

Vocabulary that you shouldn't use in Task 1

IELTS vocabulary you shouldn't use!

There is a lot of IELTS vocabulary that is taught on preparation sites that sounds sophisticated, but is inappropriate for IELTS. In this lesson, we'll show you some vocabulary that we suggest that you stay away from during your IELTS preparation. Oh, and there is quiz below with some words that we think you should be using.

Words that are too complicated

- vertex
- nadir
- zenith
- acme
- immutable
- spire
- obelisk
- palpitate
- oscillate
- vacillate
- delineate

Words that are not in the correct context

- nose-dive
- boom
- rock-bottom
- go into free fall
- trifling
- deteriorate
- slum frantically
- fall off a cliff

Words that are too emotional

- monumental
- fabulous
- incredible
- stunning
- unfortunate
- whopping
- ginormous
- mammoth

Avoid Using These Words in IELTS Writing & Speaking Module

Writing and Speaking modules are the tests that are judged on the basis of four parameters out of which one parameter is Lexical Resources. It means your word usage should be correct and appropriate. This article will particularly focus on some of the words and phrases which are not to be written to excel in your band score.

IELTS Writing Module

It is one of the modules of the English Language Testing System which judges your ability to write in the English Language. The writing module is divided into 2 tasks which are expected to be completed in a time period of 60 minutes. It is generally suggested that students should spend 20 minutes in task 1 and 40 minutes on task 2 as Task 2 fetch more band scores than the first one.

IELTS Writing Task-1

[IELTS Writing Task 1](#) is about to report writing. A report of a minimum of 150 words should be written on the basis of an illustration which is data in a picture form.

IELTS Writing Task 2

[IELTS Writing Task 2](#) demands from you, an essay of 250 words. Essay writing is the art of expressing your ideas in a connected and explanatory way. The essay demands clarity in words and ideas, and not quantity.

Words and phrases to be avoided in writing

Acronyms

Acronyms are short forms that are to be strictly avoided while writing both tasks. It will not be acceptable by the examiner to see some of the short forms of words in your essay or report. Prefer to write full forms of words.

Commonly written short forms are-

- E.g for example
- I.e for that is
- Also not I've for I have
- You're for You are
- It's for it is
- Sayin' for saying

Informal phrases

Another thing that you should avoid in your writing is informal phrases or some slang words. As you know the test is formal, so, you are expected to write formally only. It is not demanded that you should write some high vocabulary words but to write it in an appropriate way that will fulfill the guidelines of the test.

Commonly used slang is

- Gonna for going to

- Wanna for want to
- Heya wrote in a letter sometimes.

Phrases to show off

Many of the students think writing extraordinary phrases will fetch more bands but it is totally wrong. Examiner is there to check the appropriate English language but not the depth of the knowledge of vocabulary. So do not focus on writing phrases to show off but the correct phrases or words in a proper sentence structure.

Phrases to avoid-

- It costs an arm and leg....
- He is a couch potato
- In the dawn of the time.....
- Hammering the last nail

Too many of pronouns

Pronoun usage is not appropriate in IELTS writing especially personal pronouns. For example I, we, you, etc. should not be used in task one. Task one is about to report writing should be strictly avoided here. However, For task 2 I can be used to write your own opinion. But again, do not use much of you as it will be a question to the examiner only.

Conclusion phrases

Conclusion phrases should be appropriate and it should not be...

- In a nutshell....
- Hammering the last nail...
- All things considered....
- The crux of the decision is...
- To reiterate...
- In the end

Write instead

Task 1 Overall,...

All in all,....

Task 2

- To conclude
- To sum up
- In conclusion

Repeated words

It is especially for essay writing that you should not repeat your vocabulary. Try finding more synonyms for your words and practice for them well before the exam. Again remember that high profile words are not demanded but a variety of words in simple language can work out well. Do not repeat the words. However minor repetition can be tolerated but repeating, again and again, will affect your band score.

Own opinion in Task-1

Yes, task 1 is a report and you are expected to write a report on an illustration given. Here, your own opinion is not demanded, unlike an essay. So do not write

- I reckon that,
- I believe that,
- In my opinion,

IELTS Speaking Module

It is one of the modules of IELTS where students tend to get more nervous due to which, some mistakes get obvious. No worries, it can be done better with practice. So, here are following some of the words and lines you should avoid in your speaking.

Words and phrases to be avoided in speaking

Memorised answers

Students tend to get more nervous in speaking exams so they rot the answers before exams. It will not be accepted by the examiner that you are speaking the memorized answers. Be confident and try to speak naturally only.

Asking questions to examiner

While speaking, the examinee is encountered with the problem of asking more questions in his/her own sentences. Avoid speaking in a questionable form as it is inappropriate and you cannot ask any question to the examiner.

- Just understand the question, if not understood, ask for it again.
- Speak relevantly and do not form any questions in between.
- Complete your answer to the point.

For example:-

- Would you tell me that whether m sayin right or not?
- (Remember it's not a debate)
- What is your name?
- (Not relevant to ask examiner's name)
- Can you believe that?
- Right or not?
- These all are informal and questionable too.

Informal language

Similar to the writing module, informal language is not accepted in the speaking module too. You cannot get informal with the listener as he is not your friend.

Example:

- Hey, do you wanna catch up....
- I' .m gonna start my own business.....
- Lol, right?

Much fillers

Much of the fillers in speaking, again is unacceptable and it will affect your band score. The more the fluency, the more the bands. Try to practice filling that filler with some words in between.

For example:- Bold letters can be the fillers...

Yes, **ummm, in my opinion**, India is one of the progressing country..

You can also try to repeat the question as it will give you the required time to think.

Examiner:- Which is your favourite dish?

