



# IELTS Focus: General Training Writing Task 1










## Student Book

# Contents

2	Computer or paper: Your IELTS, your choice
3	Which IELTS is best for you?
4	Pre-course Writing assessment: Writing Assist
6	Quiz: How much do you know about the IELTS Writing Test?
8	Understanding IELTS General Training Writing Tasks 1 and 2
9	How IELTS writing is scored
11	Writing Task 1 Band descriptors (public version)
12	Instructions and format
12	Understanding the instructions
13	Understanding appropriate format
17	Writing the letter
17	Planning the letter
18	Opening and closing the letter
19	Making the purpose clear in the introduction
22	Covering the bullet points
23	Organizing your ideas into paragraphs
23	Letter planning framework
26	Writing in an appropriate style or tone
30	General Training Writing Task 1 Practice
35	General Training Writing Task 1 Checklist
36	Error correction codes
37	Tips for General Training Writing Task 1
38	Preparation guide
39	Answers
43	Acknowledgements

# Computer or paper: Your IELTS, your choice

Whether you take IELTS on paper or computer, you can be confident that you are taking the same trusted English language test.

	Computer-delivered IELTS	Paper-based IELTS
Delivery	Listening  Reading  Writing 	Listening  Reading  Writing 
	Speaking  Face-to-face Speaking test with a certified IELTS examiner.	
Results available	3-5 days	13 days
Booking & registration	Look for a computer icon  when booking your test at <i>IELTSregistration.com</i>	Look for a paper icon  when booking your test at <i>IELTSregistration.com</i>
Test availability	Up to 7 days a week*	Up to 48 days per year (Thursdays and Saturdays)
Length of the test	Listening (30 minutes)** Reading (60 minutes) Writing (60 minutes) Speaking (11-14 minutes)	Listening (30 minutes) Reading (60 minutes) Writing (60 minutes) Speaking (11-14 minutes)

\* Please check with your local test centre for the available computer-delivered IELTS sessions.

\*\* In the computer-delivered Listening test, the timings are slightly different from the paper-based test. This is because the paper-based test requires users to transfer answers to an answer sheet. This step becomes redundant when answering directly on a computer.

- Before the start of each part of the Listening test you will have some time to read the questions.
- After the end of each part of the Listening test you will have some time to review your answers.
- At the end of the Listening test, you will have 2 minutes to check your answers.

The timing of the Listening test is between 30 - 34 minutes.

Still the world’s leading high-stakes test with no change to:

✓ Content

✓ Marking

✓ Test timings

✓ Security arrangements

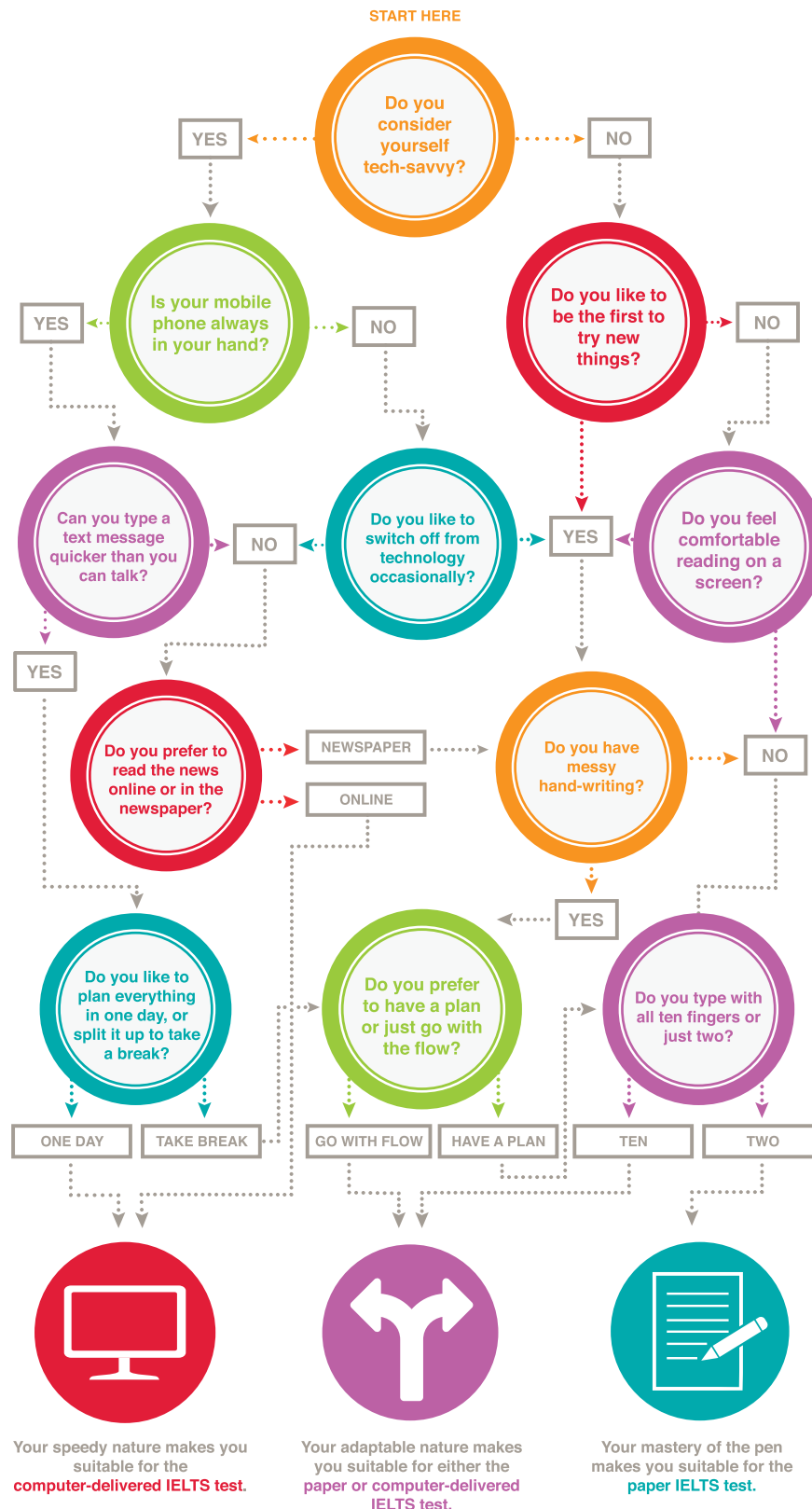
✓ Question types

✓ Speaking test delivery (face-to-face)

