

IELTS WRITING TASK 2

THE ULTIMATE GUIDE WITH PRACTICE
TO GET A TARGET BAND SCORE OF
8.0+ IN **10** MINUTES A DAY



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RACHEL MITCHELL



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IELTS Writing Task 2

The Ultimate Guide with Practice to Get a Target Band Score of 8.0+ In 10 Minutes a Day

-- By Rachel Mitchell --

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INTRODUCTION

Thank you and congratulate you for downloading the book *“IELTS Writing Task 2: The Ultimate Guide with Practice to Get a Target Band Score of 8.0+ In 10 Minutes a Day.”*

This book is well designed and written by an experienced native teacher from the USA who has been teaching IELTS for over 10 years. She really is the expert in training IELTS for students at each level. In this book, she will provide you all proven formulas, tips, strategies, explanations, structures, task 2 language, vocabulary and model essays to help you easily achieve an 8.0+ in the IELTS Writing Task 2, even if your English is not excellent. This book will also walk you through step-by-step on how to develop your well-organised answers for the Task 2 Writing; clearly explains the different types of questions that are asked for Task 2; provide you step-by-step instructions on how to write each type of essay excellently.

As the author of this book, Rachel Mitchell believes that this book will be an indispensable reference and trusted guide for you who may want to maximize your band score in IELTS academic task 1 writing. Once you read this book, I guarantee you that you will have learned an extraordinarily wide range of useful, and practical IELTS WRITING TASK 2 strategies and formulas that will help you become a successful IELTS taker as well as you will even become a successful English user in work and in life within a short period of time only.

Take action today and start getting better scores tomorrow!

Thank you again for purchasing this book, and I hope you enjoy it.

IELTS WRITING TASK 2 INTRODUCTION

In task 2 writing, you have to write **250 words** minimum. If you write **fewer than 250 words**, you will **lower your score** because you will not explain your ideas very well. You should need to be a super hero, try to produce a lot of good words. If you **write 340 words**, you are not being organized. Also, the longer your essay is, the more grammar mistakes you might make, and the less time you have to write your task 1 writing, and what easier for the examiner to follow and read? A shorter essay or longer essay? Of course, the **shorter essay will make them easier to follow**. There is no benefit to write super long essays. Task 2 writing is worth **2/3 your overall score**, and you spend **40 minutes** on it.

In task 2 writing, we will **focus on 4 types** here:

The four most common types are **argument, thesis led, problem solution essays, two-part questions essay**. The language and organization are super important, just like task 1 writing. The **organization** is huge for task 1 and task 2. In task 1, I gave you the language that you need, I gave you the grammar that you need. The language and grammar you need for task 1 writing are relatively short; and for the ideas, you don't need any ideas for task 1 writing. Everything is available from graphs or diagrams. **Task 2 is different, the language and grammar you need for task 2 writing are more complicated**. The big thing here is to pay attention to **the sentence structure (concession & contrast; cause and effect statements; this may lead to, as a result...)**, pay attention to the structures that you've learned for task 1 writing, because you will use a lot of those structures for task 2 writing. What the big deal here? The big deal is that the overall thing you need to understand is **"every sentence has its own purpose"**. These are going to the engineer of your piece of writing. You need to plan them, you need to make sure every piece fits together, and everything is close. You can still get a high score if you make grammar mistakes. Try to **be clear, be organized, be concise**, and write **at least 250 words**, and done.

MOST COMMON MISTAKES STUDENTS MAKE IN IELTS WRITING TASK 2

1. **Do not use (...) (etc)** when writing a list. Instead, lists of examples should follow the pattern; (A and B), (A, B, and C), or (A, B, C, and D). For example: *one of the biggest problems in big cities is unemployment, crime and pollution.*
2. **No question mark** in your essay: Do **not** ask the reader any **questions** in your essays. For example; *“How do you think we can solve the problem of over-crowding in cities?”*
3. **Do not use exclamation points** in your essays. Don't yell at the reader. For example; *“In my opinion, it's the best solution to over-crowding in cities!”*
4. Phrases like **“more and more”**, **“bigger and bigger”**, **“greater and greater”** are too informal, and only good for speaking, not good for academic writing. Instead of writing *“more and more people are driving cars these days”*, you could use trend language in task 1 writing to write this sentence like *“increasing numbers of people are using cars these days”* *“a significantly larger number of people using cars these days”* *“a growing increase in the number of people using cars these days”*, *“nowadays, the number of people who own cars has increased”*; *“increasing numbers of students are going abroad for university study”*; *“the number of cities that suffer from pollution has increased tremendously in recent decades”*. That's much better than **“more and more”**. In addition, instead of using the structure such as **“much more”**, you can say **“a great deal larger”**. Also, **“big”** is too informal for reports and essays, we should use **“large”** **“sizeable”** **“significant”** instead.
5. Do not begin sentences with **“And”**, **“But”**, **“Or”**. Instead use linking phrases that sound more academic such as **“In addition/Furthermore”**, **“However”**, **“Since”**, **“As a result”**.
6. The first sentence of each body paragraph should be a topic sentence, it should define the content of the paragraph in general terms. The number one job of the topic sentence is to tell the readers what they are going to read in that paragraph. It's a signal to the readers. A topic sentence can do other things, but its number one job is to send the signal to the readers.
7. **“Most/almost”**: **“Most”** is an adjective (usually) which means **the greatest quantity, amount, measure, degree or number of something**. It is followed by a noun, prepositional

phrase or adjective: “Most people”, “the most popular” “most of his time”, “most of my friends study abroad”.

“Almost” is an **adverb** which means **very nearly** (a language of estimation), it means **close**, but NOT totally. Examples: “We’re almost home.”, “almost finished”, “almost every house”, “almost never” “almost all of the students”.

8. Manage your time well. Task 1= 20 minutes. Task 2=40 minutes. A poorly written essay for the report will receive a higher band score than an incomplete one. **Task 1 = 150 words, Task 2 = 250 words.** Make sure you write the minimum number of words.

9. Subject-verb agreement: He, she, it...plays, does, receives, negotiates, etc. This is a rule you learned in elementary grammar. You cannot still be making this mistake on the IELTS test. If you make this mistake in your essay, you can forget about getting a good band score.

10. Use the correct verb tenses. This is another elementary mistake that will keep you from getting a good band score. Pay attention to every verb you write and consider what tense you should be using. Particularly, **present tense**. Most of the time, the vast majority, the overwhelming majority of the time, you are using the present tense. I would say that really **no need for past tense, maybe some future, maybe modal verbs**, but most of the time, you are using the present tense (**present simple, present perfect, present continuous**). That’s what something you should be thinking about.

11. Articles (a, an, the, no article): The last of the three biggest elementary mistakes. Maybe because you have articles in your own language. It’s a foreign concept to you. The other thing is you don’t read them out, and you usually use articles in theories whereas the best way on how to use articles is by looking at a lot of proper accurate writings. Review the rules about articles and apply them to every noun you write.

12. Singular/Plural, Countable/Uncountable: When speaking in general about something, use the plural form. For example: “**People** use **computers** in their **offices** every day. (Don’t say: people use **a computer** in their **office** every day); or: people need a lot of money for their **lives** (don’t say: people need a lot of money for their **life**.)

When it comes to Countable & Uncountable, it’s a bit challenging here because there aren’t rules what is countable and what is uncountable. I would say keep a little list of words that are countable and uncountable. I don’t want to see **equipments, knowledges, advises, informations, etc.** these are common mistakes students make.

