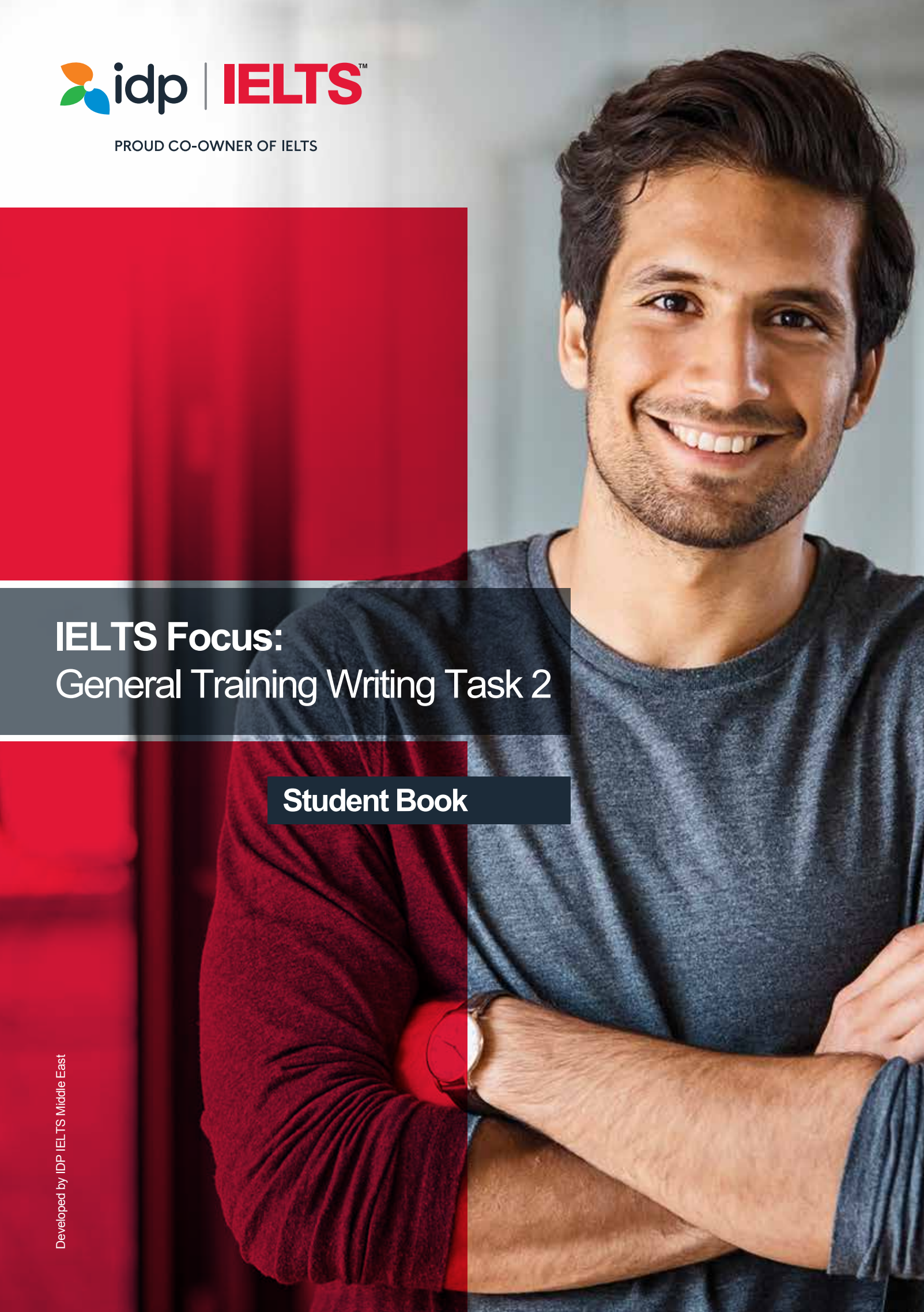
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IELTS Focus:
General Training Writing Task 2

Student Book

Developed by IDP IELTS Middle East

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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 *IELTSregistration.com*	Look for a paper icon when booking your test at *IELTSregistration.com*
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.

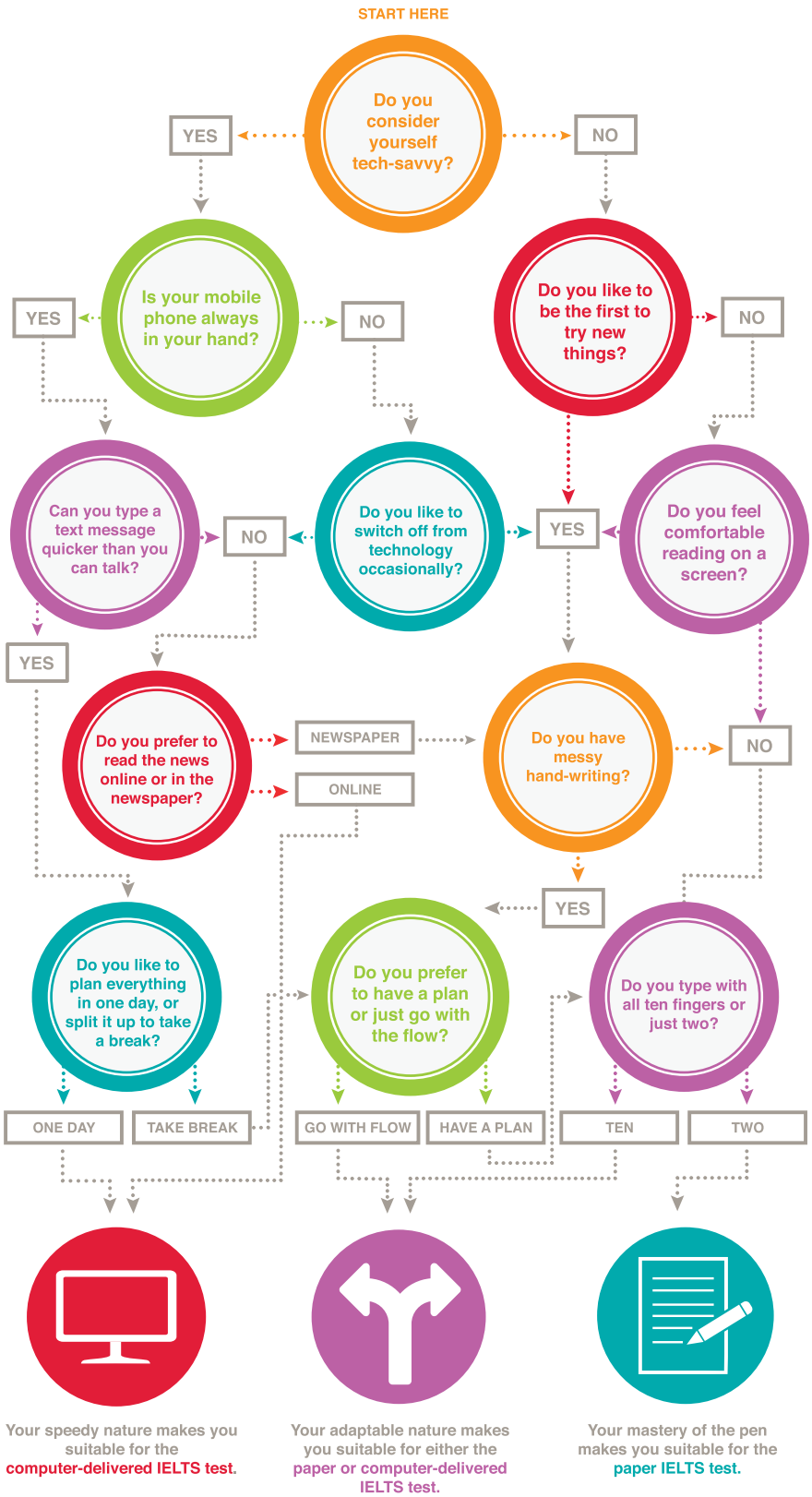
Still the world's leading high-stakes test with no change to:

