIYEV
Improved governance means that bureaucratic procedures help ensure fairness rather than enrich officials.

Developed countries should make their own accountability a priority rather than leaving it to NGOs.

as well as

All those applications had operational as well as commercial potential.

This court has awarded financial compensation for real as well as for moral damages.

It should be pursued globally and regionally, as well as domestically.

in the face of = to specify “by whom”.

Domestic peace, which engenders public security in the face of the threats of poverty and ignorance, is a precondition for a harmonious relationship between the nations.

in other words, that is to say, it is because, it happens as, to put it another way (to put it another way, in other words, that is to say mean – by using different words) ... – to explain your argument



1. They have to be supplemented with quality, efficiency and relevance in the educational system, **that is to say**, they have to be imbued with an intercultural way.
2. The saddest aspect of mankind's need to believe in a God, or **to put it another way**, a purpose greater than this life, is that it makes this life meaningless.

to show purpose - for the purpose of, with this intention, in order to + noun/noun phrase, in order that + sentence

The steering group has been organized **with the purpose of** ensuring management anchorage and commitment in the implementation process.

Developing countries need to increase their own efforts to build S&T capacity **in order that** they can absorb the new and emerging technologies.

Lebanon was awaiting material assistance from friendly countries **in order to** implement substitution programmes.

The Cayman Islands Stock Exchange began operating in 1997 **with the intention of** attracting overseas clients.

The Is ... / One of ... is

The + structure + is + noun

Or The + structure + is + that + sentence

The main advantage of this term is that it can develop your knowledge.



The main advantage of this term is its reliability.

One main reason (or One of the main reasons) is that it can help to understand it.

Compared to X, Y / Unlike X, Y / In comparison with X, Y / Like X, Y /

Compared to people, robots can do tasks easier.

Like my teacher, I try to solve tasks differently.

!! Be careful with Likewise and Similarly,

I like this colour. Likewise/Similarly, my father also chooses it.

!! Be careful with In/By contrast,

His family is rich. In contrast, our family has financial problems.



6.2 Subject-verb Agreement.

You need to know some rules in order to avoid mistakes.

1. A number/ The number:

!! Rule:

A number of + countable noun + plural verb

The number of + countable noun + singular verb

A number of people enjoy this activity.

The number of people takes this test.

2. A/the amount:

A/the amount + uncountable noun + singular verb



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The amount of data provided by our university is important.

3. Each/every + singular verb.

Each person/ Every student prepares for this exam.

4. Conjunctions:

Both X and Y + plural verb (X and Y may be singular or plural)

Either X or Y + singular verb (X and Y are singular)

Neither X nor Y + singular verb (X and Y are singular)

Note:

Either ... or and neither ... nor agree with the last noun/noun phrase:

Either my father or my mother knows this subject.

Either my brother or my parents know this problem.

5. Fractions depend on the noun:

80 % of information is stored here.

80 % of people enjoy this vacation.

The percentage/ the proportion of women was high.

Note: A proportion is often used with plural verbs.

6. Singular nouns after gerunds:

Storing information is important.



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Listening to podcasts is very useful for your education.

**Note: It does not matter which noun (singular or plural) is used after gerunds.
In any case you should use a singular verb.**

7. along with, besides, together with, as well as:

The problem it faced was economic, as well as social.

The government, together with its structures, made a new economic policy.

Part 7.

Vocabulary

7.1 Topic: Advertising-Advertisement

Word or collocation	Meaning	Example
Eye-catching / appealing	Attractive	Eye-catching banners for people
Appalling /Irritating	causing shock or dismay; horrific	Appalling advertising
Advertise	to make something known in order to sell it	To advertise goods or commodities
To put / place	to move something ne into the stated place	To put / place advertisements on TV (radio) / to put commercials on TV
Goods/ Commodities	items for sale	To promote goods or commodities / Soft goods/commodity production

Advertising/ Online advertisement	the business of trying to persuade people to buy products or services	Email advertising / telephone advertising/ Advertising agency
Flyer/ Billboard/ Banner	Piece of paper with information on it about a product or event	Distribute/hand out/pass out flyers/ Billboard advertising
Mouth-to-mouth marketing	Word-of-mouth advertisement	
Videos / trailers	A series of extracts from a film	Terrific trailers for mediocre movies
Product placement	Place ads on films	An early example of product placement is in the 1949 movie Gun Crazy
Celebrity endorsement	When famous people advertise goods	To endorse various products (many celebrities endorse activities)
To sponsor events	to support organization, or activity by giving money.	To sponsor big sporting events Sponsorship of tobacco
Overnight	Immediately	To become popular overnight
Brand	a type of product made by a particular company	Brand popularity / brand awareness / brand recognition
Discontent	Fulfillment	express discontent with the administration.
Satisfied / Dissatisfied customers	Customers showing content / discontent	Yes, we have dissatisfied customers like any business.