13. In essays, **no personal opinions** in the body paragraphs (**NO I think, I believe, in my mind, in my opinion, as far as I am concerned, for me, to me, etc.**), only in the

introduction (for thesis-led) or conclusion. Use **impersonal opinions** in the body paragraphs such as “some people think, other people believe, many people claim that, as far as some people are concerned”. Try to give other people’s opinions, **not** your opinion in your body paragraphs.

14. Write your essays from a **global perspective**, because the questions are asked from a global perspective. Try to avoid relating the essay question only to your country. It should be about the world in general. If you say “*traffic in the city is a serious problem when you are traveling down Madison Avenue at rush hour*”, it’s very specific. Instead, you should say: “*when people travel down busy streets in urban areas during rush hours...*” now you are not talking about problems of a specific city, you are talking about problems that every city faces. That’s what you want. You want to be general.

15. Use **linking words and transition phrases** at the beginning of all body paragraphs, and the conclusion. **Keep your sentences short and well linked**. It’s a key if you want to improve your grammar. It will help your grammar and your organization as well. For example: *Firstly, on the one hand, on the other hand, in summary*.

16. **No contractions**; for example: “*shouldn’t*” = *should not*, *can’t* = *cannot*, *wouldn’t* = *would not*, *shouldn’t* = *should not*, etc.

17. **Keep pronouns out of the essay body paragraphs**. Words such as, *you, we, I, us*, should be omitted or written as *people, students, society, etc*. For example, instead of saying “when *you* go abroad, *you* will have a chance to experience new cultures”, you should say “when *a student* goes abroad, *they* will have a chance to experience new cultures”

18. **Active tense** can be changed to **passive tense** to omit the pronoun.

19. **Effect** is a noun. **Affect** is a verb.

20. **In the introduction, do not tell the reader what you’re going to do**. For example: “*In this essay I will discuss the advantages and disadvantages of studying abroad*”. No need. The way that I will teach you how to give an introduction is going to be **incredibly clear**, and **incredibly high level**. I’m not just teaching you how to write essays for a 5.5 in the exam, I’m teaching you how to write essays that will be good for any university in the world. So, my method is incredibly clear, but helps you with your organization. So, instead you could write **a concise thesis statement** like “*This essay will show both the positive and negative benefits of studying abroad*”.

21. **Avoid using absolutes** such as; *all, every, none, only, always, never, completely, totally*. For example: when *everyone* goes abroad, they *always* suffer home sickness. Be

careful of using 100% and 0% statements.

22. Don't use the word **“thing”** to name the object or action you're writing about. For example, instead of writing “*when students go abroad, they have opportunities to experience many different things*”, you should write “*when students go abroad, they have opportunities to experience many different things, such as new cultures and make new friends*”. That's ok, because you are giving two specific examples about what things you are talking about.

Review this list. When you've done with your first essay, go through the list to make sure you are not making some of these mistakes.

THE LIST OF IMPERSONAL OPINION

- **It cannot be denied that:** *It cannot be denied that money plays an important role in people's lives.*
- **It is often claimed:** *It is often claimed that money cannot buy happiness.*
- **People often claim that:** *People often claim that children cannot grow up perfectly without a parental present.*
- **Some people argue that:** *Some people argue that it is more important to have an enjoyable job than to earn a lot of money.*
- **Many argue that:** *Many argue that old workers should be permitted to work even after reaching the retirement age.*
- **It is true to say that:** *It is true to say that the global warming is caused by pollution and other environmental damage.*
- **It is undeniable:** *It is undeniable that watching TV programs has both positive and negative effects on people.*

THE LIST OF PERSONAL OPINION

- **In my opinion/view:** *In my opinion/view, men and women should have the same educational opportunities.*
- **To my mind:** *To my mind, everyone should be encouraged to stay in school until 18.*
- **To my way of thinking:** *To my way of thinking, there are various reasons why people decide to live in big cities.*
- **As far as I am concerned:** *As far as I am concerned, shopping online is very convenient.*
- **It seems to me that:** *It seems to me that death penalty is essential to prevent human from committing serious crimes.*
- **I believe that:** *I believe that it is more beneficial for children to have homework.*

LANGUAGE TO INTRODUCE EXAMPLES

- **For example:** ... *For example, I'm going to buy a new suit for the party tonight.*
- **For instance:** *For instance, a father who has good skill in sports would have children with good skills in sports as well.*
- **...such as:** *Some countries in Europe such as the UK, Italy, and France,....*
- **...namely:** *Minor crimes, namely pick pocketing and traffic offenses, should not have the same penalty as serious crimes, such as manslaughter and murder.*
- **...particularly:** *This course is particularly suitable for science students, particularly those in engineering.*

LANGUAGE TO ADD MORE POINTS TO THE SAME TOPIC

- **What is more:***What is more, I think the most important benefit of visiting a new place is that you could develop your understanding of the world.*
- **Furthermore:** *Furthermore, children expect to be taken on holiday when they are off school during the summer.*
- **Moreover:** *Moreover, the shortage of state budget may cause the lack of investment in upgrading schools' equipment and infrastructure.*
- **In addition:** ... *In addition, TED helps to keep people informed with the latest technology...*
- **...as well:***international tourism has disadvantages as well.*
- **Not only...but also...:** *The nicotine in cigarettes not only causes cancer but also leads to several other serious diseases.*

LANGUAGE TO MAKE CONTRASTING POINTS

- **However,...:** *We live in a technological age. However, technology cannot solve all the world's problems.*
- **While/whereas:** *Males spend 30 minutes a day doing the cooking while/whereas females spend 65 minutes a day on this activity.*
- **Nonetheless/Nevertheless:** *While they don't trust each other, nonetheless/nevertheless they have worked together for many years.*
- **Though/although:** *Although/though Tom has a lot of money, he lives in a small, old house.*
- **In contrast/By contrast:** *In contrast/by contrast, the percentage of people who walked to/from work decreased.*
- **Despite the fact that...** *Despite the fact that he studied hard, he couldn't pass the test.*

LANGUAGE FOR BALANCE/CONTRASTING STATEMENTS

- **While it is true to say that..., in fact/actually...:** *While it is true to say that the city is noisy, dirty and overcrowded, in fact/actually, it is a very interesting place to visit.*

LANGUAGE TO TALK ABOUT “REALITY”

- **Indeed:** *Indeed, traditional culture is slowly being wiped out by the strong current of technology.*
- **Actually:** *Actually, it's quite an old, historic town.*
- **In fact:** *In fact, my brother and I don't have much in common at all.*
- **As a matter of fact:** *As a matter of fact, exchanging gifts is not our traditional practice.*
- **The fact of the matter is (that):** *the fact of the matter is that the number of old workers has increased these days.*

LANGUAGE TO EMPHASIZE A POINT

- **Of course:** *Of course, the most effective way for you to improve your writing skill is through practice.*
- **Obviously:** *Obviously, this method can help people reduce stress and negative feelings.*
- **Needless to say:** *Needless to say the number of criminals increases in many countries nowadays.*
- **Essentially:** *Essentially, unemployed people need to find a way to make a living.*