# Which IELTS is best for you?

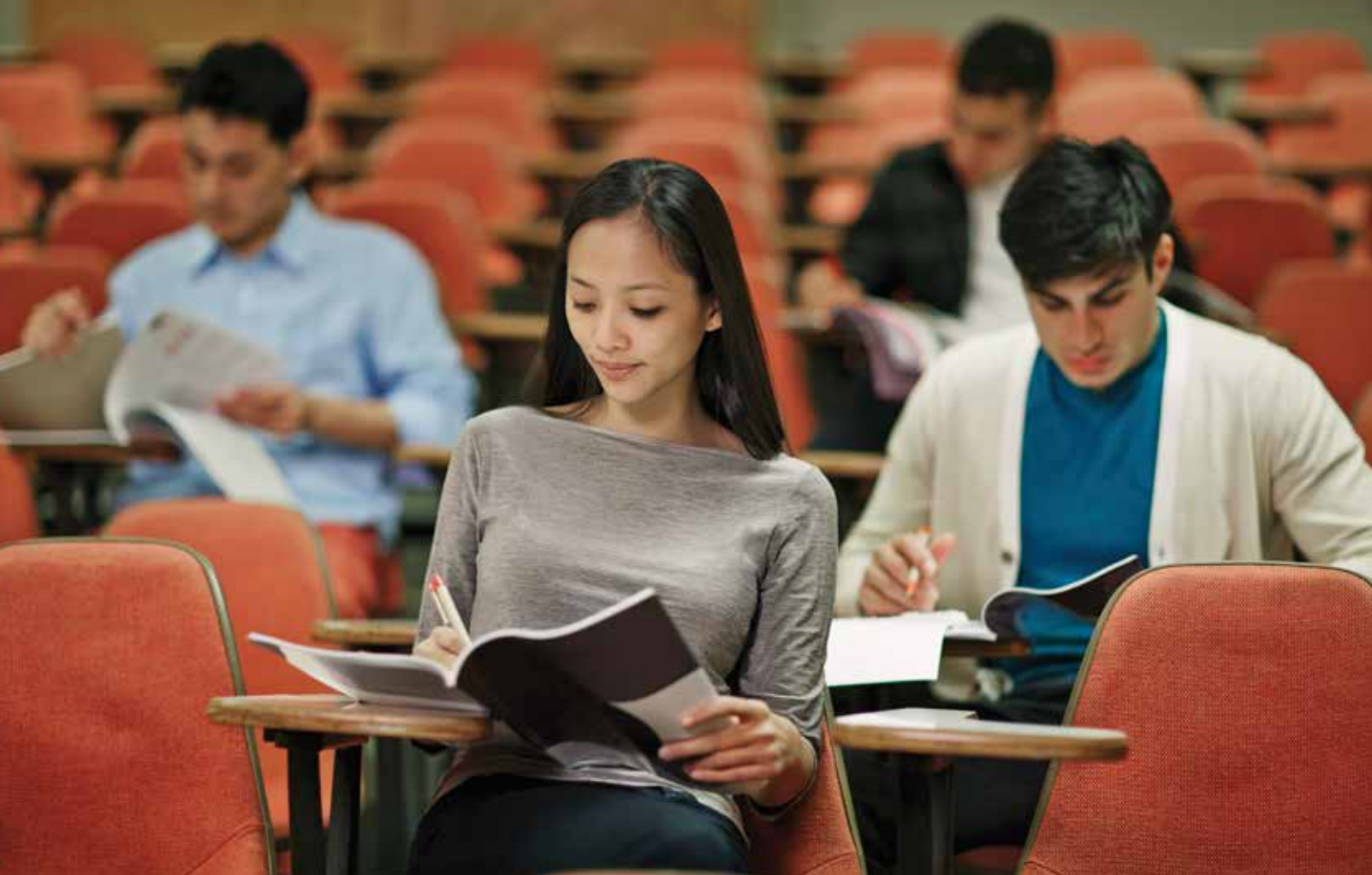
Computer-delivered IELTS or paper-based IELTS?  
The choice is yours, let's explore.

Some fun activities



\* Please note that this flowchart is for reference purposes only. Choose the best option based on your preferences.





## Pre-course Writing assessment: Writing Assist

Your teacher may arrange for you to complete IDP's Writing Assist. You will write a Task 1 and Task 2, which are both very similar to the real IELTS Writing tasks.

If you're a self study student preparing for IELTS, we recommend checking out the [\*free IELTS Writing sample tests\*](#).

# Ice breaker

Interview your partner, take some notes, and then introduce each other to the class:

1. What are some interesting facts about you that you'd like me to share with the class?
2. Have you taken IELTS before? Where? When?
3. When do you plan to take the IELTS test?
4. Which skills do you think you are best at?
5. Which skills are most difficult for you?
6. What do you most hope to learn in this course?
7. If you could give your classmates one piece of advice about studying in this course, what would it be?
8. If you could give your teacher one piece of advice about teaching this course, what would it be?
9. How much time do you spend in total reading, writing, listening and speaking in English?
10. How will succeeding in the IELTS test help you achieve your goals for the future?

# Quiz: How much do you know about the IELTS Writing Test?

How much do you know about the IELTS Writing test? Answer the questions below. Check and see if your partner agrees. We will come back to this later in the course.

How do you rate your writing skills on a scale of 1-10?  
(10 = highest; 1 = lowest)

1            2            3            4            5            6            7            8            9            10

1. How long does the writing test last?

- a. 45 minutes
- b. 60 minutes
- c. 90 minutes

2. How many writing tasks are there?

- a. 2
- b. 3
- c. 4

3. How many words do you need to write for Task 1?

- a. A maximum of 150 words
- b. A minimum of 150 words

4. About how long should you spend writing Task 1?

- a. 10 minutes
- b. 20 minutes
- c. 40 minutes

5. GT Task 1 involves writing a letter.

- a. Yes
- b. No

6. How many words do you need to write for Task 2?

- a. A maximum of 250 words
- b. A minimum of 250 words

7. About how long should spend on writing Task 2?

- a. 20 minutes
- b. 40 minutes
- c. 60 minutes

8. Do you have to do both tasks?

- a. Yes
- b. No

9. Task 1 is weighted 1/3 and Task 2 is weighted 2/3 of the total Writing score, so you should spend 20 minutes writing Task 1 and 40 minutes writing Task 2.

- a. Yes
- b. No

10. In GT Task 1, test takers are assessed on their ability to engage in personal correspondence in order to:

- a. Elicit and provide general factual information
- b. Express needs, wants, likes and dislikes
- c. Express opinions (views, complaints) etc
- d. All of the above

11. In Task 2, what sort of text do you need to write?

- a. An essay
- b. A story
- c. A newspaper article
- d. A speech

12. In Task 2, what should you include in your answer?

- a. An introduction and body paragraphs only
- b. An introduction and a conclusion only
- c. An introduction, two or more body paragraphs, and a conclusion

13. In Tasks 1 and 2, how should you write your answers?

- a. In notes
- b. In bullet points
- c. In full sentences
- d. All of the above

14. What are the criteria you will be marked on?

- a. Task achievement/response
- b. Grammatical range and accuracy
- c. Lexical resource
- d. Coherence and cohesion
- e. All of the above

15. In Task 2, will you get a lower score if the Examiner disagrees with your ideas and opinions?

- a. Yes
- b. No

16. Do you have to write Task 1 before Task 2?

- a. Yes
- b. No

17. In paper-based IELTS do you have to use a pen or pencil?

- a. Pen
- b. Pencil
- c. Either pen or pencil is OK.

18. Are correct spelling and punctuation important in Task 1 and 2 Writing?

- a. Yes
- b. No

19. Can you get a higher score if you use a variety of vocabulary and grammatical structures?

- a. Yes
- b. No

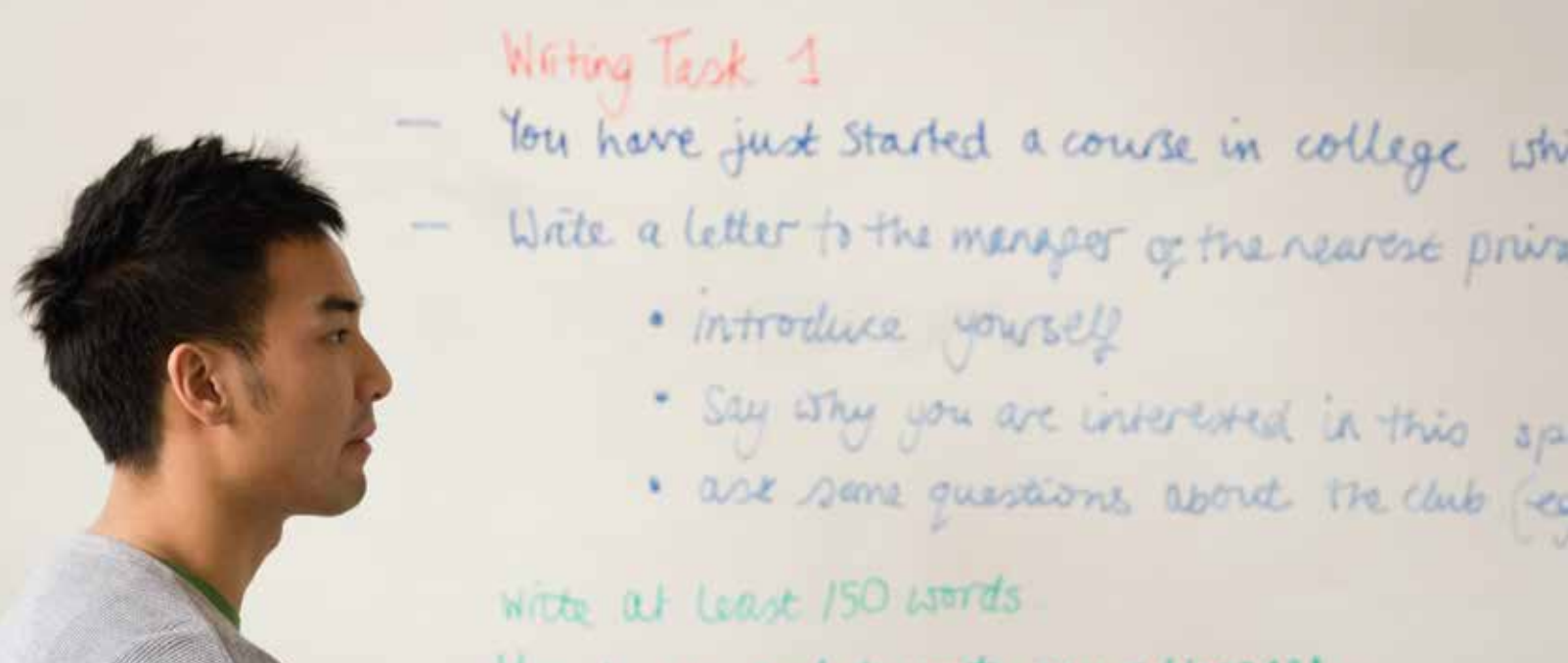
20. Is a half band score possible in the IELTS Writing Test (for example 6.5)?

