

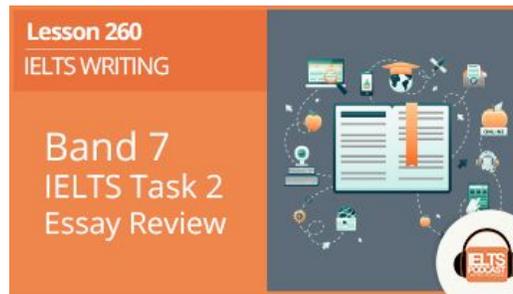
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**Female Voice:** You are now listening to the IELTS podcast. Learn from tutors and ex-examiners who are masters of IELTS preparation. Your host, Ben Worthington.

**Ben:** IELTS Writing Task 2: Band 7 Essay Review. Hello, there. In this tutorial, we are going to review an IELTS essay graded at around band 7, 7.5. This essay has been graded by an ex-IELTS examiner from our team of essay correctors. In this essay, each of the criteria has been reviewed.

So, we're going to look at grammatical range and accuracy, cohesion and coherence, lexical resource, and of course, task response. With this tutorial, you're going to understand how an essay gets a band 7 or probably better to say this tutorial will help you to understand how an essay gets a band 7, what sentence structure and language is needed for a band 7, and how you can link ideas smoothly.

This question is about immigration. Let's jump in. Here's the question. So, you might want to pause the recording and jot down a few ideas especially if getting ideas is a challenge for you. As we've said before, this is almost like a muscle. The more you use it, the stronger it will get. So, the more times you start thinking of ideas then the better at this task you will be able to get.



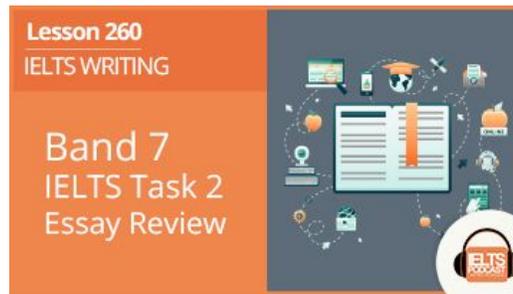
If your mind just goes blank then jump online and start researching about the topic. Pick up the keywords from the question and start researching. Anyway, let's jump into it.

“At the present time, the population of some countries includes a relatively large number of young adults compared with the number of older people. Do the advantages of this situation outweigh the disadvantages?” Interesting. Hopefully, you'll be able to jot down some ideas and depending on how well you are-- how good your preparation is going or how well you can tackle this, hopefully, you'll be able to drop these ideas into a paragraph structure.

If you cannot do that, don't worry. You can have a look at the online course and we've got a very straight forward easy to follow tutorial that helps you drop your ideas into strong coherent paragraphs. Let's jump into the introduction of this essay. It starts off really well because it's paraphrasing the question. Let me say.

“It is well known that some countries have a population with more young people than old people.” Not a bad start. Good for task response. Even this-- the next sentence sorry. “Even this fact could have both advantages and disadvantages...” Now, there's a bit of-- the student puts a comma in and then he says-- the student continues to say, “...In my opinion, the positive implications of having a youthful population overweigh the negative ones.”

Right, so there's a few issues there. The first one we have used 'even' incorrectly, so that needs to be reviewed. If the student were working with us in the online course or just getting their



essays back, I would strongly suggest that they jump online, review the rule, write out some phrases, and test-- and in the next essay try and squeeze in that phrase and see if they've used it correctly. Getting feedback is just the fastest way to improve.

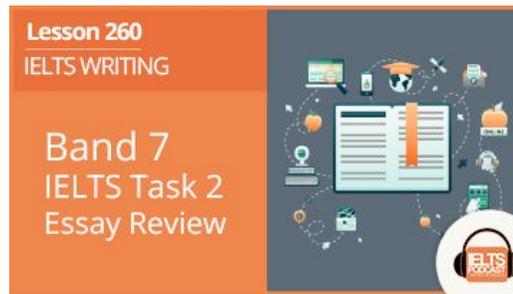
So anyway, here the student has used it incorrectly. Then we've got that punctuation problem. We've got the comma and then he says in and we've started in with a capital 'i'. So, that's going to be probably a negative point-- a negative aspect regarding grammatical range and accuracy.

Now, the next one hopefully, you spotted it was "...having a youthful population overweigh the negative ones." We don't say overweigh, we say outweigh. However, regarding task response, this is not a bad sentence at all because we've got the opinion stated quite clearly.

Next sentence, "This essay will discuss the advantages and disadvantages giving examples to support both point of view." Two issues there. One is an improvement and one is a correction. The first one: advantages and disadvantages. Well, we've used these phrases already earlier in the sentence-- earlier in the introduction and I think whether in the question-- let's see.