LANGUAGE TO PROVIDE CAUSE OR REASON

- **This is because:** *A vast majority of people prefer cycling. This is because riding a bicycle to work is healthier than driving.*
- **This may be caused by:** *..... This may be caused by the effects of global warming.*
- **This can be explained by:** *This can be explained by the fact that movies have been considered to be fashionable and entertaining.*
This can be explained by a huge amount of homework assigned by teachers.
- **The reason for this is that:** *The reason for this is that happiness means different thing to different people.*

LANGUAGE TO TALK ABOUT “RESULT/EFFECT”

- **Cause:** *The unlimited use of cars may cause many problems.*
- **May/Might lead to/result in:** *Urbanization might lead to crime, traffic congestion, and pollution in cities.*
An increase in the number of the elderly in recent years may lead to an aging population.
Qualifications and skills may/might result in promotions.
- **As a result:** *As a result of tourism and the increasing number of people traveling, there is a growing demand for flights.*
- **Consequently:** *He forgot to pay his phone bill. Consequently, they turned off his service.*
- **One result of this is that:** *One result of this is that these individuals prefer driving cars rather than walking for exercise*

HOW TO MANAGE YOUR TIME IN TASK 2 WRITING

Time management is difficult but very important in the writing exam. It's quite easy to spend too long on one task, or even on one part of a single piece of writing. This certainly will lead to having serious consequence. This prevents you from finishing both 2 tasks of your writing within 60 minutes.

The best way to avoid this is to divide your time wisely and strictly as following:

Planning stage (10 mins):

- a) Read the question.
- b) Decide your overall opinion.
- c) Note down ideas: both arguments and evidence.

Writing stage (30 mins):

- a) Write the introduction. (5 mins)
- b) Write the first body paragraph. (10 mins)
- c) Write the second body paragraph. (10 mins)
- d) Write the conclusion. (5 mins)

Checking stage (5 mins):

Read through your writing. Look for mistakes and correct them.

It might seem odd if you spend so long preparing at the beginning. Instead, you should spend only 25 minutes or so writing your essay - but remember the most important stage is actually the amount of time you are going to spend on planning before writing your essay.

If you use this time wisely to generate plenty of good ideas, you will be able to write a good essay quickly. In contrast, if you start writing too early, there is a possibility that you will misunderstand the question, organize your information badly, fill your essay poorly or run out of ideas. Any of these things will definitely result in a low band score.

Remember that if you follow the timings above, you only need to write at a speed of ten words per minute to reach the minimum word count.

TASK 2 WRITING TYPES

Let's talk about the basic organization: the two most common essay types we have here. One of them is called **THE ARGUMENT LED (EVIDENCE LED)**, and the other one is called **THE THESIS LED**. There are very clear differences and very clear similarities between these two types of essay. Let's talk about them.

The first rule is that they won't tell you what type of essay to write. IELTS **does not** say "*write the thesis led*". No, they will give you a topic, and you need to decide what the best way to organize the essay. There is some flexibility there. Sometimes, you can write **the thesis led**, or write **the argument led**. It's up to you.

But, right now, let's understand the difference:

THE ARGUMENT LED (EVIDENCE LED)

I want you to think about **you are a judge in a court room**. What you are going to do is **you are going to hear an argument between two sides**. How does it work?

Well, you are going to give an introduction that contains some very clear information. First of all, **your first sentence is going to introduce the topic**. It is going to be a **general statement**, this is not having an opinion, but it is a general and true statement that **tells the reader what the topic is?** So you might say something like:

“Nowadays, nuclear energy is a popular way to provide electricity.”

“In modern society, playing video games has become very popular for teenagers.” **Is that true? YES.**

So, when you read that sentence, you know *“hey, this essay is about technology and teenagers”* it tells the readers what the essay is going to be about.

“In recent times, increasing numbers of students go abroad for university study.” **Is that true? YES.**

Reading that context statement tells the reader this is what the essay is about. **After you give the context to the reader, you need to introduce that there are two sides to this context**. So, you could say something like *“nowadays, going abroad for university study is increasingly popular. Some people think this brings a lot of disadvantages. However, other people claim it brings a lot of benefits”* I just draw up a topic, and I’m bringing up that **some people think this, other people think that**. **No personal opinions**. If you read an essay and it gives you 2 impersonal opinions, you don’t expect that it focuses on one side. You expect that it tells you *“I don’t know what my opinion is. I’m looking at both sides.”* If I wrote an essay that in the introduction it said *“smart phones are very popular nowadays. I think Apples make the best smart phones.”* **Do you think I’m spending the whole paragraph talking about how great Samsung is? No**. When I give you a clear personal opinion, you know I’ve already made my decision and I’m going to talk about that decision. On the other hand, when I give you 2 impersonal opinions. When I say *“nowadays, smart phones have become very popular. Some people really like Samsung. However, a lot of people like apples.”* **Do I have a clear personal opinion here? No**, you don’t know what my opinion is, you don’t know what I think. Therefore, I’m signaling to you that I don’t know what I think. I’m going to spend my essay **talking about both of these things**.

So exactly that, **in the introduction, you are basically giving me the context and 2 main ideas**. What the first one is, and what the second one is. You are signaling what the main

ideas are.

Now I expect in the **body paragraphs**. In the body paragraphs, you are going to give the reader the supporting ideas to support the main ideas, and that's exactly what you are going to do. You are going to write 2 body paragraphs. One body paragraph will be talking about the reasons for one opinion. The other body paragraph will be the reasons for the other opinion. And they will look a lot like part 3 speaking. The same structure that you use for part 3 speaking, you will use for task 2 writing.

Conclusion. What do you do? It's easy. You can certainly remind the reader of what the topic was. You can paraphrase yourself basically, you will paraphrase the sentence you wrote in the introduction. The first sentence of the introduction might look very similar, but not identical to the first sentence of your conclusion. Then you rephrase and summarize the two opinions.

Example: *"In conclusion, studying abroad is very popular these days. Some people claim that causes home sickness and it's too expensive, while other people think it creates opportunities for education and personal development."* You just told me the two main ideas from the both sides.

THE ARGUMENT LED SAMPLE

Some people believe that studying at university or college is the best route to a successful career, while others believe that it is better to get a job straight after school. Discuss both views.

MODEL ANSWER:

Right after finishing high school, teenagers often wonder whether they ought to continue their education or get a job. While many people believe that keeping on studying at a college or university will be the best way to guarantee a successful career, others claim that working straight after school is a better option.

Start working straight after graduation is beneficial for several reasons. Firstly, by working, young people will be able to start earning money as soon as possible. As a result, they will be mature enough, and be able to live independently on their own income. Secondly, a person who decides to look for a job rather than pursuing higher education is likely to have a chance to obtain a lot of real experience and practical skills. This may lead them to progress more quickly in their chosen profession.

On the other hand, some people argue that it is more beneficial for young people to continue their studies after high school. Firstly, a college education prepares students to meet academic qualifications, which most employers require nowadays. Consequently, university graduates usually have opportunities to earn higher salaries than those without qualifications. In addition, the job market is becoming increasingly competitive since hundreds of applicants often chase one position in an organization. Having a degree is an obvious advantage that university graduates have. In many countries, students who graduate with an engineering degree are highly paid and have an easy time getting a good job.

In conclusion, it is true to say that both working straight after high school and continuing higher-level studies each has their own unique advantages.

(270 words)

IELTS EXAMINER COMMENTS

+ Task response:

You wrote 270 words, which is long enough! Aim for 260-290 words to be safe. Less than 250 words will lose lots of marks. Your first paragraph paraphrases the whole question. Your points are all relevant and well supported with examples and explanations

+ Coherence and cohesion:

There is a clear overall progression in the writing and ideas are well organized. Paragraphs and sentences are very well constructed. Good topic sentences. You have used a range of linkers throughout the essay.