- ✓ Content
- ✓ Marking
- ✓ Test timings
- ✓ Security arrangements
- ✓ Question types
- ✓ Speaking test delivery (face-to-face)

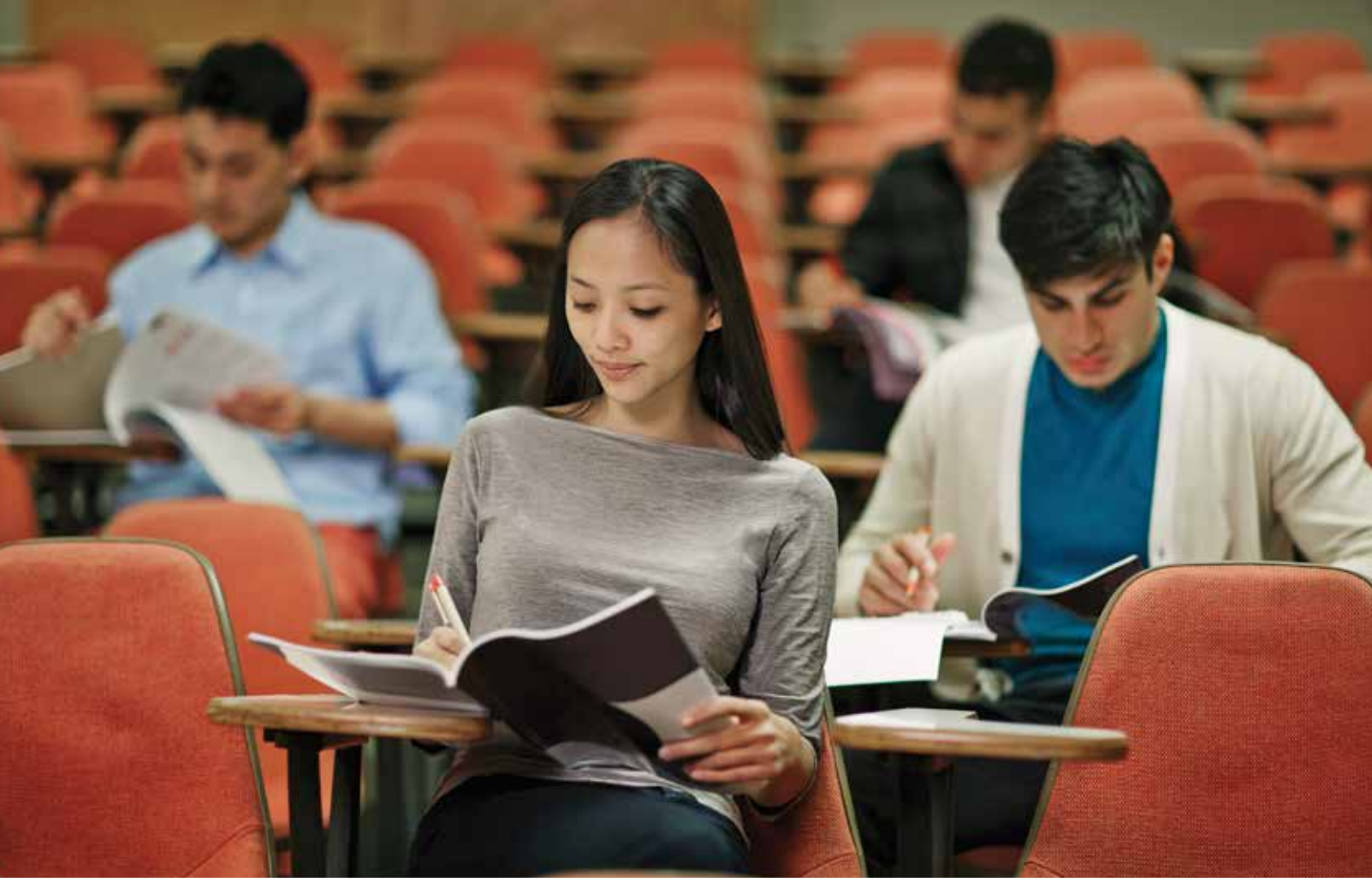
Which IELTS is best for you?

Some fun activities

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



* 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 will 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. Task 1 involves expressing and justifying an opinion.
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 you spend 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 Task 1 what kinds of visuals might you have to describe?
a. Graphs
b. Maps
c. A process
d. All of the above

11. In Task 2, what type of writing 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. Grammar 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