Student:- well, There are many dishes which I like and one of my favourite is....

Each and every module of IELTS is judged on the band score of 0 to 9. It depends up on your hard work and confidence that how much you achieve. Take care of the aforementioned rules and contact BDS for any kind of help in your study. Stay connected for more tips and tricks or Sign up with [Dr. Roma Online IELTS Preparation Course](#).

Dr. Roma

Content Writer

Many words we use in English would be inappropriate in IELTS Writing. We have selected common words students and candidates keep using in their writing you should avoid. These words are too informal for IELTS unless you write a letter to a friend in IELTS General. However, Writing Task 2 and writing tasks in IELTS Academic require more formal language.

The problem is that you don't always know which words in English are informal, and which are formal. That is why we are going to show you some of the most common ones you should avoid in IELTS writing. This will help you achieve a high score.

Read and learn the words below. We have provided some informal examples and suggested how you can substitute them with more formal words or phrases.

- **In the nutshell = In conclusion / To conclude**

In the nutshell, while equality of opportunity is an attractive concept, attempting to put this idea into practice can do more harm than good.

To conclude, while equality of opportunity is an attractive concept, attempting to put this idea into practice can do more harm than good.

- **A couple of = several**

A couple of members have not replied for over three years.

Several members have not replied for over three years.

- **Kind of/ sort of = somewhat / to some degree**

The resort has **kind of** changed over the last few years.

The resort has changed somewhat over the last few years.

- **Lots of/ A lot of = Many / much**

A lot of people think that boys are naturally more aggressive than girls.

Many people maintain that boys are naturally more aggressive than girls.

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- **You/ Your = One / Passive voice**

If **you** give appropriate guidance to children, they won't be adversely affected.

Provided children are given appropriate guidance, they are unlikely to be adversely affected.

If one is given appropriate guidance, they are unlikely to be adversely affected.

- **A phone = a telephone**

People spend hours and hours on the **phone**.

People spend much of their time **on the telephone**.

- **A photo = a photograph**

a colour/black-and-white photograph

The report contains diagrams and colour photographs.

The book includes numerous colour photographs, but many are not sharp or their colours are washed out.

- **Info = information**

You can find the **info** about upcoming local events in the newspaper

Information about upcoming local events is printed in the newspaper.

- **A uni = university**

a university campus/degree/professor

The majority of the employees have university degrees.

- **So on / etc. / and so forth = A, B, and C**

We should consider the cultural context, the physical environment, the personalities of those involved, **etc.**

The cultural context, the physical environment, **and** the personalities of those involved should be considered.

- **At the end of the day = In conclusion / To conclude**

At the end of the day, parents should help their children to develop self-control and respect for others.

To conclude, parents should help their children to develop self-control and respect for others.

- **Once in a blue moon = hardly ever, rarely**

I talk to my neighbours once in a blue moon.

Nowadays people rarely communicate with their neighbours.

- **Since the dawn of time = for centuries, throughout history**

The country has been exposed to many cultural influences since the dawn of time.

For centuries, the country has been exposed to many cultural influences.

The country has been exposed to many cultural influences throughout its history.

- **A big deal = important; an important step.**

Most patients don't think that getting enough sleep is **a big deal** but study after study shows how important it is for good health.

The majority of patients do not consider getting enough sleep to be important but the research reveals how important it is for good health.

READ ABOUT: [How to recognise signals and signposts in IELTS Listening](#)



- **Get = obtain / receive**

In the second experiment, they **got** a very clear result.

In the second experiment, they **obtained** a very clear result.

- **Give = provide / present**

The author **gives** no documentary references to support her assertions.

The author **provides** no documentary references to support her assertions.

- **So / very = extremely**

These antiques are **so** beautiful and **so** valuable.

These antiques are both beautiful and **extremely** valuable.

- **Show = demonstrate / illustrate / reveal**

The graph shows the breakdown of actual expenses by two categories.

The graph illustrates the breakdown of actual expenses by two categories.

- **Bad = poor / negative**

The warm winter has had a very bad impact on the ski industry.

The warm winter has had a very negative effect/impact on the ski industry.

- **Big = large / sizable**

a **sizable** amount/area/house

a **large** amount of work

a **large** house

- **Find out = discover**

Its purpose is to **find out the truth** of what happened and identify any lessons that may help to prevent a repetition.

Its purpose is to **discover the truth** of what happened and identify any lessons that may help to prevent a repetition.

- **Think about = consider**

Many people think about the film as a controversial one.

Many people consider the film controversial.

- **Look at = examine**

Forensic scientists **are looking at** the wreckage for clues about the cause of the explosion.

Forensic scientists **are examining** the wreckage for clues about the cause of the explosion.

- **Point out = Indicate**

Various studies **point out** that some forms of alternative medicine are extremely effective.

Various studies indicate that some forms of alternative medicine are extremely effective.

- **Guys / Fellows / Dudes = people / individuals / everyone**

It's a general rule that applies to all those dudes and benefits them.

This is a general rule that applies to everyone and benefits everyone.

- **Stuff / Things = Aspects / Issues / Ways**

environmental/ethical/personal **issues**

Lighting is a very important **thing** in filmmaking.

Lighting is a vitally important **aspect of** filmmaking.

- **So = Therefore**

So, awareness measures and training were crucial.

Awareness measures and training were therefore crucial.

- **And = Additionally**

And, there are excellent photos in each chapter.

Additionally, there are excellent photographs in each chapter.

- **But = However**

But that is not a reason to avoid taking action.

However, that is not a reason to avoid taking action.

- **Also = Moreover**

Also, traditional foods are an important aspect of culture and social life.

Moreover, traditional foods are an important aspect of culture and social life.