+ Lexical resource:

The range of vocabulary is very good and there is flexibility in use. “Good vocabulary”
guarantee a successful career, to live independently, pursuing higher education, to obtain a lot of real experience, progress rapidly, to meet academic qualifications

+ Grammatical range and accuracy:

You use a range of structures accurately and there is a good range of structures. No errors detected.

THESIS LED ESSAY

The thesis-led essay is different. **You are a lawyer**, not a judge. **You are not looking at both sides. You are only looking at one side.** Likewise, **give the reader the context of the background.** The first sentence of these essays (argument led and thesis led) could look exactly the same. But **where it is different in the thesis led is that we need a personal opinion.** We need to know that you've already made a decision about what you think. Can you give the reader an impersonal opinion? Can you give one? Yes, you can, but you have to **make sure that you will give me a personal opinion.** So it is ok for you to say *"some people think going abroad brings advantages. However, I believe that it causes a lot of problems."*

Then, what do you do? **Body paragraphs will be a little bit different.** In an argument led, you will have 2 paragraphs. One is about advantages, the other one might be about disadvantages. If we talk about the advantages of studying abroad, we might talk about education, we can talk about new cultures, and we can talk about the chance to be more mature. You can talk all of those in one body paragraph in an argument led. However, **in a thesis led, each one of these is going to become a supportive paragraph, a smaller paragraph but a supportive paragraph.** So, a little bit different. You might see **one introduction paragraph, two body paragraphs, and one conclusion paragraph.**

Conclusion: **rephrases, paraphrase yourself. Rephrase and summarize your points.**

"In conclusion, going abroad is becoming very popular. I think it's a good idea for children to go overseas because it increases the chances of getting a better education, gain access to different cultures, and becoming more mature."

Do you need to give examples in your essay?

No need, if you are a very good writer with over 300 words in 40 minutes, you can give examples in your essay. However, if you have a hard time writing over 300 words in 40 minutes, and being accurate with your grammar, I would say that you **should avoid many specific examples.**

When it comes to the **introduction.** No surprise here:

"In recent decades, there has been tremendously economic development (is that true? YES). However, the gap between the rich and the poor nations remains considerable (is that true? YES)."

What structure am I using here? Concession & contrast

It's true that people make more money. However, there are still a lot of poor people in

the world. So I'm **saying something is true; however, something else is true.**

You can use **concession & contrast** in your introduction, your body paragraphs as well as in your conclusion, you can use it everywhere.

Don't try to show the reader how smart you are. **Don't write like a writer.** **Try to be clear.**

Why should you use might, may, could, can?

To show something that can happen. **Don't** make a statement sound like **100% or 0%**, **show that things are possible** by saying "*maybe it could/ maybe it can.*"

A system of a wealthy nation could be very beneficial..... because it may be the best chance to develop.

The first sentence of each paragraph, we should **tell the reader what the topic is**; **tell the reader what you think about the topic.**

Keep your ideas short, clear and well linked, and well signal "because, for instance, moreover" it helps everyone understand your writing.

THESIS-LED ESSAY STRUCTURE

Remember there is **no big difference** between thesis-led and argument-led.

The only difference is **the organization** and **where the information is**. The first paragraph will be obviously the introduction.

INTRODUCTION:

What do we want to have in the introduction?

The context: **Personal opinion** usually be written following the impersonal opinions

BODY PARAGRAPHS: **no personal opinion** in the body paragraph

- Body paragraph 1: **2-3 points**
- Body paragraph 2: **2-3 points**

CONCLUSION:

Restate the context in the introduction.

THESIS-LED SAMPLE

Some people say that what children watch influences their behavior. Others believe the amount of time they spend on television influences their behavior most.

Discuss both views and give your opinion.

MODEL ESSAY:

While it is true that watching TV affects children, it is difficult to determine whether it is the content of the programs or the length of time spent watching them that has a more significant impact on children. It seems to me that although the amount of time does affect youngsters, it is the content of the programs that has a more marked influence on them.

On the one hand, the consequences of watching TV for long periods of time can be deleterious. Firstly, the longer children are exposed to TV programs, the more likely it is for them to become addicted to watching television. When children become over-reliant on television for entertainment, they might neglect engagement in outdoor activities. This may result in a sedentary lifestyle that is highly detrimental to their physical health. More importantly, excessive TV watching impairs children's communication abilities, so they find it hard to play or live in harmony with others. As a result, children would feel discouraged from having real interactions with people around them if they spent a huge amount of time in front of the screen, which may hinder their development of social skills.

On the other hand, it is the broadcasted images that have the most direct effects on young viewers. Firstly, in most countries the majority of TV shows present glamorized depictions of inappropriate materials such as violence, drug abuse or casual sex, thus youngsters may adopt unhealthy habits and improper behavior. For example, they might fall under the impression that the use of alcoholic drinks is fashionable without being aware of the health risks they carry and later end up consuming these substances. Besides, in our modern consumer society, commercials also affect how children behave. Unwary young viewers could be easily swayed by captivating advertisements for junk food or video games, products whose target audience includes children, and so may pester their parents to buy these goods impulsively.

In conclusion, although both factors have their own implications, I believe the element with more considerable impacts on children is the content. Hence, parental involvement is essential in controlling children's TV viewing habits and in shaping a child's values to help them enter adult life with a healthy mind.

360 words

IELTS EXAMINER COMMENTS

+ Task response:

This was an interesting task question, and you answered the question fully. I cannot improve on the technique which you used. You stated your position clearly in the introduction and consistently throughout the essay. The beginning of paragraph 3 and your conclusion were the ideal places to restate your opinion. All the points which you mentioned were relevant and fully developed and I have to give a score of 8.5 for this section.

+ Coherence and cohesion:

Your paragraph structure was, as I have already mentioned, clear and logical. I then looked at your topic sentences. These indicated expertly the central idea in each paragraph. I, therefore, scored 9

+ Lexical resource:

The language meets the criteria (natural and appropriate). The essay contained some good topic vocabulary: become addicted to watching television, become over-reliant on television for entertainment, engagement in outdoor activities, find it hard to play or live in harmony with others, feel discouraged from having real interactions, etc.

+ Grammatical range and accuracy:

You certainly used a good range of grammar, including adverb clauses, relative clauses, conditional forms, comparatives and other useful constructions. So, this section again achieves a maximum score.

SAMPLE 2

Some people believe that people have the right to university education, and government should make it free no matter what their financial background. To what extent do you agree or disagree?

MODEL ESSAY:

It is true that some people argue for the universal right to free university education. While I accept that this may suit many people, I believe that it is impractical for governments to implement such a policy.

On the one hand, it is not a practical dream to expect government authorities to fund higher education for those poorer sections of society, with low incomes and no savings. Without such funding, people from poor backgrounds would be unable to attend university. As a result, they would be excluded from many well-paid careers as engineers, doctors or lawyers. Social inequalities would be perpetuated and society as a whole would suffer, since those from low-income backgrounds would have no opportunity to develop their talents. The example of the US, during the struggle for civil rights for blacks and other minorities, shows the folly of denying equal educational opportunities for the poor.