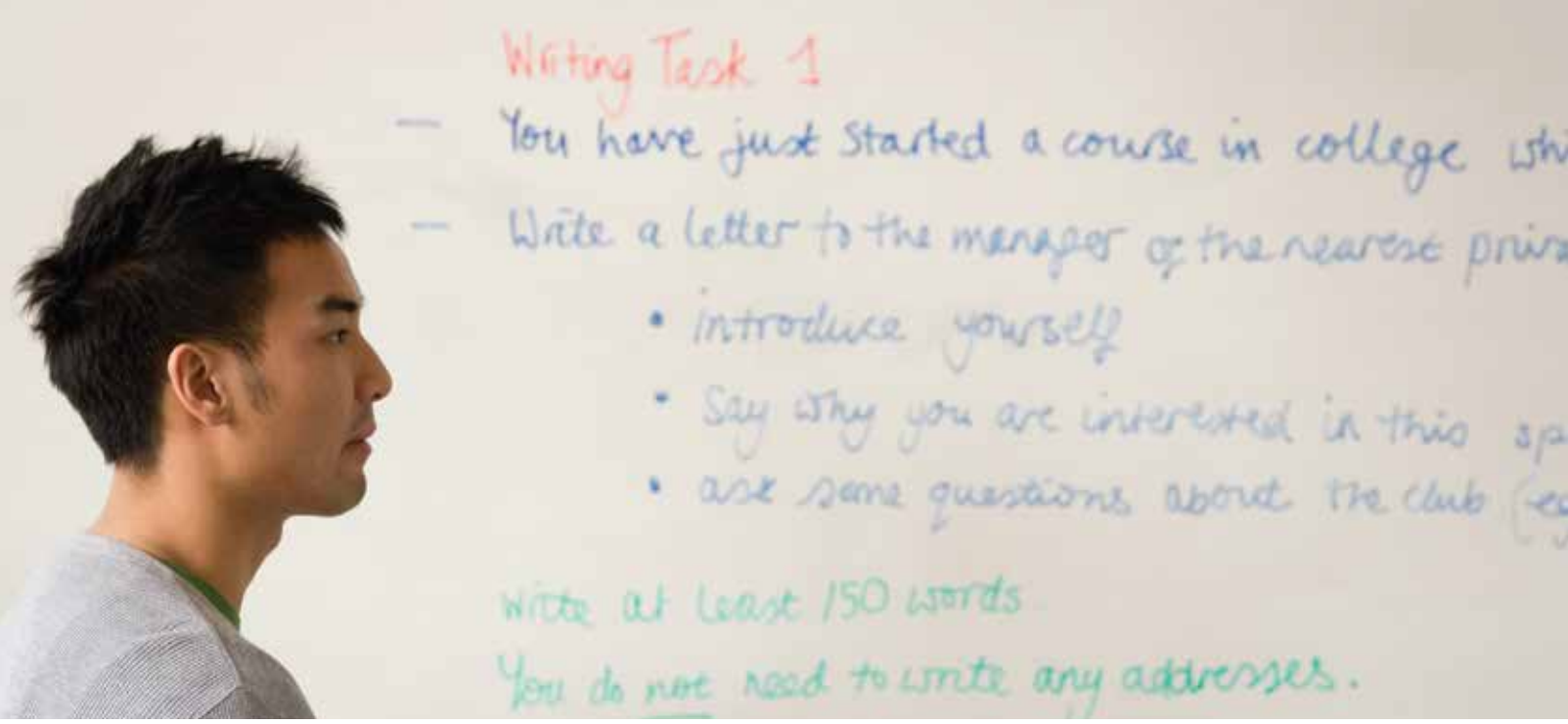
17. In paper-based IELTS do you have to use a pen or pencil?
a. Pen
b. Pencil
c. Either pen or pencil is OK.

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 Academic Writing Test (for example 6.5)?
a. Yes b. No

Answers:
1. (b), 2. (a), 3. (b), 4. (b), 5. (b), 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, semi-formal 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 on 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.



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

Academic and GT 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-thetest/~/link.aspx?_id=B678D89D4F974C7FAB45CC6E241CA4B6&_z=z#sthash.YcB4fYLZ.dpuf

IELTS

WRITING TASK 2: Band Descriptors (public version)

Band	Task response	Coherence and cohesion	Lexical resource	Grammatical range and accuracy
9	• fully addresses all parts of the task • presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas	• uses cohesion in such a way that it attracts no attention • skilfully manages paragraphing	• uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips'	• uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'
8	• sufficiently addresses all parts of the task • presents a well-developed response to the question with relevant, extended and supported ideas	• sequences information and ideas logically • manages all aspects of cohesion well • uses paragraphing sufficiently and appropriately	• uses a wide range of vocabulary fluently and flexibly to convey precise meanings • skilfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation • produces rare errors in spelling and/or word formation	• uses a wide range of structures • the majority of sentences are error-free • makes only very occasional errors or inappropriacies
7	• addresses all parts of the task • presents a clear position throughout the response • presents, extends and supports main ideas, but there may be a tendency to over-generalise and/or supporting ideas may lack focus	• logically organises information and ideas; there is clear progression throughout • uses a range of cohesive devices appropriately although there may be some under-/over-use • presents a clear central topic within each paragraph	• uses a sufficient range of vocabulary to allow some flexibility and precision • uses less common lexical items with some awareness of style and collocation • may produce occasional errors in word choice, spelling and/or word formation	• uses a variety of complex structures • produces frequent error-free sentences • has good control of grammar and punctuation but may make a few errors
6	• addresses all parts of the task although some parts may be more fully covered than others • presents a relevant position although the conclusions may become unclear or repetitive • presents relevant main ideas but some may be inadequately developed/unclear	• arranges information and ideas coherently and there is a clear overall progression • uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical • may not always use referencing clearly or appropriately • uses paragraphing, but not always logically	• uses an adequate range of vocabulary for the task • attempts to use less common vocabulary but with some inaccuracy • makes some errors in spelling and/or word formation, but they do not impede communication	• uses a mix of simple and complex sentence forms • makes some errors in grammar and punctuation but they rarely reduce communication
5	• addresses the task only partially; the format may be inappropriate in places • expresses a position but the development is not always clear and there may be no conclusions drawn • presents some main ideas but these are limited and not sufficiently developed; there may be irrelevant detail	• presents information with some organisation but there may be a lack of overall progression • makes inadequate, inaccurate or over-use of cohesive devices • may be repetitive because of lack of referencing and substitution • may not write in paragraphs, or paragraphing may be inadequate	• uses a limited range of vocabulary, but this is minimally adequate for the task • may make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader	• uses only a limited range of structures • attempts complex sentences but these tend to be less accurate than simple sentences • may make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader
4	• responds to the task only in a minimal way or the answer is tangential; the format may be inappropriate • presents a position but this is unclear • presents some main ideas but these are difficult to identify and may be repetitive, irrelevant or not well supported	• presents information and ideas but these are not arranged coherently and there is no clear progression in the response • uses some basic cohesive devices but these may be inaccurate or repetitive • may not write in paragraphs or their use may be confusing	• uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task • has limited control of word formation and/or spelling; errors may cause strain for the reader	• uses only a very limited range of structures with only rare use of subordinate clauses • some structures are accurate but errors predominate, and punctuation is often faulty
3	• does not adequately address any part of the task • does not express a clear position • presents few ideas, which are largely undeveloped or irrelevant	• does not organise ideas logically • may use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas	• uses only a very limited range of words and expressions with very limited control of word formation and/or spelling • errors may severely distort the message	• attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning
2	• barely responds to the task • does not express a position • may attempt to present one or two ideas but there is no development	• has very little control of organisational features	• uses an extremely limited range of vocabulary; essentially no control of word formation and/or spelling	• cannot use sentence forms except in memorised phrases
1	• answer is completely unrelated to the task	• fails to communicate any message	• can only use a few isolated words	• cannot use sentence forms at all
0	• does not attend • does not attempt the task in any way • writes a totally memorised response			



Instructions, format and essay question prompts

Understanding the instructions

In Task 2 writing, the instructions are always the same. Read the instructions below and answer the questions.