- a. Yes
- b. No

Answers:

1. (b), 2. (a), 3. (b), 4. (b), 5. (a), 6.(b), 7. (b), 8. (a), 9 (a), 10. (d), 11. (a), 12. (c), 13. (c), 14. (e), 15. (b), 16. (b), 17. (b), 18. (a), 19. (a), 20. (a)





## Understanding IELTS General Training Writing Tasks 1 and 2

There are two Writing tasks and BOTH must be completed.



Timing: 60 minutes

No. of questions: 2

### Task types

Task 1:

- Write a letter in response to a situation requesting information or explaining the situation.
- Test takers may have to engage in personal correspondence to
  - Elicit and provide general factual information
  - Express needs, wants, likes and dislikes
  - Express opinions (views, complaints etc.).
- The letter may be personal or formal in style.
- Write at least 150 words in about 20 minutes.

Task 2:

- Write an essay in response to a point of view or argument or problem.
- Write at least 250 words in about 40 minutes.

### Answering

- Write answers in full sentences organized into paragraphs.
- Do not write notes, lists or bullet points in your Task 1 or Task 2 essays.
- In paper-based IELTS you can take notes on the question booklet.
- In computer-delivered IELTS you can take notes on the screen.

*Sourced from the IELTS Scores Guide page 55*



## How IELTS Writing is scored

### Answers are scored on:

- Task Achievement/Task Response
- Coherence and Cohesion
- Lexical Resource
- Grammatical Range and Accuracy.

### General Training Writing - Task Achievement: Task 1

- Assesses how appropriately, accurately and relevantly the response fulfills the requirements set out in the task: all bullet points covered, clear purpose and tone, appropriate format.
- Must write a minimum of 150 words.

### General Training Writing - Task Response: Task 2

- Assesses how well the response formulates and develops a position in relation to a given prompt in the form of a question or statement.
- Ideas should be supported by evidence.
- Examples may come from the test takers' own experience.
- Must write a minimum of 250 words.

### **Coherence and cohesion**

- Assesses the overall clarity and fluency of the message: how the essay organises and links information, ideas and language.
- Coherence means the linking of ideas through logical sequencing.
- Cohesion means the variety of cohesive devices used to make clear the relationships between ideas (e.g., logical connectors, pronouns and conjunctions).

### **Lexical resource**

- Assesses the range, accuracy and appropriacy of vocabulary in relation to the specific task.

### **Grammatical range and accuracy**

- Assesses the range and accurate use of grammar at the sentence level.

*Adapted from: [https://www.ielts.org/about-the-test/~link.aspx?\\_id=B678D89D4F974C7FAB45CC6E241CA4B6&\\_z=z#sthash.YcB4fYLZ.dpuf](https://www.ielts.org/about-the-test/~link.aspx?_id=B678D89D4F974C7FAB45CC6E241CA4B6&_z=z#sthash.YcB4fYLZ.dpuf)*

# WRITING TASK 1: Band Descriptors (public version)

Band	Task achievement	Coherence and cohesion	Lexical resource	Grammatical range and accuracy
9	<ul style="list-style-type: none"> <li>fully satisfies all the requirements of the task</li> <li>clearly presents a fully developed response</li> </ul>	<ul style="list-style-type: none"> <li>uses cohesion in such a way that it attracts no attention</li> <li>skilfully manages paragraphing</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips'</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'</li> </ul>
8	<ul style="list-style-type: none"> <li>covers all requirements of the task sufficiently</li> <li>presents, highlights and illustrates key features/ bullet points clearly and appropriately</li> </ul>	<ul style="list-style-type: none"> <li>sequences information and ideas logically</li> <li>manages all aspects of cohesion well</li> <li>uses paragraphing sufficiently and appropriately</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of vocabulary fluently and flexibly to convey precise meanings</li> <li>skilfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation</li> <li>produces rare errors in spelling and/or word formation</li> </ul>	<ul style="list-style-type: none"> <li>uses a wide range of structures</li> <li>the majority of sentences are error-free</li> <li>makes only very occasional errors or inappropriacies</li> </ul>
7	<ul style="list-style-type: none"> <li>covers the requirements of the task</li> <li>(A) presents a clear overview of main trends, differences or stages</li> <li>(GT) presents a clear purpose, with the tone consistent and appropriate</li> <li>clearly presents and highlights key features/bullet points but could be more fully extended</li> </ul>	<ul style="list-style-type: none"> <li>logically organises information and ideas; there is clear progression throughout</li> <li>uses a range of cohesive devices appropriately although there may be some under-/over-use</li> </ul>	<ul style="list-style-type: none"> <li>uses a sufficient range of vocabulary to allow some flexibility and precision</li> <li>uses less common lexical items with some awareness of style and collocation</li> <li>may produce occasional errors in word choice, spelling and/or word formation</li> </ul>	<ul style="list-style-type: none"> <li>uses a variety of complex structures</li> <li>produces frequent error-free sentences</li> <li>has good control of grammar and punctuation but may make a few errors</li> </ul>
6	<ul style="list-style-type: none"> <li>addresses the requirements of the task</li> <li>(A) presents an overview with information appropriately selected</li> <li>(GT) presents a purpose that is generally clear; there may be inconsistencies in tone</li> <li>presents and adequately highlights key features/ bullet points but details may be irrelevant, inappropriate or inaccurate</li> </ul>	<ul style="list-style-type: none"> <li>arranges information and ideas coherently and there is a clear overall progression</li> <li>uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical</li> <li>may not always use referencing clearly or appropriately</li> </ul>	<ul style="list-style-type: none"> <li>uses an adequate range of vocabulary for the task</li> <li>attempts to use less common vocabulary but with some inaccuracy</li> <li>makes some errors in spelling and/or word formation, but they do not impede communication</li> </ul>	<ul style="list-style-type: none"> <li>uses a mix of simple and complex sentence forms</li> <li>makes some errors in grammar and punctuation but they rarely reduce communication</li> </ul>
5	<ul style="list-style-type: none"> <li>generally addresses the task; the format may be inappropriate in places</li> <li>(A) recounts detail mechanically with no clear overview; there may be no data to support the description</li> <li>(GT) may present a purpose for the letter that is unclear at times; the tone may be variable and sometimes inappropriate</li> <li>presents, but inadequately covers, key features/ bullet points; there may be a tendency to focus on details</li> </ul>	<ul style="list-style-type: none"> <li>presents information with some organisation but there may be a lack of overall progression</li> <li>makes inadequate, inaccurate or over-use of cohesive devices</li> <li>may be repetitive because of lack of referencing and substitution</li> </ul>	<ul style="list-style-type: none"> <li>uses a limited range of vocabulary, but this is minimally adequate for the task</li> <li>may make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader</li> </ul>	<ul style="list-style-type: none"> <li>uses only a limited range of structures</li> <li>attempts complex sentences but these tend to be less accurate than simple sentences</li> <li>may make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader</li> </ul>
4	<ul style="list-style-type: none"> <li>attempts to address the task but does not cover all key features/bullet points; the format may be inappropriate</li> <li>(GT) fails to clearly explain the purpose of the letter; the tone may be inappropriate</li> <li>may confuse key features/bullet points with detail; parts may be unclear, irrelevant, repetitive or inaccurate</li> </ul>	<ul style="list-style-type: none"> <li>presents information and ideas but these are not arranged coherently and there is no clear progression in the response</li> <li>uses some basic cohesive devices but these may be inaccurate or repetitive</li> </ul>	<ul style="list-style-type: none"> <li>uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task</li> <li>has limited control of word formation and/or spelling; <ul style="list-style-type: none"> <li>errors may cause strain for the reader</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>uses only a very limited range of structures with only rare use of subordinate clauses</li> <li>some structures are accurate but errors predominate, and punctuation is often faulty</li> </ul>
3	<ul style="list-style-type: none"> <li>fails to address the task, which may have been completely misunderstood</li> <li>presents limited ideas which may be largely irrelevant/repetitive</li> </ul>	<ul style="list-style-type: none"> <li>does not organise ideas logically</li> <li>may use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas</li> </ul>	<ul style="list-style-type: none"> <li>uses only a very limited range of words and expressions with very limited control of word formation and/or spelling</li> <li>errors may severely distort the message</li> </ul>	<ul style="list-style-type: none"> <li>attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning</li> </ul>
2	<ul style="list-style-type: none"> <li>answer is barely related to the task</li> </ul>	<ul style="list-style-type: none"> <li>has very little control of organisational features</li> </ul>	<ul style="list-style-type: none"> <li>uses an extremely limited range of vocabulary, essentially no control of word formation and/or spelling</li> </ul>	<ul style="list-style-type: none"> <li>cannot use sentence forms except in memorised phrases</li> </ul>
1	<ul style="list-style-type: none"> <li>answer is completely unrelated to the task</li> </ul>	<ul style="list-style-type: none"> <li>fails to communicate any message</li> </ul>	<ul style="list-style-type: none"> <li>can only use a few isolated words</li> </ul>	<ul style="list-style-type: none"> <li>cannot use sentence forms at all</li> </ul>
0	<ul style="list-style-type: none"> <li>does not attend</li> <li>does not attempt the task in any way</li> <li>writes a totally memorised response</li> </ul>			





