



# IELTS

**International English Language Test System**

**Writing**

**Lesson 11 Skills for Task 2: How to Write the Conclusion**

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# About this lesson

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# PART ONE

## How to Write the Conclusion

Class time: ≤ 21 minutes

# How to Write the Conclusion

3 minutes

How to write the conclusion

- Write 1–3 sentences to summarize the final conclusion/suggestion/opinion, etc. you have reached through the previous paragraphs.
- **Useful phrases** to lead the conclusion:

*In short, In brief, In sum, In all, In conclusion, In a word,*

*All in all, On the whole,*

*To sum up, To conclude,*

*On account of this we can find that ...*

*The result depends on ...*

*Therefore, the findings reveal the following information ...*

*Thus, this is the reason why we must ...*

# How to Write the Conclusion

3 minutes

- **High-score sentence structures** for conclusion:
  - *Taking into account of all these factors, we may reach the conclusion that ...*
  - *All reliable evidences point to one saying, that is ...*
  - *For the reasons presented above, I strongly commit to the notion that ...*
  - *While it is true that ..., I think that ...*
  - *Given the factors I have just outlined, I can only say that ...*
  - *This is not to say that ... . But in terms of ..., it is ...*
  - *Therefore, it is easy to draw the conclusion that ...*
  - *Recognizing the fact that ..., it should drive us to conclude that ...*

# How to Write the Conclusion

3 minutes

- *To put all into a nutshell, I ...*
- *In a word, I support the statement that it is better to ... because ...*
- *After considering/rendering the issue, I shall agree with those who stress ...*
- *After close inspection/examination, I would like to support ...*
- *This is certain some truth on both sides, yet neither provides a satisfactory answer. In my view, ...*
- *From the above analysis, it seems both ... and ... play a crucial role in ... . Unable to reach a definite conclusion as to which is better, I would rather take a more balanced attitude, that is, ...*

(These are good examples but are just some out of many possible approaches. You should decide on your conclusion based on the question and your logic throughout the essay.)

# General Writing Hints

5 minutes

Writing in English follows some basic principles:

- The basic pattern of an English sentence is: Subject + Verb + Object

But do your best to **use various sentence structures** in order to get a higher mark.

- The **connecting** and **reference words** generally come **at the beginning** of the sentences and/or clauses: words like *moreover/such/this/these/another measure is, etc.*
- English sentences are organized around the principle of **old and new information**. The reference words refer to the old information and the new sentence is generally at the end, but sometimes the structure is reversed for emphasis. The impersonal phrase **"There is/are"** is used **to introduce new ideas**.  
e.g. *There will be many implications if this policy is introduced.*
- Always check your work as you write. Look backwards as well as forwards.

# Checking your writing efficiently

5 minutes

Read this section *before* and *after* you write and keep it in mind:

- Leave yourself **3–5 minutes to check** your writing.
- Be aware of the mistakes you usually make and look out for these. It can make a difference of a score band!
- As it is difficult to check for all mistakes at one time, check for one type of mistake at a time.
- Check your **spelling first**. Scan the text **backwards** rather than forwards. Alternatively scan at random, jumping from one paragraph to another. You will see mistakes quicker as you are not engaging with meaning, but looking at word pictures. You may not spot all the mistakes, but you will get quite a few.
- Scan quickly **the beginning** of each sentence and the beginning of each paragraph. Check if the **linking** words, the **reference** words or **synonyms** you use are correct.

# Checking your writing efficiently

2 minutes

- Check the **verbs**—tenses, singular/plural agreement, correct forms
- Check that your **connecting/linking words** are correct and that you have **not repeated** any of them.
- If you tend to make other mistakes, like misusing the articles, study them and look for them in particular.
- Practise so you can do these all at the same time while going through the text from the beginning.



# PART TWO

## Guided Practice

Class time:  $\leq$  4 minutes

# Guided Practice

4 minutes

Spend about four minutes to plan the structure of your essay. Discuss your idea with your tutor.

***Some people believe that there should be fixed punishments for each type of crime. Others, however, argue that the circumstances of an individual crime, and the motivation for committing it, should always be taken into account when deciding on the punishment.***

***Discuss both these views and give your own opinion.***

Give reasons for your answer and include any relevant examples from your own knowledge or experience. Write at least 250 words.

(A model answer is given in the after-class reading part.)



# **PART THREE**

After-class Reading

## After-class reading

No class time allocated for this part unless upon special request

### Model Answer of Writing Task:

Fixing punishments for each type of crime has been a debatable issue. There are many arguments supporting both views, those for and those against fixed punishments.

On the one hand, fixed punishments will have a deterring effect on society. Individuals knowing that they will be subject to a certain punishment if they are convicted with a given crime, will reconsider committing this act in the first place.

This deterring effect also leads to social stability and security, through minimizing the number of crime committed.

If people knew they would be able to convince the court or the jury of a reason for having committed the crime they are accused of, penal decisions would be largely arbitrary. This would result into criminals getting away with their crimes and into a high level of injustice caused by the subjective approach of different courts.

On the other hand, taking the circumstances of a crime and its motivation into consideration is a prerequisite for establishing and ensuring justice and equity.

A person killing in self-defense cannot be compared to a serial killer, moving from one victim to the next. In my opinion an intermediary position between both solutions is the perfect way to establish and ensure justice and equity.

## After-class reading

No class time allocated for this part unless upon special request

There have to be fixed punishments for all crimes. However, criminal laws have to provide for a minimum and a maximum for the punishment and the laws also have to foresee certain cases of exemptions.

An example for setting minimum and maximum penalties is Completion Law where a person being held liable of a crime under this law will be convicted to pay a fine, according to the harm caused by the violation and the profit gained by the violator through committing the crime.

As for the exemptions, in some countries the law exempts thieves stealing food during a period of famine taking into consideration the distress and hunger.

Also a person killing in self-defense will be exempted from punishment.

This is an answer written by a candidate who achieved a **Band 7.5** score. Here is the examiner's comment:

This is a thoughtful and well-argued response to the task. The candidate examines the opposing views of the topic and gives a clear opinion that is well developed and supported. To reach the highest band a more clearly-signalled conclusion would be needed. The argument is well organised and linking is well managed throughout. The development of the answer is not helped, however, by poor control of paragraphing which sometimes confuses the links across different sections. This is a weak feature of the script which limits the overall rating. In contrast, an excellent range of vocabulary is used with a sophisticated level of control and only rare slips. The range of structures is also wide and most sentences are accurate and precise, but there are some errors and omissions. These, however, are only minor and do not affect communication.

## Self-analysis checklist

- ❑ I know how to write a conclusion.
- ❑ I know how to check my writing efficiently.
- ❑ I have practiced my skills in guided practice.



**From next lesson on, you will be doing more Writing exercises to sharpen your skills.**