Writing Task 2

You should spend about 40 minutes on this task.

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

1. Why should you spend about 40 minutes on Task 2?

2. What cohesive devices can you use to give reasons? Write some examples below.

3. The instructions tell you to include relevant examples from your own knowledge or experience. Does this mean you can use the pronoun 'I' to write about your own experience?

4. What cohesive devices can you use to give examples? Write some examples below.



Understanding appropriate format

In Academic Task 2 Writing you have to write **an essay** in response to a point of view, argument or problem. Notes, bullet points, headings and subheadings are inappropriate. You will lose marks for inappropriate format.

Tip!

To get above band 4 or 5 in Task Response you must use appropriate format.

Look at the 5 model Task 2 essays, A-E. With a partner, decide which are examples of appropriate or inappropriate format, and explain why.

Model Answer A

Dear Khalid,

I would like to tell you about the advantages and disadvantages of taking a gap year. Xxxxxxxx xxxxxxxxx xxxxxxxxx xxxxxxxxxxx xxxxxxxxxxx xxxxxxxxx xxxxxxxx xxxxxxxxxx xxxxxxxxxx xxxxxxxxxx xxxxxxxx xxxxxxxxxxx xxxxxx xxxx xxxxxxxxx xxxxxxxxx xxxxxx

The main advantages are that xxxxxxxxx xxxxxxxxx xxxxxxxxx xxxxxxxxx xxxxxxxx xxxxxx xxxxxx xxxxxxxx xxxxxxxx xxxxxxx xxxxxxxx xxxxxxxxxx xxxx xxxxxxxx xxxxxxxxxx xxxxxxx xxxx xxxxxxxxxxxxxxxxxxxxxxxxxxx

Well, my dear friend, in general, you can see that there are some disadvantages xxxxxxxxxxxxxxxxx

xxxxxxxxxxxxxxxx xxxxxxxxxxxxxxxxxxxxxxxxxxxxxx. Are you planning to take a gap year?
Take care of yourself and I can't wait to see you again.

Yours truly,
Omar

Model Answer A has appropriate/inappropriate format because_____.

Model Answer B

Ladies and gentlemen, thank you for coming to this presentation today. I'm very happy to tell you about the advantages and disadvantages of taking a gap year. Xxxxxxxxxxxxxxx xxxxxxxxxxx xxxxxxxxxxxxx xxxxxxxxxxxxxx xxxxxxxxxxx xxxxxxxxxx xxxxxxxxxxxx xxxxxxxxxxxxxx xxxxxxxxx xxxxxx xx xxxx

Now if you listen carefully I can tell you that, in general, I believe there are more advantages than disadvantages. Xxx xxxxxx xxxxxxx xxxxxxxxx xxxxxx xxxxxx xxxx xxxxxxx xxxxxxxxxx xxxx xxxxxxx xxxxxxxxx xxxxxxxxxx xxxxxxxx xxxxxxxxxxxxxxxxx xxxxxxxxx xxxx xxxxxx xxxxxxxxxx xxxxxxxxxx.

There are one or two disadvantages, though. Can anyone in the audience today tell me what they might be? Xxxxxxxx xxxxxxxx xxxxxxxxx xxxxxxxxxx xxxxxxxxxx xxxxxxxxxxxxxx xxxxxxxxxxxxxxx xxxxxxxxxxxxxx xxxxxxxxxx xxxxxxxx xxxxxxxx xxx xxxxxx Now if you have any questions I'm happy to answer them before I leave today.

Thank you so much for your attention. You've been a great audience!

Model Answer B has appropriate/inappropriate format because_____.

Model Answer C

• The first disadvantage is xxxxxxxxxx xxxxxxxxxx xxxxxxxxxxxxx xxxxxxxxxxxxxxx xxxxxxxxxxxxxxxx.
• Another disadvantage is xxxx xxxxxxx xxxxxxxx xxxxxxxxx xxxxxxxxxx xxxx xxx xxx xxxxxxxxx
• However, one advantage is xxxxxx xxxxxxxxx xxxxxxxxx xxxxxxxxxxx xxxxxxxx xxxxxxxx xxxx

Model Answer C has appropriate/inappropriate format because_____.

Model Answer D

Xxxxxxxxx xxxx xxxxxx xxxx xxxxxx xxxxxxxxxxxxxxx xxxxxxx xxxxxxxx xxxxxxxxxx xxxxxxxxx xxxxxxxxx xxxxxxx xxxxxxxx xxxxxx xxxxxxx xxxxxxxx xxxxxxxx xxxxxxxx xxxxxxxx xxxx xxxxxx xxxxxx xxxxxx xxxxxxx xxxxxxxx xxxxxxx xxxxxx xxxxxx xxxxxx xxxx xxxx xxxx xxxx xxxxxxxx xxxxxxxx xxxxxx.

Overall, the advantages are xxxxxxxx xxxxxxxx xxxxxxxxx xxxxxxxxxx xxxxxxxxxx xxxxxxxxxxxxxx xxxxxxxxxxxxxxx xxxxxxxxxxxxxx xxxxxxxxxx xxxxxxxxxx xxxxxxxx xxxxxxxx xxx xxxxxxxx xxxxxxxx xxxxxxxxx xxxxxxxxxx xxxxxxxxxx xxxxxxxxxxxxxx xxxxxxxxxxxxxx xxxxxxxxxxxxxxx xxxxxxxxxx xxxxxxxx xxxxxxxx xxx; however, there were some disadvantages too.

The first disadvantage relates to xxxxxxxx xxxxxxxx xxxxxxxxx xxxxxxxxx xxxxxxxxxx xxxxxxxxxx xxxxxxxxxxxxxx xxxxxxxxxxxxxxx xxxxxxxxxxxxxx xxxxxxxxxx xxxxxxx xxxxxxxx xxxxxxxx xxxxxxxxx xxxxxxxxx xxxxxxxxxx xxxx xxxxxx xxxxxxxxxxxxxx xxxxxxxxxxxxxx xxxxxxxxxxxxxxx xxxxxxxxxx xxxxxxxx.

As I have shown, xxxxxxxx xxxxxxxx xxxxxxxxx xxxxxxxxxx xxxxxxxxxx xxxxxxxxxxxxxx xxxxxxxxxxxxxxx xxxxxxxxxxxxxxx xxxxxxxxxx xxxxxxxx

Model Answer D has appropriate/inappropriate format because_____.