On the other hand, there would be an enormous strain on government budgets if free access to university were a right for everyone. At its simplest, people from rich families can afford to pay tuition fees and for their own maintenance during their studies. Attendance at university is a privilege, not a right, and if students can afford to pay for their studies, they should do so. In practical terms, governments cannot pay for the rich as well as the poor. Governments are faced with practical decisions on how to allocate their finite budgets, and funding free higher education for everyone would mean less money to spend on pressing issues such as health care or the environment.

In conclusion, I disagree with the view that free higher education should be a right for everyone in society, and funding should be limited to those who otherwise could not afford to attend university.

297 words

SAMPLE 3

Schools should not force children to learn a foreign language. To what extent do you agree with this statement?

MODEL ESSAY:

It is true that some people argue that a foreign language should not be one of the compulsory subjects studied in schools. While I believe that it is useful for schoolchildren to learn a foreign language, I completely agree that they should not be forced to do so.

On the one hand, it will benefit the education of most children if they are encouraged to learn a foreign language during their school years. Firstly, through studying the language they will learn about the culture of that country, and some schools even arrange exchange visits, to enable students to briefly immerse themselves in the culture of the foreign country whose language they are learning. Secondly, children can access information in another language. For example, if they are studying English, they can enjoy websites which are only available in English on any topic in which they are interested. Finally, children can be encouraged to learn a foreign language through the range of enjoyable and fun materials available nowadays, especially interactive online learning.

On the other hand, it would be counterproductive to forcibly oblige schoolchildren to learn a foreign language. One reason is that children will not learn effectively through compulsion alone. They must be motivated to do so and this is only achieved through enthusiastic teachers who select stimulating language-learning activities. Another reason is that schoolchildren will be reluctant to learn a foreign language if they cannot see why it might be relevant to their present or future lives. For example, individual Vietnamese pupils should not be forced to learn English if they are certain that they will never need or want to use it in the future.

In conclusion, I would argue that schools should encourage, but not compel, children to learn a foreign language.

292 words

ADVANTAGES AND DISADVANTAGES ESSAY

You might also see a question in the exam that asks you to discuss the advantages and/or disadvantages of a topic. For example:

- *People in the community can buy cheaper products nowadays. Do the advantages outweigh the disadvantages?*
- *New technologies have changed the way children spend their free time. Do the advantages outweigh the disadvantages?*
- *In many countries nowadays, young single people no longer stay with their parents until they are married, but leave to study or work somewhere else. Do you think this trend has more advantages or disadvantages?*

ADVANTAGES AND DISADVANTAGES ESSAY STRUCTURE

INTRODUCTION:

Introduce the topic of the essay

Say what the discussion is about (i.e. what the two different sides believe (advantages and disadvantages))

BODY PARAGRAPH 1 (2-3 Advantages):

A topic sentence to say what the paragraph is about

Argument 1

Evidence 1

Argument 2

Evidence 2

BODY PARAGRAPH 2 (2-3 Disadvantages):

A topic sentence to say what the paragraph is about

Argument 1

Evidence 1

Argument 2

Evidence 2

CONCLUSION:

Summarise key arguments (paraphrasing them)

Your conclusion should contain no new information.

Note:

Arguments are introduced by using **impersonal opinions**.

Evidence can include **examples, explanations, facts or consequences**. When giving evidence, it is often helpful to start general, then go more specific.

ADVANTAGES AND DISADVANTAGES SAMPLE

International travel has many advantages to both travelers and the country that they visited. Do Advantages outweigh the disadvantages?

MODEL ANSWER:

It is true that the growth of the international travel industry has brought many benefits to both travelers and the host nations which receive them. While there are serious negative consequences of this development, I would argue that these are outweighed by the advantages.

On the one hand, there are some aspects of international travel. Principally the tourist trade, which raises cause for concern. In terms of the tourists themselves, they often arrive at an overseas destination only to find that the prices of everything are grossly inflated. They may be overcharged for everything from a taxi, a meal in a restaurant or buying a souvenir. In terms of the host country, the problems of waste disposal, pollution and unregulated construction of hotels and tourist attractions often result in permanent damage to the environment. Many beach resorts in Thailand and Malaysia, for example, have become “concrete jungles” of high-rise hotels and apartments to accommodate mass tourism from Europe.

On the other hand, despite such grave issues, these are not insurmountable and must be considered against the advantages of the growing international travel industry. Firstly, there is ever-greater competition among tour operators to provide value for money holidays, so that holiday-makers can enjoy their experience of a foreign country and culture to the full. Secondly, the influx of foreign tourists brings money to the host country through the provision of jobs and services for the developing hotel and construction industries. Employees in these sectors generally benefit from higher wages and improved living standards.

In conclusion, I believe that the advantages of international travel for both travelers and host countries are greater than the drawbacks, serious though these are.

277 words

2 PART QUESTION ESSAY

Money is important to most people's lives (fact)

They will ask you 2 specific questions based on that topic. When it comes to organization, your answer must include the introduction, and your introduction will have at least three pieces of information in it.

INTRODUCTION: tell the reader what you are writing about. You are going to answer:

Question 1: you need to give your personal opinion in the introduction.

Question 2: you need to give your personal opinion in the introduction.

BODY 1: Answer questions 1 in detail

BODY 2: Answer questions 2 in detail

CONCLUSION: Repeat the opinion given in the introduction.

2 PART QUESTION SAMPLE

In many countries, more and more people choose to buy imported food rather than food produced locally. Why do people buy imported food? What could be done to encourage people to buy local food?

MODEL ANSWER:

It is true that the consumption of imported food has increased in recent years. There are some factors which help to account for this trend, but measures can be implemented to encourage more people to eat food which is grown locally.

In many countries, people are buying more imported food and there are a number of reasons to explain why this is happening. Firstly, the attractive marketing and presentation of imported food products give them an appealing and appetizing appearance. Consumers then come to expect certain high standards of packaging, so that food looks tasty, safe, hygienic and, in the case of some products, easy to prepare. Secondly, the availability of a wide range of imported food enables people to vary their diet and experiment with new recipes. This may provide a welcome change from eating the same meals every day, which inevitably becomes tedious and no longer stimulates the taste buds.

It is possible, however, to take steps to encourage the consumption of locally produced food. Local growers should ensure that their products always look clean and fresh. In Vietnam, for example, all the fruit and vegetables, meat and fish on display at local markets must be presented in scrupulously hygienic conditions, protected by plastic wrapping to keep away dust or flies. The government should enforce strict food safety regulations. Another measure could be to increase the variety of food produced by local farmers, which would then eliminate the need to import those foods from other countries. This would stimulate the local economy and reduce the environmental costs of transportation known as food miles.

In conclusion, while there are some obvious reasons to explain the rise in popularity of imported food, some simple measures should be adopted by local food growers to meet this challenge.

294 words

SAMPLE 2:

Today, more people are traveling than ever before. Why is this the case? What are the benefits of traveling for the traveler?

MODEL ESSAY:

It is true that in many countries the number of people traveling has increased over recent years. There are reasons which can be identified to account for this trend and travelers undoubtedly benefit from the chance to travel more frequently and to visit even the most far-flung destinations.

At least two important factors help to explain why an increasing number of people are now able to enjoy domestic and international travel. Firstly, growing prosperity and a rise in living standards in many countries have enabled people to enjoy things which they could never have before. With greater disposable income, family luxuries such as holidays have now become affordable. Secondly, competition among tour operators has reduced the cost of traveling. Only a few decades ago, for example, budget airlines did not exist, but now they are used by millions of passengers each year.