Platforms	Internet, TV, radio advertisement	To use different platforms to advertise goods
Ad blocking / ad removal	prevent advertisements from being displayed on a screen of a computer	Apply ad-blocking software
To restore or break trust	Won't be trusted anymore	To restore or break trust between advertisers and consumers
Target audience / target (=focus) group	group of people to which an advertisement or product directed:	to reach a target audience of consumers
To make people look the same / make people similar	With the same appearance	He likes people similar to himself and does not trust those who are different.

7.2 Topic: Crime

Prevalent	happening very often	Crime is prevalent
criminal act	an act harmful not only to some individual but also to a community	It was not permitted in the case of a juvenile perpetrator of a criminal act.
crime rate, crime level	number of crimes recorded in a particular area	The high crime rate affected their development efforts and threatened internal security.
Armed police	police who have guns/ police officers carrying guns	
law enforcement	activity of compelling observance of or compliance with the law.	law enforcement agencies

Crime deterrent	A thing that is intended to discourage someone from doing something.	The public wished to retain the death penalty as a crime deterrent
deter	put you off doing crime	To deter crime, mobile squads patrolled other settlements and surrounding areas.
Hardened criminal	those who did many criminal acts	Hardened criminal turned pillar of the community.
Retrain	to teach someone a new skill	To retrain criminals after imprisonment
Imprisonment/ To imprison	Keeping in prison/ to put someone behind bars	Life imprisonment
Rehabilitation courses	Courses where the process of returning to a healthy or good way of life take place	criminals rehabilitate or pass rehabilitation courses
Reintegrate	Re join/come back	To reintegrate back into society
Criminals	law-breaking persons	these men are dangerous criminals
law-abiding	Obedient to the laws of society	a law-abiding citizen'
Abide	Accept or act in accordance with(law)	Abide the law
To mimic aggressive behavior	to copy violent actions	
Peer pressure	the strong influence of a group, especially of children	his behaviour was affected by drink and peer pressure
Domestic abuse	Abuse(violence) by	Many cases of domestic abuse

	one person against another in a domestic setting	start during pregnancy.
motive for	A reason for doing something	Peer pressure or domestic abuse (violence) are the motives for crime
Women abuse/ child abuse	Physical maltreatment or sexual molestation of a women/child.	the campaign urges action over a sickening report on child abuse
Capital punishment	Execution/penalty death or death penalty	the abolition of capital punishment
Execute criminals	kill	Our side doesn't execute criminals.
Life sentence	life imprisonment	
to be sentenced for	say officially what a punishment will be	to be sentenced for 5,6, 20 years
Corporal punishment	Beating / Physical punishment	Boys are the primary victims of corporal punishment
Guilty or innocent person	Deserving punishment/faultless	a man innocent of war's cruelties
A harsh / strict / severe punishment	to punish strict	the charges would have warranted a severe sentence
Lenient / soft punishment	more merciful or tolerant punishment	When those convicted are let off with lenient sentences what do people expect?
Detention	to stay at school after lessons	teachers were divided as to the effectiveness of detention
To give lines	write on a board something several times	

To scold /scolding someone	Reprimand/rebuke	His mother scolded him for breaking her favourite vase
to objugate	an angry reprimand	the old man objurgated his son
Isolate	to keep someone apart from others seclude/separate	a country which is isolated from the rest of the world
Non-custodial sentence	when your sentence is not in prison	As an alternative to prison the judge may choose to give a non-custodial sentence.
Major/House arrest	To keep as a prisoner in one's own house	he was placed under house arrest
Juvenile delinquency/ teenage crime / young offenders	criminal acts by a young person	'There is a general upsurge in juvenile delinquency
Community work	to do community service instead of prison	Although community work existed as an alternative to imprisonment, it could not be imposed without the consent of the convicted person.
Jail sentence	inprisonment/ to put someone behind bars	What you've done carries a jail sentence.
serious or minor/petty crime (or offence)	Severe /easy	Murder is the most serious crime known to law.
To pass a sentence	Verdict/impose a sentence	No court in Ireland may pass a sentence of capital punishment.
to arrest suspect (an then criminal)	The one who is under suspicion/doubt	Locate the vehicle and arrest suspect.