Model Answer E

Advantages and Disadvantages of Taking a Gap Year

Introduction
xxxxxxxx xxxxxxxx xxxxxxxxx xxxxxxxxxx xxxxxxxxxx xxxxxxxxxxxxxx xxxxxxxxxxxxxxx xxxxxxxxxxxxxx xxxxxxxxxx
xxxxxxxx xxxxxxxx xxx Overall, the advantages are xxxxxxxx xxxxxxxx xxxxxxxxx xxxxxxxxxx xxxxxxxxxx xxxxxxxxxxxxxx xxxxxxxxxxxxxxx xxxxxxxxxxxxxx xxxxxxxxxx xxxxxxxx xxxxxxxx xxx xxx; however, there were some disadvantages too.

Advantages and disadvantages of Taking a Gap Year
xxxxxxxx xxxxxxxx xxxxxxxxx xxxxxxxxxx xxxxxxxxxx xxxxxxxxxxxxxx xxxxxxxxxxxxxxx xxxxxxxxxxxxxx xxxxxxxxxx
xxxxxxxxxxxxxxx xxxxxxxx xxxxxxxxx xxxxxxxxxx xxxxxxxxxx xxxxxxxxxxxxxx xxxxxxxxxxxxxx xxxxxxxxxxxxxx
xxxxxxxxxx xxxxxxxx

Conclusion
In general, xxxxxxxx xxxxxxxx xxxxxxxxx xxxxxxxxxx xxxxxxxxxx xxxxxxxxxxxxxx xxxxxxxxxxxxxx xxxxxxxxxxxxxx
xxxxxxxxxx xxxxxxxx



Understanding essay question prompts

There are several question prompts that often appear on IELTS Task 2 Writing. Make sure you understand each of them and how you should respond. Ask yourself: how many parts are there in this question?

Tip!

If you only write about one part of the question, you will not score above band 5 in Task Response.

A. To what extent do you agree or disagree?

What is a paraphrase of question A?

What are 3 ways you could answer this?

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

How many parts are there to question B?

C. Do the disadvantages outweigh the advantages?

What is a paraphrase of question C?

D. Do the advantages outweigh the disadvantages?

What is a paraphrase of question D?

E. Is this a positive or a negative development?

What is a paraphrase of question E?

F. What are the causes and what can be done about it?

What is a paraphrase of question F?

How many parts are there to this question?

In the chart below are four of the most common Task 2 essay types. Match the descriptions 1-4 to the four types of essays. Write the correct description for each essay type in the correct box below.

Descriptions:

1. Write about the pros and cons, or positive and negative points.
2. Write about the reasons or problems of something and suggest what can be done about it.
3. Write about two completely opposite points of view and give your own opinion.
4. Write about your opinion for or against a statement.

Type of essay	Description
Agree or disagree	
Discuss both views	
Advantages and disadvantages	
Causes and solutions	

Answers:
Description 4, 3, 1, 2



Planning your essay

Understanding the instructions

Before you begin writing, spend 3 to 4 minutes planning your essay. In paper-based Writing you can write on the Question Booklet. In computer-delivered Writing you can use the notes function. Plan to write at least 4 paragraphs: one separate introduction paragraph, 2 or 3 supporting paragraphs and one conclusion paragraph.

Essay Planning Framework

1. **How many parts** are there in the question that you must answer? Circle key words to help you.

2. Decide on your **position** (what do you believe about the topic?)

3. Decide on your **main ideas & number of paragraphs**
(for example, 3 main ideas = 3 supporting paragraphs)

Write the introduction
1. Introduce the topic.
2. State your position clearly.
3. Say what your main ideas are going to be

Write your supporting paragraphs. Begin each paragraph with a topic sentence:

Paragraph 1. Topic sentence:
Support: a.
b.
c.

Paragraph 2. Topic sentence:
Support: a.
b.
c.

Paragraph 3. Topic sentence:
Support: a.
b.
c.

Write the conclusion

1. Summarize the main points of the essay.
2. State again what your position is.

Topic 1: STEM education

You should spend about 40 minutes on this task.

Write about the following topic:

Governments should spend more money on providing STEM* education in schools than on music and art because employers need more people with a STEM background than music or art.

To what extent do you agree or disagree with this opinion?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

**STEM = Science, Technology, Engineering and Mathematics*

How to Approach the Task

Spend a few minutes planning your essay.
First, circle the key words in the question prompt to help you understand the topic:

Governments | more money | STEM education | music and art | employers need more people

Circle the key words to help you understand the task:

agree or disagree

Decide how many parts there are that you have to write about in your essay. There is **one main part**:

Governments should/should not spend more money on STEM subjects than on music and art because employers need/do not need more people with a STEM background.

Notice that you must also address the smaller elements in the prompt as well – whether employers need more people with a STEM background.

Decide on **your position** on this topic. Write it below.

Quickly think of reasons and examples to support your main ideas:

Supporting Paragraph 1 Topic Sentence: One important reason why governments should/should not spend more money on STEM subjects in schools than on music and art is…

Support: a.
b.
c.

Supporting Paragraph 2 Topic Sentence: Another reason why governments should/should not spend more money on STEM subjects in schools than on music and art is…

Support: a.
b.
c.

Conclusion paragraph: summarize your main ideas and restate your opinion.

Topic 2: responsibility for health

You should spend about 40 minutes on this task.

Write about the following topic:

Some people think governments are responsible for people's health. Others believe it is an individual's responsibility.

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.

How to Approach the Task

Spend a few minutes planning your essay.
First, circle the key words in the question prompt to help you understand the topic:

Governments | responsible for people's health | individuals

Circle the key words to help you understand the task:

Both these views | and

Decide how many parts there are that you have to write about in your essay. There are 3 parts:

1) Some people say governments are responsible for people's health.

2) Others say individuals are responsible for their own health

3) Your own opinion

Decide on **your position** on this topic. Write it below.

Quickly think of examples/reasons to support these 3 main ideas:

Supporting Paragraph 1 Topic Sentence: Some people say governments are responsible for people's health.

Support: a.
b.
c.

Supporting Paragraph 2 Topic Sentence: Others say individuals are responsible for their own health.

Support: a.
b.
c.

Supporting Paragraph 3 Topic Sentence: State your opinion- are individuals or the government responsible for people's health?

Support: a.
b.
c.

Conclusion paragraph: summarize the 3 main ideas and restate your opinion.

Topic 3: family businesses

You should spend about 40 minutes on this task.

Write about the following topic:

Many businesses in the world today are run by family members.