In my view, in the case of both domestic and international travel, there are clear advantages for travelers. People now have a wide choice of places to go and things to see and do. They are now able to experience other parts of their own countries or to enjoy the richness of unfamiliar and, sometimes, exotic destinations. Thailand, for instance, is immensely popular with tourists from all over the world, including Vietnam. Visitors enjoy not only the unique cuisine but also the rich historical heritage of Thai temples and traditions. Another advantage for many people, now that travel is less costly, is the chance to be reunited with family members who have moved abroad because of work, study or simply in search of a better life. Family ties can be maintained and strengthened thanks to the greater opportunities to travel.

In conclusion, there are clear reasons why more people are traveling and there are obvious advantages for travelers.

299 words

+ Task response:

This is an excellent essay with a lot of strong points. It is a very interesting one. In paragraph 2, you suggested two very relevant reasons for this trend. You explained both of them fully and you supported your second point with an example. In paragraph 3, you focused exclusively on positive impacts. You argued both point convincingly and at length, again giving real-life examples to support your ideas. My score for task response is 9

+ Coherence and cohesion:

The topic sentences were ideal. You identified your arguments perfectly in paragraph 2 and paragraph 3. As your sentences were also linked very smoothly, and for coherence/cohesion, my score is 9.

+ Lexical resource:

I think that one of the strong points is this essay is your awareness of words which combine together well (“collocations”): far-flung destinations, have a wide choice of places to go, to be immensely popular with, etc.

+ Grammatical range and accuracy:

You use a range of structures both simple and complex. As with lexis, this area of your writing is strong.

PROBLEM & SOLUTION ESSAY

Let's talk about problem & solution essay

The language that we use for part 3 speaking is really the same as the language we use for the essay (**cause and effect, comparison, conditionals...**)

INTRODUCTION:

Your first sentence is going to be a **context**. There are two ways you can do this:

You can present the problem and the context (*nowadays, traffic in cities is becoming a serious problem.../ nowadays/in recent times, the number of vehicles in cities has increased tremendously (context). As a result, the pollution from these vehicles is causing a serious problem. This problem is leading to respiratory illness for urban residents and visitors.*)

If you tell the reader your introduction, you will bring up a problem (the reader will expect that you will be explaining the problem, and then they need you to give some solutions to solve the problem.)

Using conditionals:

- **If A..., then B...** (*If the government invest in public transportation, then pollution level will decline...*)
- **B...if A** (*pollution level will decline if the government invest in public transportation.*)
- **Unless A...not B** (*unless governments invest in public transportation, there won't be a reduction in pollution.*)
- **Not A...unless B** (*there won't be a reduction in pollution unless governments invest in public transportation.*)

BODY PARAGRAPHS:

1st STRUCTURE:

BODY 1:

Problem 1 + Problem 2

BODY 1:

Solution 1 + Solution 2

2nd STRUCTURE:

BODY 1:

Problem 1 + Solution 1

BODY 2:

Problem 2 + Solution 2

CONCLUSION:

Give the context, summarize what the problem is? And what the solutions are?

If you want or if you have time, you can **make a prediction**.

So in your conclusion, you are very much going to be repeating what you said in the introduction (*remind the reader of the problem; remind the reader of the solutions you suggested; and if you want/ if you have time, give a prediction*).

In conclusion, the large number of vehicles are reducing people's mental and physical health. Governments should/ought to/ need to spend more money on public transportation, and people must actually use them. Unless people take the environment more seriously, and governments start investing in this problem, it's likely that we won't see any reduction in this issue. (A 4-sentence conclusion: a context + problem + solution + prediction).

PROBLEM & SOLUTION SAMPLE

The gap between the rich and the poor is increasingly wide, as rich people become richer and poor people grow poorer. What problems could this situation cause? What are the solutions to address those problems?

MODEL ESSAY:

It is true that the gap between the rich and the poor is growing wider in many regions of the world. While the problems that result are complex, fundamental solutions based on expanding education should be adopted to tackle this problem.

Increasing levels of poverty and rising wealth inequalities impact on the economic growth of a country and the security of its citizens. In economic terms, the existence of a large mass of unemployed or low-paid workers directly affects domestic businesses, such as local shops and factories. As nobody has money to buy their products, they are themselves forced to close, creating further unemployment. In terms of public security, without the means of obtaining money through work, the poor may turn to crimes such as drug trafficking, prostitution, robbery and violent attacks on others. Youth unemployment has, in particular, been linked with rising crime rates.

Governments must, therefore, expand educational opportunities to benefit all their citizens, in order to reduce the gap between the rich and the poor. The provision of a better standard of schooling in slum areas of cities and in poor rural regions would enable children to reach a higher level of educational attainment. Grants and scholarships could be used to help students to remain in education for longer and gain qualifications. In particular, technical education could be expanded, helping poorer children to learn trades. In construction, engineering, and agriculture, a highly-educated workforce will be needed in the future, and skilled workers will be able to command high salaries and enjoy a decent standard of living. As work opportunities improve, crime rates will fall.

Thus, dealing with the problem at its roots, by expanding educational opportunities, the authorities would be able to reduce the gap between the wealthy and poor sectors of society.

293 words.

IELTS EXAMINER COMMENTS

+ Task response:

Certainly, this essay meets most of the criteria for a very high band score. I would

characterize your response as “well-developed, with relevant, extended and supported ideas”. Correctly, you did not try to discuss too many reasons for the problem [you focused on two important reasons in paragraph 2].

+ Coherence and cohesion:

As always, you provided a well-organized essay. The logical paragraph structure is supported by precise topic sentences and clearly identified arguments. Sentences were well-linked.

+ Lexical resource:

There is some excellent vocabulary too: *Increasing levels of poverty and rising wealth inequalities impact on the economic growth of a country and the security of its citizens/ the poor may turn to crimes such as drug trafficking, prostitution, robbery and violent attacks on others....*

+ Grammatical range and accuracy:

As with lexis, this area of your writing is strong. There is no problem with the range of grammar structures, which included a second conditional sentence, relative clauses and the consistently correct use of modal auxiliary verbs

TASK 2 WRITING LANGUAGE

CAUTIOUS LANGUAGE

When do we use “therefore”? When we use **cause and effect**.

For example: *it's very cold. Therefore, I put my jacket on.*

The ticket was very expensive. Therefore/so, I had saved money for many months.

You are showing a relationship.

Something causes something else. **Therefore, I think (a personal opinion)**

Something that is **a cause**. **Therefore**, there is **a fact**.

Clear signals: *It cannot be denied that/moreover/also/meanwhile/nevertheless/I am of the opinion that.*

If you want to make a statement/claim that you are harder to prove it wrong, you **need to make a weaker statement**.

For example: *email may cause extra work and stress.* I'm not saying it does, because if it does, it's a fact....so be cautious.

ADVERBS OF FREQUENCY

Obviously, you can use **adverbs of frequency**.

If I say “*globalization is an effective mean to stimulate economic growth.*” (This is a 100% statement)

Every time globalization is involved, it boosts economy. (This is a 100% statement.)

It's better if I say “*globalization is usually/frequently/often/sometimes an effective mean to stimulate economic growth.*” (I am making a weaker claim, it's not a strong one. It's not a 100% statement, but it is a lot harder for you to prove me wrong).