## Instructions and format

### Understanding the instructions

in General Training Writing Task 1 the instructions are always the same. Read the instructions below and answer the questions.

#### General Training Writing Task 1

You should spend about 20 minutes on this task.

Write a letter to..... In your letter

- .....
- .....
- .....

Write at least 150 words.

You do NOT need to write any addresses.

Begin your letter as follows:

Dear Sir or Madam, OR Dear...

1. Why should you spend about 20 minutes on Task 1?
2. What important elements must be included when you write a letter?
3. How do you begin and end formal letters? Give some examples below.
4. How do you begin and end informal letters? Give some examples below.
5. Why is it important to make the purpose of your letter clear to the reader?





## Understanding appropriate format

In General Training Writing Task 1, you have to write a letter using an appropriate format. Read the sample question below.

You should spend about 20 minutes on this task.

**Your local public library wants to make improvements to their services and facilities. In order to get ideas from the public, they have asked library users to send them suggestions in writing.**

Write a letter to the librarian. In your letter

- Describe what you like about the library
- Say what you don't like
- Make suggestions for improvements

Write at least 150 words.

You do NOT need to write any addresses.

Begin your letter as follows:

Dear Sir or Madam,

*Sourced from the IELTS Scores Guide page 56*

Look at the 4 answers, A-D. With a partner, decide which are examples of appropriate or inappropriate format, and explain why.

## Model Answer A

I'm going to explain what I like and dislike about the library, and make some suggestions for improvements.

First, this is what I like xxxx xxxx xxxxxxxx xxxxxx xxxxxx xxxxxx xxxx x xxxxxx xxxxxx xxxxxxxx xxxxxx  
xxxx xxxx xxxxxxxx xxxxxx xxxxxx xxxxxx xxxx x xxxxxx xxxxxx xxxxxxxx xxxxxx xxxx xxx xxxxxxxx xxxxxxxx xxx  
xxxx xxxx xxxxxxxx xxxxxx xxxxxx xxxxxx xxxx x xxxxxx xxxxxx xxxxxxxx xxxxxx xxxx xxx xxxxxxxx xxxxxxxx xxx

This is what I dislike xxxx xxxx xxxxxxxx xxxxxx xxxxxx xxxxxx xxxx x xxxxxx xxxxxx xxxxxxxx xxxxxx xxxx xxx xxxxxxxx  
xxxxxxxx xxx xxxx xxxx xxxxxxxx xxxxxx xxxxxx xxxxxx xxxx x xxxxxx xxxxxx xxxxxxxx xxxxxx xxxx xxx xxxxxxxx xxxxxxxx xxx

Finally, I would like to suggest some improvements. xxxx xxxx xxxxxxxx xxxxxx xxxxxx xxxxxx xxxx x xxxxxx xxxxxx  
xxxxxxxx xxxxxx xxxx xxx xxxxxxxx xxxxxxxx xxx xxxx xxxx xxxxxxxx xxxxxx xxxxxx xxxxxx xxxx x xxxxxx xxxxxx xxxxxxxx xxxxxx  
xxxx xxx xxxxxxxx xxxxxxxx xxx

Model Answer A has appropriate/inappropriate format because \_\_\_\_\_.

## Model Answer B

Dear Sir or Madam,

- I'm going to explain what I like and dislike about the library, and make some suggestions for improvements.
- First, this is what I like xxxx xxxx xxxxxxxx xxxxxx xxxxxx xxxxxx xxxx x xxxxxx xxxxxx xxxxxxxx xxxxxx xxxx xxxx  
xxxxxxxx xxxxxx xxxxxx xxxxxx xxxx x xxxxxx xxxxxx xxxxxxxx xxxxxx xxxx xxx xxxxxxxx xxxxxxxx xxxxxx xxxx xxxxxxxx xxxxxx  
xxxxxxxx xxxxxx xxxx x xxxxxx xxxxxx xxxxxxxx xxxxxx xxxx xxx xxxxxxxx xxxxxxxx xxx
- This is what I dislike xxxx xxxx xxxxxxxx xxxxxx xxxxxx xxxxxx xxxx x xxxxxx xxxxxx xxxxxxxx xxxxxx xxxx xxx  
xxxxxxxx xxxxxxxx xxx xxxx xxxx xxxxxxxx xxxxxx xxxxxx xxxxxx xxxx x xxxxxx xxxxxx xxxxxxxx xxxxxx xxxx xxx xxxxxxxx xxxxxxxx  
xxx
- Finally, I would like to suggest some improvements. xxxx xxxx xxxxxxxx xxxxxx xxxxxx xxxxxx xxxx x xxxxxx xxxxxx  
xxxxxxxx xxxxxx xxxx xxx xxxxxxxx xxxxxxxx xxx xxxx xxxx xxxxxxxx xxxxxx xxxxxx xxxxxx xxxx x xxxxxx xxxxxx xxxxxxxx xxxxxx  
xxxx xxx xxxxxxxx xxxxxxxx xxx

Your faithfully,  
John Smith

Model Answer B has appropriate/inappropriate format because \_\_\_\_\_.

### Model Answer C

Dear Sir or Madam,

I'm going to explain what I like and dislike about the library, and make some suggestions for improvements.