Let me just go back. Yes, we've got the questions-- we've got the-- what do you call it? Those terms in the question already, so we cannot pick up points if the terms are already in the question. So, lexical resource: it's good if we can vary the vocabulary.

The final point and I'm constantly saying this to students and I see it a lot, but this sentence, I will say it again. "This essay will discuss the advantages and disadvantages giving examples to



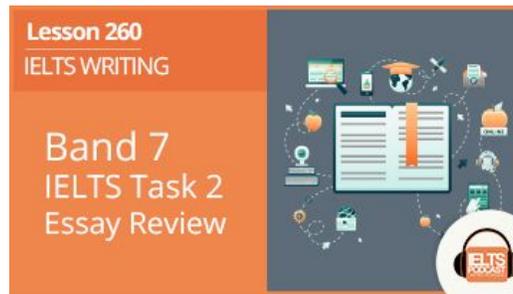
support both points of view. Well, there's a small grammar point where it said both 'points'. It should be, but the student wrote both 'point' of view.

Anyway, what I want to mention here is this is an empty sentence. I can put this sentence into an essay, an advantage and disadvantage essay. I can put this into an advantage and disadvantage essay about climate change, about nuclear power, about crime, about education, about anything and I don't believe this is a good use of your words.

Let's make this sentence unique to the topic and pick up points for lexical resource instead of missing opportunities for lexical resource like we just have done. The next sentence is an appropriate phrase to introduce your first body paragraph and it's quite a common phrase as well.

So, we have, "On one hand, having more younger people could lead to a lack of professionals in the society." Good. Not only is this good for cohesion and coherence, the on one hand, but it's also a good organization of the paragraph because we've immediately recognized that we are going to look at the disadvantages of having younger people in the society.

Here's just a bonus point for more advanced writers, but we didn't say could lead to disadvantages in the-- sorry. "Having more younger people could lead to a lack of professionals in the society." So, what we've done here is we've used a negative verb which I've talked about before instead of a negative construction.



A negative verb was a lack of professionals. So, if we wanted to convert that into a negative construction, we would say, "...could lead to not enough professionals in the society." Saying it with let's say in the same-- with less words is more concise, more succinct. Let's move on.

"Older population may be more educated than the young one." Small error there. We need an article at the beginning. "An older population may be more educated than a younger one as well," if we wanted to really improve the vocabulary.

"This is being why they have had more time to study a professional career during their lives." What should we have used instead? We should have used, "This is because they have had more time to study a professional career in the..." and then we've got a small grammar issue. It should be lives with a 'v' not with an 'f'.

Next point and this is a very appropriate, a very easy-to-use phrase to introduce an example. Sometimes I see students writing to exemplify, but this kind of-- those kinds of terms we do not use in English. They are present in the English language, but they are not very common. They are not very commonly used by native English speakers.

The most common phrase is for example. This is an appropriate, clear way to introduce your example. Also, this will help you with your task response because it's a good idea to include this example to build up your point or to prove your point. So, let's read the phrase.

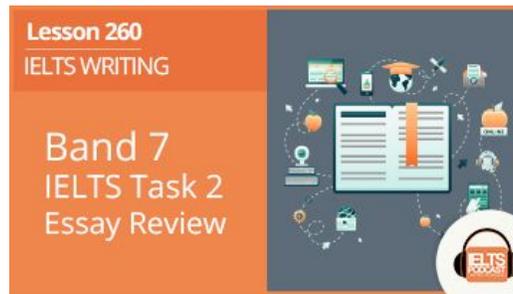


“For example, to become a specialist physician it is needed at least 10 years of university studies and this may not be able for a young adult yet.” Some issues with sentence structure here, okay? I can still grasp the meaning of the sentence. However, the sentence structure could be improved vastly.

One possible alternative would be, “Specialist physicians require at least...” Where is it? “...require at least 10 years of university studies and young adults have not yet had time to accumulate this knowledge,” for example. With that phrase, we've got some higher level grammar structures.

Next phrase, “In addition, a younger population have less life experience than older population.” So, here we could have used a comparative structure. “In addition, younger populations have less life experience than older populations.” So, if this student were working with me, I would say look, go back and really study in depth the use of comparisons. Comparisons is a very useful structure to master, not just to learn but to master inside out back to front and the reason is because comparisons are key for your academic task 1 as well.