ADVERBS OF PROBABILITY

Adverbs of probability: *Reading my book leads to an 8.0 (sounds like a promise/guarantee). It's dangerous to say something like that.*

It's **much better** if you say:

Reading my book is likely to lead to an 8.0

Reading my book possibly leads to an 8.0

Reading my book perhaps leads to an 8.0

Reading my book probably leads to an 8.0

IMPERSONAL VERB FORMS

It seems...

It appears....

This just tells the reader that you are not an expert. You don't have all of the facts, but the facts that you do have make you think about this.

It appears that all Vietnamese adults ride motorbikes (NOT all Vietnamese adults ride motorbikes)

MODAL VERBS

Email *can/could/may/might* lead to extra work and stress (we use modal verbs to show a possibility or unclear future).

SYNONYMS FOR PARAPHRASING

- **Enough:** to be sufficient, to be adequate
- **Not enough:** to be insufficient, to be inadequate, a shortage of..., a lack of...
- **Many:** numerous, various, a variety of, large number of, a range of, an increasing number/ amount, countless
- **Things:** objects, matters, issues, sectors, items, concern
- **Big:** tremendous, significant, considerable, substantial, immense, vast, profound
- **Important:** principal, crucial, major, essential, critical, vital
- **Get:** obtain, receive, acquire, gain
- **Have:** possess, encounter, undergo, experience,
- **Give:** provide, supply, contribute, offer, present
- **Do:** participate, conduct, perform, undertake, engage to, be involved in, implement
- **More:** further, additional, added
- **Too much:** an excess of, to be excessive
- **Important people:** leading, powerful, influential, well-known, prominent, famous, supportive

CONCLUSION

Thank you again for downloading this book on “*IELTS Writing Task 2: The Ultimate Guide with Practice to Get a Target Band Score of 8.0+ in 10 Minutes a Day*” and reading all the way to the end. I’m extremely grateful.

If you know of anyone else who may benefit from the useful strategies, structures, tips, task 1 language in this book, please help me inform them of this book. I would greatly appreciate it.

Finally, if you enjoyed this book and feel that it has added value to your work and study in any way, please take a couple of minutes to share your thoughts and post a REVIEW on Amazon. Your feedback will help me to continue to write other books of IELTS topic that helps you get the best results. Furthermore, if you write a simple REVIEW with positive words for this book on Amazon, you can help hundreds or perhaps thousands of other readers who may want to improve their English writing skills sounding like a native speaker. Like you, they worked hard for every penny they spend on books. With the information and recommendation you provide, they would be more likely to take action right away. We really look forward to reading your review.

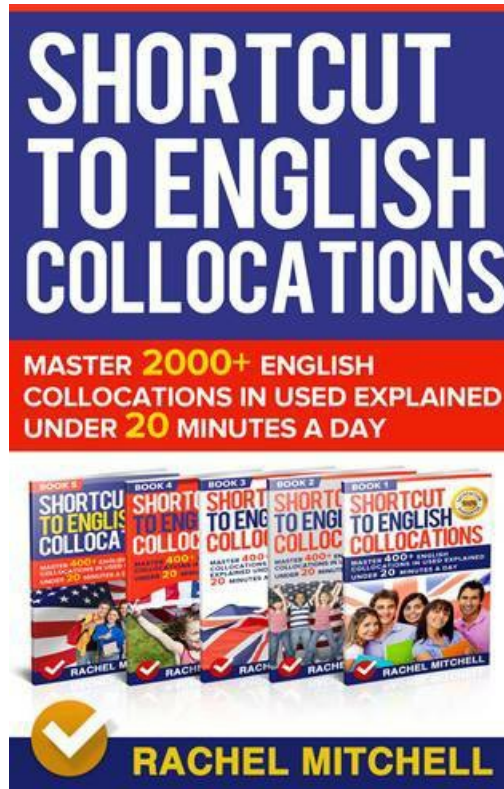
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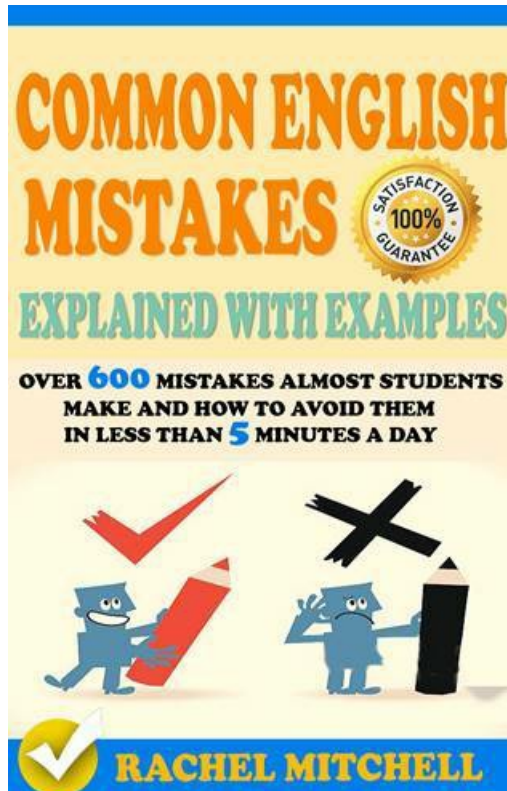
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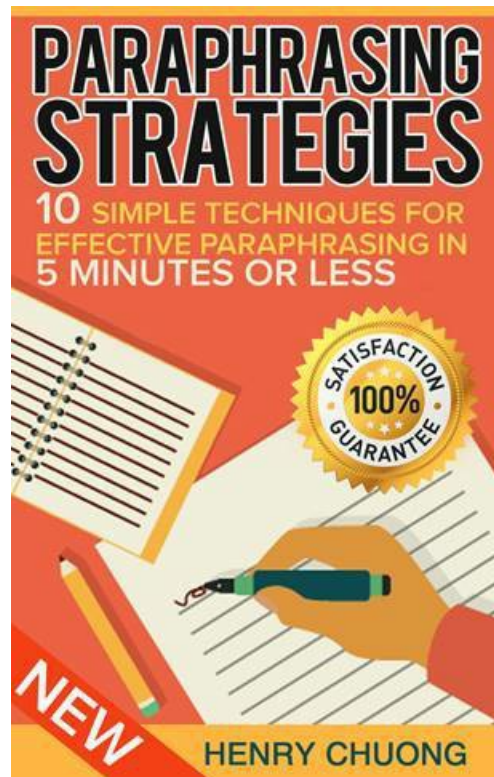