First, this is what I like xxxx xxxx xxxxxxxx xxxxxx xxxxxx xxxxxx xxxx x xxxxxx xxxxxx xxxxxxxx xxxxxx  
xxxx xxxx xxxxxxxx xxxxxx xxxxxx xxxxxx xxxx x xxxxxx xxxxxx xxxxxxxx xxxxxx xxxx xxx xxxxxxxx xxxxxxxx xxx  
xxxx xxxx xxxxxxxx xxxxxx xxxxxx xxxxxx xxxx x xxxxxx xxxxxx xxxxxxxx xxxxxx xxxx xxx xxxxxxxx xxxxxxxx xxx

This is what I dislike xxxx xxxx xxxxxxxx xxxxxx xxxxxx xxxxxx xxxx x xxxxxx xxxxxx xxxxxxxx xxxxxx xxxx xxx xxxxxxxx  
xxxxxxx xxx xxxx xxxx xxxxxxxx xxxxxx xxxxxx xxxxxx xxxx x xxxxxx xxxxxx xxxxxxxx xxxxxx xxxx xxx xxxxxxxx xxxxxxxx xxx

Finally, I would like to suggest some improvements. xxxx xxxx xxxxxxxx xxxxxx xxxxxx xxxxxx xxxx x xxxxxx xxxxxx  
xxxxxxx xxxxxx xxxx xxx xxxxxxxx xxxxxxxx xxx xxxx xxxx xxxxxxxx xxxxxx xxxxxx xxxxxx xxxx x xxxxxx xxxxxx xxxxxxxx xxxxxx  
xxxx xxx xxxxxxxx xxxxxxxx xxx

Yours faithfully,

John Smith

Model Answer C has appropriate/inappropriate format because \_\_\_\_\_.

### Model Answer D

Dear Sir or Madam,

#### Introduction

I'm going to explain what I like and dislike about the library, and make some suggestions for improvements.

#### What I like

First, this is what I like xxxx xxxx xxxxxxxx xxxxxx xxxxxx xxxxxx xxxx x xxxxxx xxxxxx xxxxxxxx xxxxxx  
xxxx xxxx xxxxxxxx xxxxxx xxxxxx xxxxxx xxxx x xxxxxx xxxxxx xxxxxxxx xxxxxx xxxx xxx xxxxxxxx xxxxxxxx xxx  
xxxx xxxx xxxxxxxx xxxxxx xxxxxx xxxxxx xxxx x xxxxxx xxxxxx xxxxxxxx xxxxxx xxxx xxx xxxxxxxx xxxxxxxx xxx

What I Dislike

This is what I dislike xxxx xxxx xxxxxxxx xxxxxxx xxxxxxx xxxxxxx xxxx x xxxxxxx xxxxxxx xxxxxxx xxxxxxx xxxx xxx xxxxxxxx  
xxxxxxx xxx xxxx xxxx xxxxxxxx xxxxxxx xxxxxxx xxxxxxx xxxxxxx xxxxxxx xxxxxxx xxxxxxx xxxxxxx xxxxxxx xxxxxxx xxx

My suggestions

Finally, I would like to suggest some improvements. xxxx xxxx xxxxxxxx xxxxxxx xxxxxxx xxxxxxx xxxx x xxxxxxx xxxxxxx  
xxxxxxx xxxxxxx xxxx xxx xxxxxxxx xxxxxxx xxx xxxx xxxx xxxxxxxx xxxxxxx xxxxxxx xxxxxxx xxxxxxx xxxxxxx xxxxxxx xxxxxxx  
xxxx xxx xxxxxxxx xxxxxxx xxx

Yours faithfully,

John Smith

Model Answer D has appropriate/inappropriate format because \_\_\_\_\_.

**Tip!**

In General Training Writing Task 1, you must write a letter with an appropriate opening and closing. If you do not, you will lose marks for inappropriate format and will not score above a band 5 in Task Achievement.

Model Answer A: inappropriate format because this is an essay not a letter. There is no opening or closing. This would lose marks in Task Achievement.

Model Answer B: inappropriate format because it uses bullet points. This would lose marks in Task Achievement.

Model Answer C: appropriate format because it is a letter, which includes an opening and closing.

Model Answer D: inappropriate format because it includes subtitles/subheadings. This would lose marks in Task Achievement.



## Writing the letter

### Planning the letter

Before you begin writing, make sure you understand who you are writing to, why you are writing, and what information you should include. Underline or circle the key words in the question to help you focus on the important information.

Look again at the General Training Task 1 question below and answer these questions:

1. Who is the letter to?

.....

2. What is the purpose of the letter?

.....

3. What information should you include?

.....

You should spend about 20 minutes on this task.

**Your local public library wants to make improvements to their services and facilities. In order to get ideas from the public, they have asked library users to send them suggestions in writing.**

Write a letter to the librarian. In your letter

- Describe what you like about the library
- Say what you don't like
- Make suggestions for improvements

Write at least 150 words.

You do NOT need to write any addresses.

Begin your letter as follows:

Dear Sir or Madam,



## Opening and closing the letter

You need to decide how to begin and end your letter. Who are you writing to? How well do you know this person? You may need to write a formal or informal letter, so it is important to know the best way to open and close your letter.

Formal letters are used for business or official purposes and are written to people that you do not know or do not know very well. Informal letters are written to family, friends and other people that you know well.



Formal opening	Formal closing
Dear Sir or Madam, Dear Sir, Dear Madam, Dear Mr. Jones, Dear Ms. Smith, Dear Dr. Davidson,	Yours faithfully, Yours sincerely, Yours truly,
Informal opening	Informal closing
Dear Nadia, Dear John,	Best wishes, Best regards, Kind regards, Love,

If the question booklet says:

Dear...

Make up a name. e.g. Dear Ahmed,

Don't use job titles in your opening. For example, it is incorrect to write:

~~Dear Teacher, X~~      ~~Dear Librarian, X~~

In the letter to the librarian:

1. What would be an appropriate opening?

.....

2. What would be an appropriate closing?

.....



# Making the purpose clear in the introduction

You will lose marks if the purpose of your letter is not clear, so read the question carefully and make sure you understand the situation. Why are you writing the letter? Are you asking for information? Are you making some suggestions? Are you writing to complain and requesting further action? What do you want the reader of your letter to do as a result of reading your letter?

In formal business letters, the purpose of your letter (why you are writing) is usually expressed in the first sentence of the introduction paragraph. However, in informal letters to friends and family, it is more usual to give a general greeting first and then explain why you are writing.

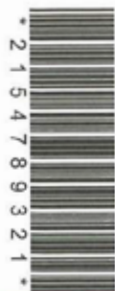
Look at the examples below of first sentences in a letter. Which sentences are suitable for a formal letter? Which are more suitable for an informal letter? Put a check mark ✓ in the appropriate column.

1st sentence	Formal letter	Informal letter
It was great seeing you last week and...		
I am writing to explain how concerned I am about...		
I am writing in connection with...		
It's been ages since I last saw you!		
I am writing in regards to...		
Thanks very much for the newsy letter and sorry for not being in touch for a while, but...		
As a resident of the Views apartments, I would like to draw your attention to...		

Now, write the introduction paragraph of your letter to the librarian. Write your paragraph on the Writing Answer Booklet on the next page. Focus on clearly explaining the situation and your purpose in writing.



Do not copy the question from the question booklet. Paraphrase the prompt by using your own words.



## IELTS Writing Answer Sheet - TASK 1

Candidate Name

Candidate No.

Centre No.

Test Module ☐ Academic ☐ General Training

Test Date Day   Month   Year

If you need more space to write your answer, use an additional sheet and write in the space provided to indicate how many sheets you are using:

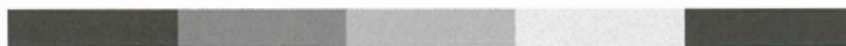
Sheet  of

Writing Task 1 Writing Task 1 Writing Task 1 Writing Task 1

SAMPLE

Do not write below this line

Do not write in this area. Please continue your answer on the other side of this sheet.



Candidate  
No.

--	--	--	--	--	--

Writing Task 1 Writing Task 1 Writing Task 1 Writing Task 1

SAMPLE

OFFICIAL USE ONLY

Examiner 2  
number

--	--	--	--	--	--

TA	CC	LR	GRA

Underlength	No. of words	Penalty

Off-topic	Memorised	Ilegible

Candidate  
No.