People-- next phrase, “People after their 50s have been through a lot in life and they may be more prepared to solve any day life problems than younger.” So, the advanced students here would probably identify a lot of issues here, okay? Quite a lot of issues. In fact, I definitely wouldn't say this is 7.5. I'd put this lower, at the lower end. Anyway, let's jump into this, but I think I'd probably mark it down because I'm a bit of a pessimist and I would prefer students to

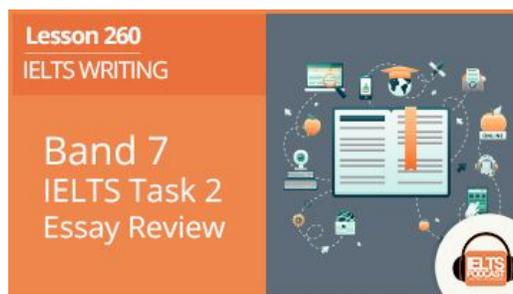


be over-prepared before they risk the exam fee than going in there and just scraping a 7. I'd rather they be going in much more confident and much more prepared at a much higher level.

Anyway, let's jump into this one. So, let's see. Well, first of all, we have the wrong phrase. People 'after' their 50s obviously should be people 'over' their 50s. It could be a little bit informal. "They may be more prepared to solve any day life problems than youngsters," or "...have been through a lot in life..." Sorry, this is the phrase. "...may have been through a lot in life."

Although it does sound natural, it could be interpreted as being a little bit informal. If we wanted to improve this to make it a little bit more academic, we could say, "People over their 50s may have experienced a considerably..." I don't know. Let's see. "...may have experienced life at a deeper level," no. "...may have been through a lot of life-- may have experienced life in more depth..." is probably slightly more academic there.

Next one, "...and may be prepared to solve any day life problems." We don't usually say 'day life'. We can say, "...daily life problems than youngsters." I wouldn't include youngsters either. I'd say than young adults. "This could help to form a less stressful society. Lastly, younger populations are likely to have a higher rate of crime. This could be because young people have more energy to commit than-- to commit crime than old people."



I would have changed old people to elderly, "...than the elderly." It just sounds a little bit more polite than old. What's good again here is we've got another example from the student. "A study from the University of Chile showed that in the south of Chile where the population is mostly young..." excellent phrase there and it's an excellent use of a relative clause: where the population is mostly young. So, that's points.

"The rate of robs..." 'To rob' is a verb and the noun that we needed in this phrase was robbery. So, "The rate of robbery and crimes were twice higher than in the north where..." "...were two times higher or twice as higher than in the north where most of the population were in..." It's not 'were on' instead, that's a shame. "...were in their 50s and older." Okay, let's move on.

So, in this review, the examiner hasn't picked up on every single point. They've picked up on certain sentences that just help the student get an insight into what scores points and what loses points. Next paragraph.

The next one they started with a very suitable phrase and also it's extremely suitable because it not only helps with cohesion and coherence, but it also helps with task response. Bear in mind that the first paragraph was "On one hand..." So hopefully, you've guessed the second-- how the second paragraph has started.

On the other hand, yes? "On the other hand, youthful populations are in general more active and more happy. This may be because they have less old age-associated illness leading them to



work more and maintain themselves more actively.” The student wrote maintain themself with an 'f' more actively, which is obviously wrong.

So, “This may be because...” This is a smooth use of referencing a link to the previous sentence and this helps with cohesion and coherence. Next one, the final part of the sentence. Even if it were grammatically correct, it doesn't sound natural. It sounds a bit odd. “...leading them to work more and maintain themselves more actively.” We wouldn't usually phrase it like that, okay?

I won't give you the-- yes, I will give you the correction. “This may be because they have less old age-associated illnesses...” should be because it's all plural; consistency. “...leading them to work more and maintain themselves better. Adding to the fact that healthy people can work more efficiently with this, they can contribute to the economy of the country making money instead of spending.”

‘Instead of spending it’ is the grammatically correct phrase there, the grammatically correct way of expressing it. “For instance, it is a fact that all societies spend a lot of money in health...” ‘on’ health “..for their old citizens.” The examiner wrote that it could have sounded a little bit more natural here and the suggestion put forth-- put forward by the examiner is-- and this would boost your lexical resource score as well would be, “For instance, it is a fact that all societies spend a lot more on health care for their senior citizens.”

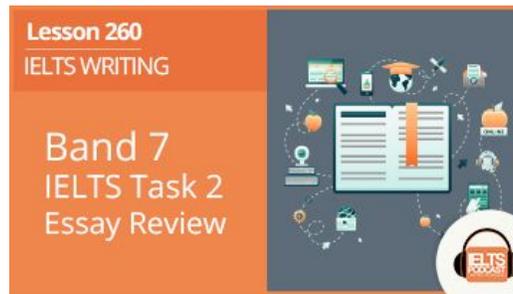


Can you hear the difference? “...in healthcare for their old citizens...” Sorry, “...in health--spend a lot more money on health for their old citizens or spend a lot more money on healthcare for their senior citizens.” Now, this is the difference between band scores and topic-specific vocabulary and standard vocabulary.