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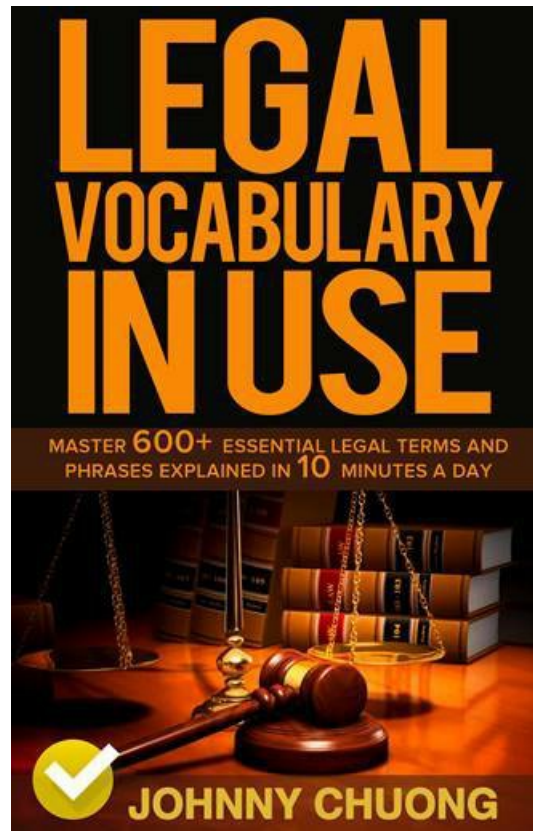
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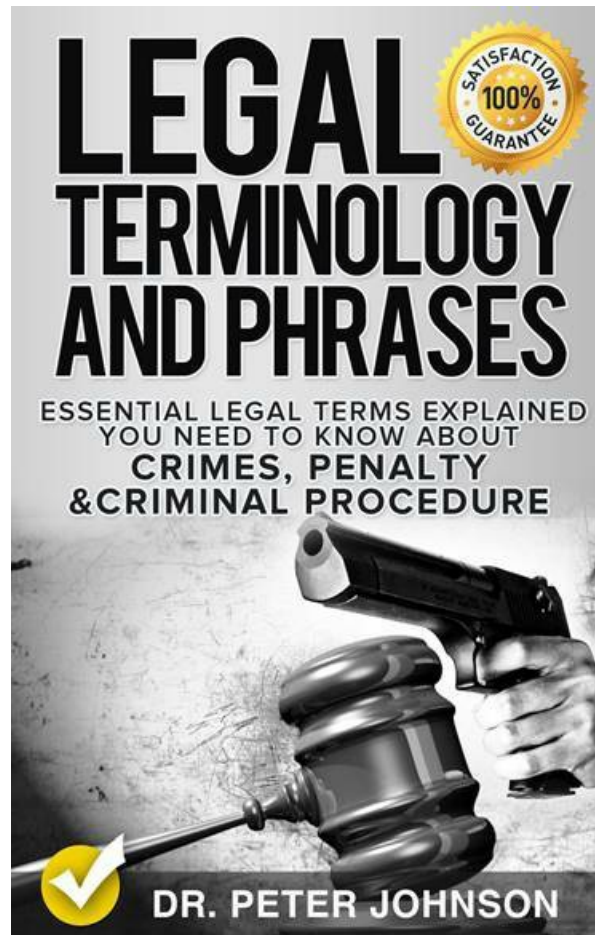
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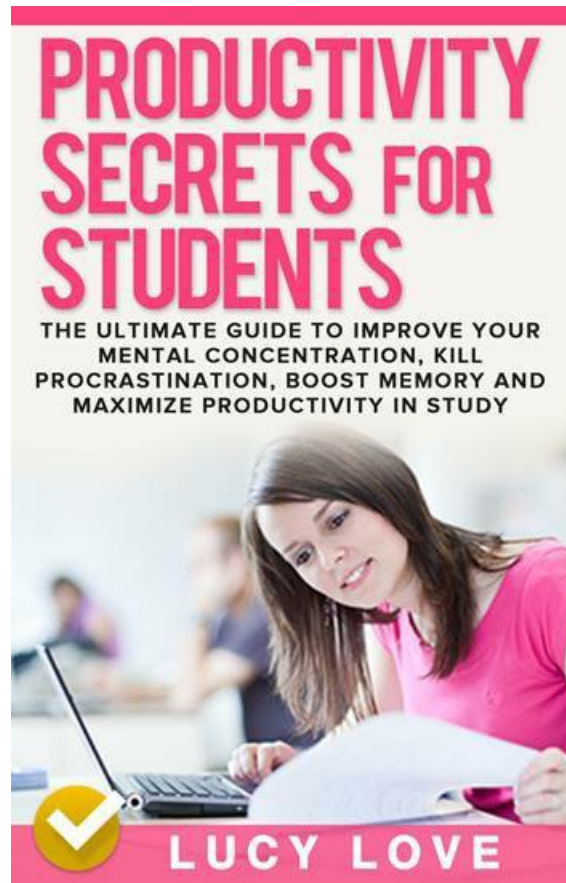
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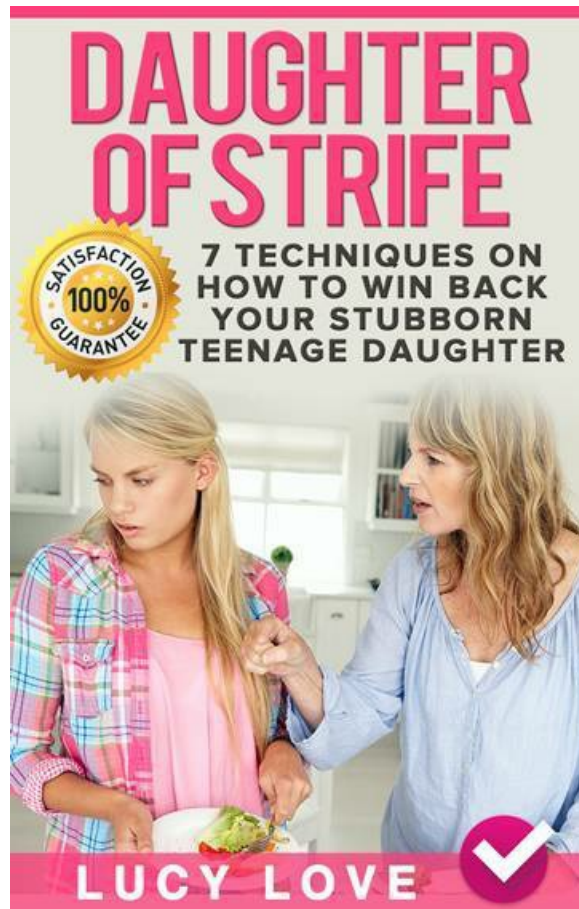
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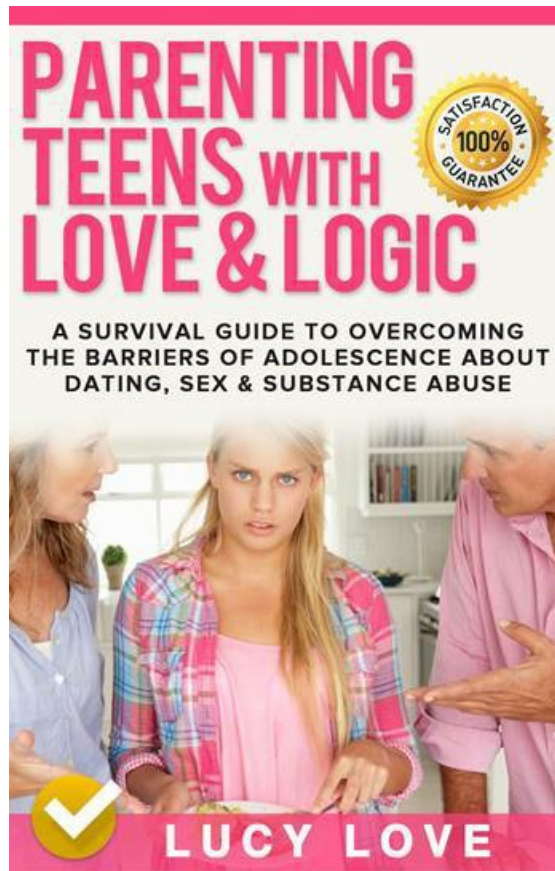
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