Do the advantages of family-run businesses outweigh the disadvantages?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

How to Approach the Task

Spend a few minutes planning your essay.
First, circle the key words in the question prompt to help you understand the topic:

Many businesses | run by family members

Circle the key words to help you understand the task:

Advantages | outweigh | disadvantages

Decide how many parts there are that you have to write about in your essay. There are **2 parts**:

1) The advantages of family-run businesses and 2) the disadvantages of family-run businesses

Decide on **your position** on this topic. Are there more advantages or more disadvantages of family-run businesses? Write it below.

Quickly think of examples/reasons to support your main ideas:

Supporting Paragraph 1 Topic Sentence: One advantage/disadvantage of family run businesses:

Support: a.
b.
c.

Supporting Paragraph 2 Topic Sentence: Another advantage/disadvantage of family run businesses:

Support: a.
b.
c.

(Optional) Supporting Paragraph 3 Topic Sentence: A third advantage/disadvantage of family run businesses:

Support: a.
b.
c.

Conclusion paragraph: summarize the 3 main ideas and restate your opinion.

Topic 4: overseas study

You should spend about 40 minutes on this task.

Write about the following topic:

An increasing number of young people are traveling overseas to study.

Is this a positive or a negative development?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

How to Approach the Task

Spend a few minutes planning your essay.
First, circle the key words in the question prompt to help you understand the topic:

Increasing number | young people | overseas | study

Circle the key words to help you understand the task:

Positive | or | negative

Decide how many parts there are that you have to write about in your essay. There is **one part**:

Is traveling overseas for study positive or negative?

Decide on **your position** on this topic. Write it below.

Quickly think of examples/reasons to support your main ideas:

Supporting Paragraph 1 Topic Sentence: One positive/negative development of young people traveling overseas to study is…..

Support: a.
b.
c.

Supporting Paragraph 2 Topic Sentence: Another positive/negative development of young people traveling overseas to study is…..

Support: a.
b.
c.

(Optional) Supporting Paragraph 3 Topic Sentence: A third positive/negative development of young people traveling overseas to study is…..

Support: a.
b.
c.

Conclusion paragraph: summarize the 3 main ideas and restate your opinion.

Topic 5: traffic congestion

You should spend about 40 minutes on this task.

Write about the following topic:

In many cities of the world, traffic congestion is a serious problem.

What are the causes and what can be done about it?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

How to Approach the Task

Spend a few minutes planning your essay.
First, circle the key words in the question prompt to help you understand the topic:

Traffic congestion | serious problem

Circle the key words to help you understand the task:

Causes | and | what can be done

Decide how many parts there are that you have to write about in your essay. There are **2 main parts**:

1) What are the causes of traffic congestion in many cities of the world?

2) What are the solutions?

Decide on **your position** on this topic. Write it below:

Quickly think of reasons and examples to support your main ideas:

Supporting Paragraph 1 Topic Sentence: There are several causes of traffic congestion in cities:

Support: a.
b.
c.

Supporting Paragraph 2 Topic Sentence: There are a few possible solutions:

Support: a.
b.
c.

Conclusion paragraph: summarize your main ideas and restate your opinion.



The parts of the essay

The introduction paragraph

Every essay must have a separate introduction paragraph. About 35- 55 words is long enough. The introduction paragraph includes 2 important elements:

The Introduction Paragraph

1. A background statement that paraphrases the question prompt
2. A thesis statement that contains your position and introduces your main ideas

Look again at Essay Planning Topic #4:

You should spend about 40 minutes on this task.
Write about the following topic:
An increasing number of young people are traveling overseas to study.
Is this a positive or a negative development?
Give reasons for your answer and include any relevant examples from your own knowledge or experience.
Write at least 250 words.

First, you need to write a **background statement that paraphrases the question prompt**. Paraphrase means use different words to write the same meaning. Think of synonyms or words with similar meaning to help you write a paraphrase:

An increasing number = more and more
Young people =young adults
Traveling overseas = going abroad/going to different countries

Background statement: More and more young adults are going abroad to study.

Then, write a **thesis statement that includes your positio**n. You should say what you believe about the question prompt and introduce your main ideas.
Here is the introduction:

More and more young adults are going abroad to study. In my opinion, this is a positive development because they learn about new cultures, become more independent, and bring new ideas back to their home country.



The supporting paragraphs

How many supporting paragraphs should you write? It depends on how many parts there are to the question prompt. Usually you will only need to write two or three supporting paragraphs but it is important to provide explanation and examples to support each main idea.

Supporting Paragraph

1. Topic Sentence
2. Explanation
3. Example

Every paragraph must have one main idea expressed in a Topic Sentence. All the other sentences in the paragraph should explain, and give reasons or examples about this one main idea.

Let's look again at Essay Planning Topic #4.

Topic Sentence: One positive development of young people traveling overseas to study is that they learn about new cultures.

Explanation: They not only learn about what other people eat and how they dress, but after a few years of living overseas, they also start to understand how people in other countries think and behave in both social and professional situations.

Example: For example, my cousin traveled to Houston in the USA in 2013. He registered as an undergraduate student at the University of Houston-Clear Lake and majored in international business. Through interacting with American and international students in the classroom and during his internship at Texas Instruments, he acquired valuable communication and intercultural skills. When my cousin returned to Saudi Arabia with his B.A., he discovered that many companies in Riyadh valued his overseas experience, which enabled him to get a good job with a global company.

Two or three good supporting paragraphs like this is all you need.



The conclusion paragraph

You must always finish your essay with a brief conclusion paragraph. Begin with a linking phrase:

In conclusion,	To sum up,
To conclude,	In short,

Then look back at the thesis statement that you wrote in your introduction paragraph. The thesis statement expressed your opinion about the topic and introduced your main ideas:

More and more young adults are going abroad to study. In my opinion, this is a positive development because they learn about new cultures, become more independent, and bring new ideas back to their home country.

Paraphrase your thesis statement. Make sure you clearly express your opinion about the topic and briefly summarize your main ideas. This is your conclusion paragraph. Do not introduce any new ideas in the conclusion.

In conclusion, increasingly these days, students are seeking education in different countries. As I have discussed, this is beneficial because they become familiar with different cultures, gain in independence, and bring a fresh perspective on their return home.

Finally, check that you have written enough. Count the number of lines. If you average 10 words per line, you should have written at least 25-27 lines. You may want to add a sentence or two to the conclusion if you think you have not written enough. You can add a recommendation or a prediction:

Recommendation: In this globalized world, it is recommended that students continue getting an education overseas if they possibly can.

OR

Prediction: It is predicted that the number of students going overseas to study will continue to increase in the future.



Coherence and Cohesion

Understanding paragraphing

It is very important to write in paragraphs in your Task 2 essay. At first glance, your essay must have the right shape and look.

Tip!

To get above band 5 in Coherence and Cohesion you must write in paragraphs.