Next sentence, “Another positive impact of having young adult populations is that there are more chances of having outstanding sports professionals.” Interesting. “Young people have more time and more energy than old people to practice and become an excellent sports professional. In soccer, most of the players retire from their soccer career when they turn 30 years old.”

Okay, good. So, we've got a natural use of vocabulary when we said when they turn 30 years old. Okay, so that fragment there just helped the student considerably. Unfortunately, there were a few grammar errors that I corrected while I was reading and the examiner picked up on these. For example, the student wrote, “In soccer, most of the plays...” didn't spell it with an 'r' “...retires from their soccer career...” when really it should be players retire. So, we put a third person singular 's' on the verb retire which obviously shouldn't be there.

Final sentence, “And last but not least...” This perhaps could be argued as a little informal, but it is a natural use of the term. I would personally avoid this. I don't personally like adding extra



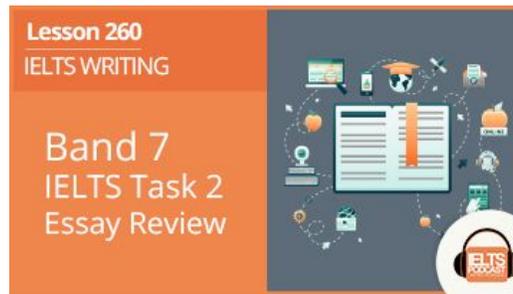
words where they are not necessary. I prefer to write more succinctly and I train students to write in that way, more concise.

Anyway, “And last but not least, young societies are more likely to have outdoor activities for the community. This could be because they are more proactive in organizing...” okay? We've got a preposition there, so the verb after a preposition, in this case, 'in' should be in gerund form. “...proactive in organizing those activities and also more likely to participate in them. Old people may be too tired to go out.”

So, once again, we've got the term old people which could be a little bit informal. It's better to use senior citizens, the elderly, we could even say-- what's the term now? Third-age people or people of the third age or the grey market if you're talking about more like in economic terms. So, plenty of room to improve.

Moving on to the conclusion. So, as you've probably noticed, this is a four-paragraph model and the conclusion starts with a very appropriate way to begin the final paragraph: 'to conclude'. Quite straight forward and this would help with the organization of the essay as well.

"To conclude, with the arguments given above, I firmly believe..." Task response: once again is not a bad idea to explain your position clearly. "...I firmly believe that the advantages of a youthful population overweigh..." Once again, we've got the repetition, we've got the spelling



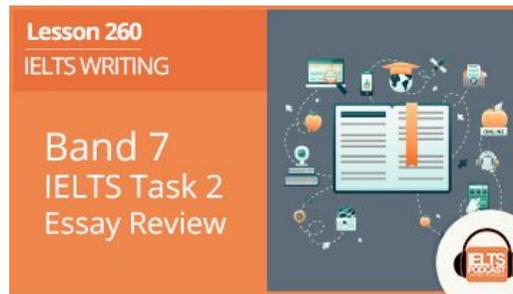
mistakes here as well although obviously, you couldn't hear them and we've got the same error made as before. Instead of outweigh, the student used outweigh-- outweigh, sorry.

Final sentence, "...even though there are some positive aspects of having an older population that we should consider." Didn't really end that smoothly either. Right, if you have found this tutorial useful and you want to improve and maybe even get your essay analyzed at this level because it's a very similar way as we do the corrections, what you've just heard.

We go through the student's essay, your essay and we'll say okay, David. We don't usually use these phrases. We use these phrases instead. Or well done, David. This will help your task response score because you stated your opinion and clearly. We don't give you a written one. We have native English speakers, ex-IELTS examiners correcting your work, giving you feedback exactly like-- not exactly like this, but very similar to this way.

So, yes. As I said, we're seeing students improving every day. We're seeing them getting ideas and we're seeing them just writing better and improving the essay writing skills. That's everything from me today. If you would like more help with your IELTS preparation, then please get in contact. Have a look at the online course. Also, there's just a few things that I would like you to consider before we finish.

The first one, if you've got a friend who's struggling with IELTS, send them a link and get them listening to this podcast and hopefully, we can reverse the situation, reverse their plight.



Secondly, if you need more assistance, don't hesitate to get in contact. Send us an email [ben@ieltspodcast.com](mailto:ben@ieltspodcast.com) Tell us what you're struggling with. We'd love to reply.

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