--	--	--	--	--	--

Examiner 1  
number

--	--	--	--	--	--

TA	CC	LR	GRA

Underlength	No. of words	Penalty

Off-topic	Memorised	Ilegible

Candidate  
No.

--	--	--	--	--	--

23505

## Covering the bullet points

The General Training Writing Task 1 question always includes 3 bullet points. If you do not write about all 3 bullet points, you will lose marks. It is a good idea to write about the same number of lines for each of the 3 bullet points.

Look again at the letter to the librarian and the 3 bullet points that you have to write about. With a partner, think of 2 different ways that you could write this letter. Fill in the chart below with different information in column A and B.



Letter to a Librarian		
The 3 bullet points	A	B
What you like		
What you dislike		
Suggestions for improvements		

### Tip!

If you only write about 1 or 2 of the bullet points, you will not score above a band 4 in Task Achievement. You must write about all 3 bullet points!

Some bullet points have 2 parts e.g. Say what you like and why you like it. You must answer both parts of these 2-part bullet points.



## Organizing your ideas into paragraphs

The 3 bullet points will form the main part of your letter. You may want to write a separate paragraph for each of the 3 bullet points. You will not get a high score if you only write one paragraph in your General Training Task 1 letter! It is also a good idea to write about the 3 bullet points in the same order as they are set out in the question booklet.

- Begin each paragraph with a topic sentence (a sentence that expresses the main idea of the paragraph).
- Use a logical order for the sentences in each paragraph.
- Use cohesive devices (linking words or signal words) to connect your ideas and show the relationships between ideas.
- Leave a complete blank line between paragraphs.

### Letter Planning Framework

#### Introduction paragraph

Appropriate opening e.g. Dear...  
Clearly state your purpose for writing.

#### Bullet point 1

Begin with a topic sentence.  
Explain the bullet point fully and clearly, and include examples.

#### Bullet point 2

Begin with a topic sentence.  
Explain the bullet point fully and clearly, and include examples.

#### Bullet point 3

Begin with a topic sentence.  
Explain the bullet point fully and clearly, and include examples.

#### Concluding sentence(s)

Write a concluding sentence.  
End with an appropriate closing e.g. Yours sincerely,



Now with your partner go back to the chart and the Writing Answer Booklet again.

Write 3 paragraphs that cover the 3 bullet points. One of you should use the information from the chart labeled A, and your partner should write about the information from the chart labelled B.

Focus on covering all 3 bullet points and writing in an appropriate tone.  
Close your letter in an appropriate way.

When you have finished, check your letter against the General Training Writing Task 1 Checklist.

**General Training Writing Task 1:  
Public Library, Response C**

Look at the sample response. Discuss with your teacher the Examiner comments about this letter.

Dear Sir or Madam,

This is in reference to your enquiry regarding the suggestions to library I would like give opinion in this regard. I visited the library so many times and found facilities and problem side by side.

A library must consist of substantial amount of books, CDs and Cassetts. These material should be placed and organised in a scientific manner so that most of the people can be benefited in the same time. In your library I liked the numbers of books you have. It almost covers the major part of the requirement of people but the availability of the books at the right place and time is the biggest concern. In library seating arrangements are very good too. The opening and closing timing really suits the people.

But, the situation is not at its best. You do not have the facility of electronic material which you normally find now a days. As I said the placement of books must be given attention. I have also faced problems when wanted to take away the books. You should relax the problem in this procedure.

Library should be calm and safe. All the books should be arranged as per catalog. This sequential arrangement will not only ease the pressure on staff but also reduce the complaints. More electronic equipments should include in the library facilities and matter available in the shelves.

Thanking you for your efforts to improve the services for the betterment of the people in the locality.

## Band 6.5

The test taker covers all the task requirements and states the purpose of the letter. The tone, though assertive, is consistently polite. The key features are highlighted and extended but this could be more appropriately dealt with in some areas.

There is a clear overall progression, but the arrangement of ideas within paragraphs at times detracts from the clarity of the letter. At other times, the sentences are not as fluently linked as they might be.

There is a good range of vocabulary that is more than adequate. Although there are errors in collocation and word choice, there are also many examples of accurate choice and appropriate modification.

A mix of simple and complex structures is used, but mistakes in punctuation and in areas such as article use, subject-verb agreements, etc. limit the rating for the criterion.

This response shows some features of higher-level performance, but weaknesses in organisation and grammatical control limit rating to Band 6.5.

Sourced from the IELTS Scores Guide page 59

**General Training Writing Task 1:  
Public Library, Response D**

Look at the sample response. Discuss with your teacher the Examiner comments about this letter.

Dear Sir or Madam,

I am writing this letter to express my opinion about library services and send some suggestions to improve your operation. I have been using your library services for 25 years and even my son has started to use it <sup>as well</sup>. I really enjoy of your personnel staff and the way they serve the library users. They are always polite, friendly and easy find what you want to. The library is equipped with the comfortable furniture which helps user to feel freely and work efficient. You also have the reading room with the daily newspapers, magazines and other informative resources. I really appreciate all above-mentioned things in your library. But, I have some concerns I would like to share with you. The thing is I can not find anymore the recent edition books or books of authors of the current century. Of course, I understand we can always find them in the bookstores or in Internet. But, everybody will agree with me that there is a great pleasure to read a book alive than in computer or others resources. So, it would be nice if you check with your management to update it. And plus, I know, it would be costly but may be saving your time, to buy a computer and load a data base of your collection of books. We live and work in the 21st of century.

That is all I would like to share with you.

Yours faithfully,

Sourced from the IELTS Scores Guide page 60.

## Band 6.5

The purpose of the letter is clearly stated and all three bullet points are highlighted and developed. However, the final bullet and the closing section of the letter could be more fully or more appropriately extended.

The presentation of information is clear throughout and cohesive devices, referencing and substitution are flexibly used, with occasional error. The absence of paragraphs prevents the award of a higher band for this criterion.

Vocabulary is also used with some flexibility and there is a good range, with evidence that the test taker can use less common expressions and has an awareness of collocations. There is occasional error in word form and choice.

Although a variety of structures is apparent, with a mix of simple and complex sentences, the level and regularity of errors in articles, prepositions and some verb phrases limit the rating for this criterion.

The density of grammatical error prevents this response from fully satisfying the descriptors of the higher band, so Band 6.5 is awarded.



## Writing in an appropriate style or tone

You may have to write a formal business letter, a semi-formal letter or a personal letter, so it is important to use the right tone when you write. If you can use an appropriate tone or level of formality in your letter, you will communicate more successfully and earn higher marks.

The tone of your letter depends on who you are writing to. If you are writing to a friend or family member, for example, your language can be informal and more direct. However, if you are writing a formal letter, you must use language that is more polite or neutral in tone.

Many people lose marks in General Training Writing Task 1 because they mix formal and informal language in their letter, so the tone is not consistent. This will also lose you marks. Be clear from the beginning whether you need to write in a formal or informal tone, and then write in the same tone from the beginning to the end of your letter.

Look at the expressions for each of the language functions below. Put a check mark ✓ in the appropriate column if the expression is formal/neutral or informal.

Apologizing for something:

Expressions	Formal/neutral	Informal
Sorry to hear about...		
Unfortunately,/Regrettably,...		
Please accept my apologies for...(-ing)...		
I was so sorry to learn that/about...		

Asking for information:

Expressions	Formal/neutral	Informal
Would it be possible to find out whether...?		
Why...? Who...? How...? Where...?		
Is...?		
I'd be grateful if you could tell me...		

Thanking someone for doing something:

Expressions	Formal/neutral	Informal
I very much appreciate you (ing)...		
I am extremely grateful (to you) for ...		
Thanks very much for...		

Complaining about something:

Expressions	Formal/neutral	Informal
I was extremely disappointed to learn that...		
I am writing to express my concerns about....		
I can't believe you did that!		

Making suggestions:

Expressions	Formal/neutral	Informal
How about we...?		
I'd like to propose...		
Why don't we/you...?		
Let's...		