Look at the Task 2 essay below. Notice how the writer makes it very clear where each paragraph begins and ends by leaving a blank line between every paragraph. It is also a good idea to indent every new paragraph. Indent means “leaving a space” at the beginning of each paragraph.

Xxxxxxxxx xxxx xxxxxx xxxx xxxxxx xxxxxxxxxxxxxxx xxxxxxx xxxxxxxx xxxx xxxxxxxxxx xxxxxxxxx xxxxxxxxx xxxxxxx xxxxxxxx xxxxxx xxxxxxx xxxxxxxx xxxxxxxx xxxxxxxx xxxx xxxxxx xxxxxx xxxxxx xxxxxxx xxxxxxxx xxxxxxx xxxxxx xxxxxx xxxxxx xxxx xxxx xxxx xxxx xxxxxxxx xxxxxxxx xxxxxx.

Overall, the advantages are xxxxxxxx xxxxxxxx xxxxxxxxx xxxxxxxxxx xxxxxxxxxx xxxxxxxxxxxxxx xxxxxxxxxxxxxxx xxxxxxxxxxxxxxx xxxxxxxxxx xxxxxxxx xxxxxxx xxx xxxxxxxx xxxxxxxx xxxxxxxxx xxxxxxxxxx xxxxxxxxxx xxxxxxxxxxxxxx xxxxxxxxxxxxxxx xxxxxxxxxxxxxxx xxxxxxxxxx xxxxxxxx xxxxxxxx xxx; however, there were some disadvantages too.

The first disadvantage relates to xxxxxxxx xxxxxxxx xxxxxxxxx xxxxxxxxxx xxxxxxxxxx xxxxxxxxxxxxxx xxxxxxxxxxxxxxx xxxxxxxxxxxxxxx xxxxxxxxxx xxxxxxx xxxxxxxx xxxxxxxx xxxxxxxxx xxxxxxxxxx xxxx xxxxxx xxxxxxxxxxxxxx xxxxxxxxxxxxxxx xxxxxxxxxxxxxxx xxxxxxxxxx xxxxxxxx.

As I have shown, xxxxxxxx xxxxxxxx xxxxxxxxx xxxxxxxxxx xxxxxxxxxx xxxxxxxxxxxxxx xxxxxxxxxxxxxxx xxxxxxxxxxxxxxx xxxxxxxxxx xxxxxxxxx

Every paragraph should focus on one main idea. Begin with a topic sentence. Support it with explanation and examples. All the sentences in the paragraph should relate to the topic sentence.

Paragraph

Topic Sentence
Explanation
Example



Using linking words

Present your ideas in a logical order. Use linking words **between your paragraphs** to make it easy for the reader to follow your ideas:

One reason for ….is….

Another reason for this is because…

The most important reason of all, however, relates to …..

To conclude,….

Use a range of linking words, cohesive devices and referencing within your paragraphs to clearly show the relationship between your ideas. Focus on using a variety of different cohesive devices, but only use them when it is logical and when it helps to make the relationships between your ideas clear.

Tip!

Don't use too many cohesive devices! Band 5 in Coherence and Cohesion says:

- Makes inadequate, inaccurate or over-use of cohesive devices
- May be repetitive because of a lack of referencing and substitution.

Make sure you use a variety of linking words from the list below to help you get a high score in Coherence and Cohesion.

Listing and Sequencing first, second, third, fourth, last, last but not least, finally,	**Giving your Opinion** I believe I think in my opinion, As for me, to my way of thinking, in my view, I agree that/with… I disagree that/with…	**Giving Examples** one example is… to illustrate, for example, for instance, namely such as like
Adding information and in addition additionally furthermore moreover also as well not only…but also…	**Emphasizing** particularly specifically especially obviously without doubt clearly of course it goes without saying that	**Result** as a result therefore thus so for this reason consequently
Contrast however but nevertheless although even though in spite of despite on the other hand whereas in contrast alternatively	**Reason or Cause** because because of since due to as owing to	**Conclusion** in conclusion to conclude to sum up

Exercise A

Read the sentences below and decide what relationship is expressed by the linking word. Write the number of each sentence in the column below. The first one has been done for you.

1. Agricultural pesticides continue to be used <u>despite</u> contaminating the environment.
2. Public transport is beneficial for our environment <u>but</u> sometimes it is not dependable.
3. Solar energy is not common in many countries <u>although</u> the technology already exists.
4. Global warming is threatening the forests and, <u>in addition,</u> it is harming wildlife.
5. Some people dislike windmills <u>because</u> they are noisy and look ugly.
6. Hybrid cars are significantly <u>cheaper</u> to run <u>than</u> regular cars.
7. Fossil fuels create carbon monoxide <u>whereas</u> hydrogen combustion produces only water.
8. In some cities people wear face masks <u>since</u> they do not want to breathe in smoggy air.
9. Severe droughts are becoming more common <u>because of</u> the lack of rainfall.

Relationship	Word/ Phrase	Example Sentences
Comparison and contrast	A **is faster than** B. A **is more expensive than** B. C **is the fastest/the most expensive**. C **is significantly faster than** B. C is fast **whereas** A is slow. A is quite small. **On the other hand**, C is very large. **The main difference between** A and C is that A is fast whereas C is slow. A is cheap. **Alternatively**, B is quite expensive.	1.
Cause and effect	Overeating **is the cause** of obesity. Overeating **causes /leads to / results in** obesity. Obesity is **caused by / is the result of** overeating. Obesity occurs **because of** overeating. Obesity occurs **because /since** people overeat. **As a result of** overeating, obesity occurs.	

Relationship	Word/ Phrase	Example Sentences
Additional information	A is large **and** expensive. A is large. A is **also** expensive. Not only is A large **but** it is **also** expensive. **As well as / In addition to** being large, A is expensive. A is large. **In addition**, A is expensive.	
Contrast	Homework is boring, **but / yet** it is important. **Although** homework is boring, it is important. **Despite / In spite of** homework being boring, it is important. Homework is boring. **However**, it is important.	



Lexical Resource

Creating a personal dictionary

To get a good score on Lexical Resource you must use a range of vocabulary that is related to the topic of your essay. Some of the best ways to improve your vocabulary are:

1. Read and listen to authentic English at least 20 minutes a day. Read current events magazines and articles on topics, such as:

Technology	Health	Education
The environment	Globalization	Transportation
Crime and justice	International development	Traditions and culture

2. Try to guess the meaning of new words from the context of what you read or hear.

3. Write down new vocabulary words in a notebook or record them on an app on your phone.

~~Look at the entry below for the word *tourism*.~~

4. Review these new words again and again using tools like Memrise or Quizlet.

5.Practice using these new words when you speak and write.

Look at the entry below for the word tourism.