To convict of crime	to prove that someone is guilty	the theives were convicted of the robbery
Robbery	The action of taking property unlawfully from a person	he was involved in drugs, extortion(blackmail), and robbery
Crime/criminal record	report showing a person`s criminal background (past arrests)	Having a criminal record in some cases prevented a person acquiring French nationality.
To abandon prisons altogether	to set all prisoners free	

7.3 Topic: Gender equality

Gender equality	Gender equality requires equal enjoyment by women and men of socially-valued goods, opportunities, resources and rewards	legislation that reflected the principles of gender equality/ to impose fines on gender inequality
Privilege	A special right, advantage	Men and women enjoy the same privileges/rights
equal opportunities	Same chance	gender equality refers to equal access to social goods, services and resources and equal opportunities

social goods	Social benefits	The pursuit of social goods should not be separated from the management of public expenditures.
disadvantaged (women)	Socially unprotected	it is women that are more likely to be disadvantaged
put (smb)under pressure	To subject pressure(enforcement)	societal norms regarding the appropriate behaviour for men tend to put them under pressure as regards
Appropriate behaviour	Good conduct	Appropriate behaviour of personnel should receive high priority.
provide materially	Offer material assistance	the need to provide materially for their family, and also deny them opportunities of being more nurturing towards their children and wife.
deny (smb) opportunities	Make it impossible/deprive	the need to provide materially for their family, and also deny them opportunities of being more nurturing towards their children and wife.
Nurturing	Care/concern	Children are still the most vulnerable members of society, and they demand our protection, nurturing and support.
Changes must be brought about	Changes should be achieved	gender equality is the concern of all and changes must be brought about for both men and women

equally affected by	Equally(in the same degree) influenced by	this is not to say that men and women are equally affected by gender inequality
greater share	A higher proportion	It remains true that women have the greater share of disadvantages
Accommodation	Alignment/harmonization	Women and men have different needs and experiences and accommodation should be made for these differences.
equal access	Same/fair access	giving boys and girls equal access to all the courses offered in a school may not result in girls taking advantage of this opportunity
Predominantly	Mostly/primarily	some courses at schools are predominantly filled with male students
process of being fair	Same treatment	Gender equity is the process of being fair to women and men
Take into consideration	Keep in mind	different life experiences and needs of men and women are taken into consideration
redress inequality	eliminate inequality	redress this inequality
Imply	Mean/suggest	Gender equity implies fairness in the way women and men are treated.

7.4 Topic: Famous people

Celebrity / to become celebrity	famous person/ famous personality	It is easy to see why some celebrities change their name when fame beckons.
Overnight	very fast	To become popular overnight
In the public eye	in the eye of public	You know, guys like to be in the public eye.
Fame	Glory	New-found fame and popularity
Ill-famed / well-famed	The state of being held in low/high esteem by the public	Ill-famed / well-famed person
World-famous / renowned artist	internationally known	During summer, breakfast is served on the terrace, overlooking the world-famous Trevi Fountain.

Overindulge	Have too much of something enjoyable, especially food or drink	To overindulge in alcohol, drugs and tobacco
To be an idol / a cult	A person or thing that is greatly admired, loved, or revered	a soccer idol
The cult of personality / to make a cult of something	Idealize	It's like we started out wanting to make a documentary on cults.
Idolize	Worship blindly/adore	Fans idolize their cult-figure/cult-hero
To gain / lose popularity and respect	Become popular/less popular	To gain popularity you have to inform potential consumers about yourself.
Bystander	Witness/spectator	Bystanders can easily recognize celebrities when they appear in public
Public condemn	Express complete disapproval of; censure	people constantly judge celebrities (tabloids, magazines, the press condemn celebrities, their actions or habits)
Gossip	Spread rumors(doubtful truth)	Gossips about celebrities
lack of private life	Deficiency of solitude	Celebrities have a lack of private life / no privacy
lead lives of normal people	To live like normal people	Celebrities cannot lead lives of normal people
Instant celebrities	for a short time	Stephen Hawking wrote an unlikely but sensational bestseller