Expressing satisfaction:

Expressions	Formal/neutral	Informal
I was delighted to hear that...		
Wow – that's fantastic!		
...was so enjoyable.		

General expressions:

Expressions	Formal/neutral	Informal
Kindly... e.g. Kindly send me your email address.		
You guys...		
How's it going?		
What's up?		



## Concluding sentences

You should write a short conclusion or concluding sentence at the end of your letter. Look at the concluding sentences below. Which are formal and which are informal? Write F if the sentence is formal. Write I if the sentence is Informal.

### Concluding sentence:

### Formal or Informal?

Hope to hear from you soon.

.....

I trust the situation will be resolved shortly.

.....

Bye for now!

.....

Thank you very much for your attention.

.....

I can't wait until...!

.....

See you next weekend.

.....

I look forward to hearing from you shortly.

.....

### Inappropriate language use

No matter whether you are writing a formal or informal letter, you should avoid certain types of language in General Training Writing Task 1:

- Expressions that are not widely-known outside a specific region of the world e.g. [ lakh | crore | Dear Ma, | Dear Mamsir, ].
- Swear words [\*\*xxxx\*!]
- Text/SMS language e.g. [lol, u, btw, rotfl]
- Threats e.g. [Dear Landlord, If you don't repair the washing machine in my apartment, I'm not going to pay you any more rent!]
- Flattery e.g. [my esteemed colleague | your world-renowned institution ]
- Very casual verb forms e.g. [I'm gonna | Do you wanna..?]  
Use the correct verb forms e.g. [I'm going to.... | Do you want to...?]
- Abbreviations that are not widely-known e.g. [b/c | w/o]  
Write the word in full e.g. [because | without]

Answers: I, F, I, F, I, I, F

**Spot the errors in tone!**

Now read the letter below from a resident to a local neighborhood homeowner's association.

Find and circle 5 instances where the tone of this letter is not appropriate. For each, suggest how to make the tone more consistent.

Dear Sir/Madam,

Hi, what's up guys? It has recently come to my attention that some of the residents in The Views neighborhood are parking their cars in my driveway and blocking me in. This is preventing me from getting to work on time in the mornings, which is causing me some problems with my supervisor. Who the heck do these people think they are!!

I would be most grateful if you would arrange for the security guards to patrol the neighborhood on a regular basis to ensure that law-abiding residents like myself are no longer inconvenienced in this way. The next time someone parks in my driveway, I'm going to smash the windscreen of their car- maybe that will convince them to stop doing it!

Thank you very much for taking the time to consider my request. I look forward to hearing from you shortly.

Love and best wishes,

Dr. Miriam Jones

P.S. If I don't get a reply from you in the next 2 days, I'm going to publish a letter in the local newspaper telling everyone how useless our local homeowner's association is.

## General Training Writing Task 1 Practice

Read the General Training Writing Task 1 question prompt below. Then, read the sample response on the next page.

General Training Writing sample task - Task 1

### Task 1

You should spend about 20 minutes on this task.



You live in a room in college which you share with another student. However, there are many problems with this arrangement and you find it very difficult to work.

Write a letter to the accommodation officer at the college. In the letter,

- describe the situation
- explain your problems and why it is difficult to work
- say what kind of accommodation you would prefer

Write at least 150 words.

You do NOT need to write any addresses.

Begin your letter as follows:

**Dear Sir or Madam,**

*Sourced from [www.idpielts.me/prepare](http://www.idpielts.me/prepare)*



## General Training Writing Task 1: Sample Script B

Look at the sample response. Discuss with your teacher the Examiner comments about this letter.

Accommodation Officer  
13, Kings Road  
Edinburgh

Dear Sir, Dear Rickmy

I am writing you to express my dissatisfaction with my room mate and request for another accommodation next term.

My main problem is that I cannot study in my room because my room-mate always has friends visiting. He also has parties, which usually ends early in the morning, several times a week. Furthermore he often borrows my things without asking me. I cannot accept this situation any longer. Especially because I have very important exams next term and I really must study hard. This is why I would be very grateful if I could have another room next term. It would be most convenient for me if I didn't have to share my room with somebody else.

I am looking forward to hear from you soon.

Yours faithfully /y/ehvix

### Examiner comment

#### Band 7

This answer is also short. Although ideas are often provided in the task rubric, candidates are at liberty to include some of their own ideas in their answers. In this case, the candidate has attempted to incorporate some original material. The answer reads quite fluently, is well organised and there is good use of conjunctions to link points. There are some grammatical errors but these do not affect the reader greatly and there is evidence of some more complex sentence structures.

Sourced from [www.idpielts.me/prepare](http://www.idpielts.me/prepare)



## General Training Writing Task 1 Practice

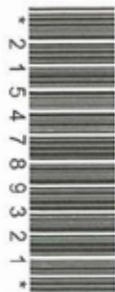
Look again at the question prompt about the letter to the accommodation officer. With a partner, think of 2 different ways that you could write this letter. Fill in the chart below with different information in columns A and B.

Letter to an Accommodation Officer		
The 3 bullet points:	A	B
Describe the situation		
Explain the problems and why it is difficult to work		
Say what kind of accommodation you prefer		

Then, write your General Training Task 1 response on the Writing Answer Booklet.

When you have finished, check your letter against the General Training Task 1 Checklist on page 35.





**IELTS Writing Answer Sheet - TASK 1**

Candidate Name

Candidate No.

Centre No.

Test Module ☐ Academic ☐ General Training

Test Date Day  Month  Year

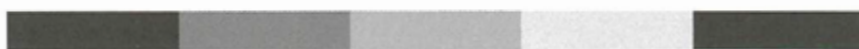
If you need more space to write your answer, use an additional sheet and write in the space provided to indicate how many sheets you are using: Sheet  of

**Writing Task 1 Writing Task 1 Writing Task 1 Writing Task 1**

**SAMPLE**

Do not write below this line

Do not write in this area. Please continue your answer on the other side of this sheet.







Candidate  
No.

--	--	--	--	--	--



Writing Task 1 Writing Task 1 Writing Task 1 Writing Task 1

SAMPLE

OFFICIAL USE ONLY

Examiner 2 number						TA	CC	LR	GRA	Underlength	No. of words	Penalty	On-topic	Memorised	Replete
Candidate No.															
Examiner 1 number						TA	CC	LR	GRA	Underlength	No. of words	Penalty	On-topic	Memorised	Replete
Candidate No.															





## General Training Writing Task 1 Checklist

General Training Task 1 Checklist	Yes or No?
Did you...	
...write at least 150 words?	
...paraphrase the introduction?	
...express the purpose of the letter clearly?	
...cover all 3 bullet points?	
...use an appropriate opening and closing to match the tone of your letter?	
...use an appropriate tone (formal or informal)?	
...write in paragraphs and use linking words to connect your ideas?	
...use simple and complex sentence types?	
...check your verbs for errors?	
...use a range of vocabulary and check your spelling?	

# Error correction codes

Task Achievement / Task Response	
Ir	Irrelevance
?	Unclear
Coherence and Cohesion	
//	Start a new paragraph
R	Reference error - <i>I wrote a letter to him after I came to this country. <b>They</b> were happy to receive <b>them</b>.</i>
Lexical Resource	
Sp	Spelling error - <i>I wrote a letter to him after I came to this <b>contry</b>.</i>
WF	Wrong form - <i>I wrote a letter to <b>himself</b> after I came to this country.</i>
WW	Wrong word - <i>I wrote a letter to him after I came <b>in</b> this country.</i>
Grammatical Range and Accuracy	
/	Start a new sentence
^	A word is missing - <i>I wrote a letter to him <b>after came</b> to this country.</i>
X	Extra word - <i>I wrote a letter to him after I came <b>in</b> to this country.</i>
Gr	Unspecified grammar error
Ar	Error with articles (a, an, the) - <i>I <b>wrote letter</b> to him after I came to this country.</i>
P	Punctuation error - <i>I wrote a letter to him, after I came to this country.</i>
WO	Wrong word order - <i><b>To him I wrote a letter</b> after I came to this country.</i>
T	Wrong tense - <i>I <b>write</b> a letter to him after I came to this country.</i>
SV	Error with subject-verb agreement - <i>I <b>writes</b> a letter to him after I came to this country.</i>
( )	Not necessary
WN	Wrong number - singular or plural - <i>I write a <b>letters</b>.</i>



## Tips for General Training Writing Task 1

You have 20 minutes to write your Task 1 letter. Spend a few minutes planning your letter first and a few minutes checking your work at the end.