		and became an instant celebrity.
Stalking	the crime of illegally following and watching someone over a period of time	Celebrities experience a problem of stalking (some people harass them by phone, follow them
Absence of private life / have issues with paparazzi / impossibility to travel	No private life/ the photographers who follow famous people everywhere/inability	the paparazzi responded by flashing their cameras frantically.
Treatment	Medical care	Celebrities get special treatment whenever they want/ celebrities are rich, wealthy, affluent
Affluent	Rich/having a lot of money	Some have argued that ethical food is a sign of an affluent society with a lot of time
To be obsessed with	too interested in or worried about something/someone	Fans and followers adore you, some may even be obsessed with them and harass
Harass	to continue to annoy or upset someone over a period of time	She complained of being harassed by the press.
Scrutinize	to examine something very carefully in order to discover information	It is a nerve wracking experience to scrutinize everyone who comes to their life
Followers and fans copy / mimick their	Act the same way	Some of the younger pop bands try to imitate their musical heroes from the past.



behavior / follow their lifestyle / copy their bad habits / imitate their lifestyle		
A-list parties	used for describing parties where the most famous people participate	Celebrities participate in A-list parties / they are top performers

Special thanks to Oxford, Cambridge online dictionaries for their definitions.

Part 8.

Feedback

samples

8.1 Feedback sample on Writing Task 2 Paragraph.

Let's talk about Writing Task 2 Criteria – Task Response and Coherence & Cohesion (generally, there are 4 – two others are Lexical Resource – Vocabulary and Grammatical Range and Accuracy).

One of my online students has sent me the essay which contained one problem with the structure used. Here is the body paragraph for the essay (the central paragraph after introduction)*:



Topic: People today rely on advertisements of different companies while buying products. Do you agree or disagree?

Body Paragraph 1: First and foremost, consumers should not rely on advertisements because they may be misleading. That is to say, online and tv adverts may exaggerate the real qualities of products and people may be dissatisfied after purchasing such items. Also, even if they are catchy and attractive, they are confusing potential customers. For example, the toothpaste produced last year in our country, promised its buyers whiter teeth or money-back guarantee in case of no change in teeth colour. However, poor customer review and many of those who required the refund led the company to become bankrupt and led to people losing their trust in toothpaste advertisements.

***As you know IELTS essays have the following structure:**

Introduction – introduce the topic and your position

Body paragraphs (2-3 paragraphs) – specify your answer and clarify your position

Conclusion – Summarize your position and show the result of it.

8.2 Can you see the problem of the previous paragraph?

IELTS Writing Criterion	Problems
Task Response	<p>1. The paragraph wrongly answers this question. The topic is about “Do you agree that people rely on advertisements?”. However, you answered the question “should or should not rely”, which is wrong.</p> <p>2. The example does not perfectly explain how customers became dissatisfied: it promised whiter teeth but why did it get</p>

	<p>bad reviews? You need to mention that the toothpaste was not as effective as it was promised.</p>
<p>Coherence and Cohesion</p>	<p>1. The last sentence of a paragraph is quite confusing. It refers to “company becoming bankrupt” and “people losing their trust in toothpaste advertisements”. Why? This part is unnecessary – do we need to mention companies and their financial situation? It confuses a reader. Instead, our purpose is to show that these catchy ads make people confused and, as a result, dissatisfied, which leads to them losing trust in companies and ads.</p> <p>2. “First and Foremost” – it is quite acceptable to use this linker if you mention the first and the main argument. Be careful while using this linking device!</p> <p>3. Overuse of linkers. If you pay attention, every sentence starts with a linker, which is quite negative. For example, there is no need to use “That is to say” in the second sentence. “Also” could be used in the middle of the third sentence.</p> <p>One recommendation: You can use many different linkers to show an example: “For example” is the most popular one, while you can use “For instance” or “X is a very good example of ...” and many other structures that will be discussed in our next book.</p>



IN THE NEXT BOOK:

- ✓ *How to do matching statements in the Reading test?*
- ✓ *How to cope with your stress?*
- ✓ ****Exclusive**** *Computer-delivered IELTS and new Listening question types*



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✓ *****Exclusive***** *Process chart Vocabulary*

✓ *****Exclusive***** *Defining different types of letters in General Writing Task 1*

✓ *How to impress an examiner during the Speaking test?*

✓ *Outweigh essays – how to show what outweighs?*

✓ *What is distancing and how to write `Discuss both views and give your opinion` essays?*