### Planning:

- Decide whether a formal or informal tone is required.
- Make sure you understand the purpose of the letter.
- Decide what information to include to fully cover each of the 3 bullet points.
- Decide how to organize your paragraphs.

### Writing:

- Write the opening and introduction in the appropriate tone.
- State the purpose of your letter clearly.
- Cover the 3 bullet points in 3 separate paragraphs. Explain each bullet point fully and clearly and in the appropriate tone.
- Use an appropriate ending.
- Use a range of vocabulary and sentence types.

### Checking:

- Check for mistakes in grammar, punctuation and spelling.
- In paper-based IELTS Writing count the number of lines e.g. if you write 10 words on a line on average, count to make sure you have written at least 15-17 lines.
- In computer-delivered IELTS there is a word counter on the screen.

## Our official IDP IELTS Preparation Tools are designed to help you achieve the score you need.

Type	Features	Experience/ English level	Indicative band score	Personalised feedback	Expert tips to improve	New practice questions	Paid/free
<b>IELTS Progress Check</b>							
Practice test	<ul style="list-style-type: none"> <li>The only official online practice test developed by IELTS</li> <li>Indicative band scores for every test section and an overall band score</li> <li>Marked by official IELTS markers</li> <li>Suitable for both computer-delivered and paper-based IELTS</li> <li>Personalised feedback in all assessment criteria for Writing and Speaking</li> </ul>	😊	✓  + Marked by official IELTS markers	✓  + All assessment criteria for Writing/ Speaking	✓  + Marker's comments	✓	Paid
<b>IELTS Master</b>							
Online course	<ul style="list-style-type: none"> <li>The IELTS online preparation is developed by Macquarie University in Australia</li> <li>Exclusive preparation tool for IDP test takers</li> <li>20–25 hours of online study time</li> </ul>	😊	✗	✗	✓	✗	Free (one skill) when you book a test with IDP. Upgrade to full course at 50% off
<b>IELTS Masterclass</b>							
Seminar (in person & webinar)	<ul style="list-style-type: none"> <li>A 90-minute class for test takers aiming for a band score of 6 or above</li> <li>IELTS assessment criteria explained</li> <li>Insights into common IELTS mistakes and how to avoid them</li> <li>IELTS approved handouts, which include test questions and sample answers</li> <li>Time to ask questions in a fun and supportive environment</li> </ul>	I A	✗	✗	✓	✗	Free
<b>IELTS Advantage</b>							
Webinar	<ul style="list-style-type: none"> <li>A 40-minute webinar</li> <li>Everything you want to know about IELTS but were afraid to ask</li> <li>What to expect on the test day</li> <li>How your skills are assessed</li> <li>FAQs about Listening, Reading, Writing and Speaking tests</li> </ul>	N	✗	✗	✓	✗	Free

N New  
 P Pre-intermediate  
 I Intermediate  
 A Advanced  
 😊 All levels

# Answers

## Page 12 Understanding the instructions

1. Why should you spend 20 minutes on Task 1?

You should divide your time according to the weighting of the marks: 1/3 of writing mark is based on Task 1 and 2/3 of the writing mark is based on Task 2. Therefore, spend 20 minutes on Task 1 and 40 minutes on Task 2 in either order, but keep the time allocation.

2. What important elements must be included when you write a letter?

- A salutation e.g. Dear...,
- The body of the letter
- A closing e.g. Yours faithfully,

3. How do you begin and end formal letters? Give some examples below.

Dear Sir,/Dear Madam,/Dear Mr. Smith,

Yours faithfully,/Yours sincerely,/Yours truly,

4. How do you begin and end informal letters? Give some examples below.

Dear John,/Dear Nadia,

Best wishes,/Best regards,/Kind regards,/Love,

5. Why is it important to make the purpose of your letter clear to the reader?

Because the reader needs to understand why you are writing and what you want the reader to do as a result of reading the letter e.g. are you writing to invite a friend to a party? Are you writing to complain to your landlord that the air conditioning is not working? Etc.

## Page 17 Planning your letter

Review the answers:

1. The librarian
2. To send suggestions as to how the public library can improve their services and facilities
3. What you like about the library/what you dislike about the library/your suggestions to improve the library

## Page 18 Opening and closing a letter

1. What would be an appropriate opening?

Dear Sir or Madam,

This is a fairly formal business letter to a librarian that the writer does not know, so the writer should use a more formal opening.

2. What would be an appropriate closing?

Yours faithfully,/Yours sincerely,/Yours truly,

The closing should be formal so that it matches the formal opening.



# Answers

## Page 19 Making the purpose clear in the introduction

1st sentence	Formal letter	Informal letter
It was great seeing you last week and...		✓
I am writing to explain how concerned I am about...	✓	
I am writing in connection with...	✓	
It's been ages since I last saw you!		✓
I am writing in regards to...	✓	
Thanks very much for the newsy letter and sorry for not being in touch for a while, but...		✓
As a resident of the Views apartments, I would like to draw your attention to...	✓	

## Pages 26

Apologising for something:

Expressions	Formal/neutral	Informal
Sorry to hear about...		✓
Unfortunately,/Regrettably,...	✓	
Please accept my apologies for...(-ing)...	✓	
I was so sorry to learn that/about...		✓

Asking for information:

Expressions	Formal/neutral	Informal
Would it be possible to find out whether...?	✓	
Why...? Who...? How...? Where...? Is...?		✓
I'd be grateful if you could tell me...	✓	

Thanking someone for doing something:

Expressions	Formal/neutral	Informal
I very much appreciate you (ing)...	✓	
I am extremely grateful (to you) for...	✓	
Thanks very much for...		✓

# Answers

Complaining about something:

Expressions	Formal/neutral	Informal
I was extremely disappointed to learn that...	✓	
I am writing to express my concerns about...	✓	
I can't believe you did that!		✓

Making suggestions:

Expressions?	Formal/neutral	Informal
How about we...?		✓
I'd like to propose...	✓	
Why don't we/you...?		✓
Let's...		✓

Expressing satisfaction:

Expressions	Formal/neutral	Informal
I was delighted to hear that...	✓	
Wow - that's fantastic!		✓
was so enjoyable.		✓

General suggestions:

Expressions?	Formal/neutral	Informal
Kindly... e.g. Kindly send me your email address.	✓	
You guys...		✓
How's it going?		✓
What's up?		✓

## Page 29 Spot the errors in tone!

Dear Sir/Madam,

1. *Hi, what's up guys?* It has recently come to my attention that some of the residents in The Views neighborhood are parking their cars in my driveway and blocking me in. This is preventing me from getting to work on time in the mornings, which is causing me some problems with my supervisor. 2. *Who the heck do these people think they are!!*

I would be most grateful if you would arrange for the security guards to patrol the neighborhood on a regular basis to ensure that law-abiding residents like myself are no longer inconvenienced in this way. 3. *The next time someone parks in my driveway, I'm going to smash the windscreen of their car - maybe that will convince them to stop doing it!*

Thank you very much for taking the time to consider my request. I look forward to hearing from you shortly.

4. *Love and best wishes,*

Dr. Miriam Jones

5. *P.S. If I don't get a reply from you in the next 2 days, I'm going to publish a letter in the local newspaper telling everyone how useless our local homeowner's association is.*

## Acknowledgements

IDP IELTS Middle East would like to thank all those who contributed to the production of these materials.

Every effort has been made to give credit where due for material used in this Handbook. We apologize if there has been any inadvertent infringement of copyright and, if notified, we will be pleased to rectify any errors or omissions at the earliest opportunity.

## Join the community



IELTSEssentials



@ielts.essentials



@ieltsessentials



IELTS.idp.com