What information to record	Example
The new word	*tourism*
Part of speech (noun, verb, adjective)	*noun*
Definition	*The activity of traveling to a place, or the business of providing hotels, restaurants and entertainment for people who are traveling.*
Synonym - word with the same meaning	*sightseeing*
Antonym - a word with the opposite meaning	*Staying at home / not traveling*
An example sentence	*Tourism is a booming business in many places of the world.*
Collocations	*International tourism* *Package tourism* *Mass tourism etc*



Grammatical Range and Accuracy

Simple and complex structures

To improve your score in grammar, you need to write as accurately as you can. However, you must also use a variety of simple and complex structures.

When you finish writing, check your sentences and correct your mistakes.

Look at the following examples of complex structures. In your writing, try to use as many different sentence types as you can.

If
If children grow up in poorer families, they can solve problems better.

When
When children do part-time work, they learn valuable skills for the future.

….because….
They know how to face adult problems **because** they have seen their parents handle them.

Although….
Although he grew up in a poor family, he considered himself to be rich in other ways.

…who…
Children **who** grow up in wealthy families are not always happy.

…which/that…
Tourism has other advantages, **which** have a positive influence on a city.
Tourism has advantages **that** can positively impact a city.

Exercise A

Combine the sentences below to create complex sentences. Use the word *who/which/that*.

1. Foreign correspondents are journalists. They report on the news from different parts of the world.

2. A graphic designer is a skilled artist. A graphic designer creates the graphics for printed and electronic media.

3. A stuntman or stuntwoman performs actions in a film. The actions are too dangerous for regular actors to do.

4. Photo editors choose the best photographs. They tell photographers what news stories to cover.

5. A cinematographer is a cameraman. He or she operates the main camera while shooting a film.

Exercise B

Fill in the gaps in the sentences below.

1. I'm going to the bank _____ I need some money.

2. _____ she finishes her homework soon, she will fail the class.

3. David bought a new shirt _____ he had received one as a gift last week.

4. Mariam thinks she will be in trouble _____ she doesn't complete the project on time.

5. We went to the beach _____ it was raining.

Exercise C

Use subordinating conjunctions (*though, if, when, because*) to combine the 2 sentences into one complex sentence. There is more than one possible answer.

1. Hamed plays golf really well. He is very young.

2. I really enjoyed the concert. The music was too loud.

3. I'm writing a letter. You will find it tomorrow.

4. Sally needs to learn English. I will teach her.

5. Robert didn't have a lot of money. He bought the Ferrari.

6. Elizabeth has an important presentation next week. She has been working extremely long hours this week.

7. I get home from work. I go straight to the gym.

8. Susan and Mark had breakfast. They left for work.

9. He was late for work. He took a taxi.

10. The bill came. He offered to pay for dinner.



Applying the Essay Planning Framework

Read the Task 2 essay prompt below.

General Training Task 2

You should spend about 40 minutes on this task.

Write about the following topic:

Many serial dramas on TV (e.g. 'soap operas' or 'soaps') play an important social role.

Do you agree or disagree?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

Sourced from the IELTS Scores Guide page 63

You are going to plan and write this essay with a partner. First, discuss with your partner whether you agree or disagree that serial dramas play an important role in society.

- If you agree, you are in Group A. If you disagree, you are in Group B.
- In your group, discuss and take notes in the box on the next page. Write at least 2-3 main ideas to support your point of view.
- In your group, use the Essay Planning Framework to help you plan your essay together.
- Then, write your Task 2 response on the Writing Answer Sheet.
- When you finish, use the Writing Task 2 Checklist at the back of the book.

Notes

BRITISH COUNCIL idp Cambridge Assessment English

IELTS Writing Answer Sheet - TASK 2

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 2 Writing Task 2 Writing Task 2 Writing Task 2

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Examiner 2 number											
Candidate No.											
Examiner 1 number											
Candidate No.											

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Discuss the Task 2 essay below with your teacher.

Sample response
Task 2 Serial Dramas - Response B

In Mauritius, ~~as~~ most families have a television and nowadays the favorite programme of each and everybody are soap operas such as "Sasu bhi kabhi bahu thi, Kehta hai dil ~~or~~, friends or Munnese Brawa".

These plays have a different impact on ~~diffent~~ different people. Our elderly population enjoy the Indian soap operas very much as they ~~the~~ tend to ~~show~~ ~~as~~ be subjected on ways of life and cultures. These plays ~~also~~ are also a very relaxing past time for ~~our~~ the old people. But, they ~~a~~ do have an impact on them, ~~they~~ all these 'soaps' have the tendency of showing how youngsters respect and love their parents or grand parents whereas in reality this is not so. These kind of deceptions do sometimes lead to conflicts, misunderstandings or even suicide in some ~~rare~~ rare cases, as our older generation is very ~~those of~~ sensitive, soft hearted and gets discouraged very easily.

~~These serial dramas also~~ The second age of people which these ~~of~~ serial dramas affect are the children and teenagers. ~~They are very~~ At this age, they let themselves be influenced by anything. They do not know how to discriminate between what is good or bad. They act just as the heros or heroines of these plays do in the society. Sometimes, they can be violent, aggressive ~~or~~ and the very next moment they are well behaved and nice persons. I would also add that these 'soaps' prevent many people to have a social life and children from learning. They are diffused throughout the day and people neglect everything else around them to ~~t~~ watch these.

All these dramas give a false ~~view~~ impression of life. They are exaggerated. But they provide a very easy way of relaxation and ~~spend~~ to spend time with one's family.

So, finally, I would agree that ~~t~~ many social dramas do have a social role but not in all cases. Some and not the important one of them are very down to earth and realistic. They show the hardships of life and help the population to protect itself and be prepared for what is in the future. There is a group of people ~~who's~~ whose life are not affected by these soaps and they still lead a happy and peaceful life.

Sourced from IELTS Scores Guide page 65.

Band 7.5

This is a thoughtful and considered response that addresses all parts of the task.

Ideas are developed and supported, although some could be more clearly focused on the social role of serial dramas. Nevertheless, the approach is germane to the issue under discussion and the conclusions drawn are clear and relevant. The answer flows well and the progression of the argument is logical throughout. There are lapses in paragraph development and occasional awkwardness in referencing that limit the rating. Cohesion is otherwise handled well.

The test taker uses a wide range of vocabulary and skilfully incorporates less common words and phrases. There are only occasional errors in word choice and spelling errors are rare.

Overall, grammar is well controlled and a range of sentence types is used with confidence. A few errors in articles, agreement and verb phrases occur but these are non-systemic and do not reduce comprehension.

The range of lexis and structures raises this response above Band 7, but the overall performance is not sufficient to reach Band 8.



Applying the Essay Planning Framework

Read the Task 2 essay prompt below.

General Training Task 2

You should spend about 40 minutes on this task.

Write about the following topic:

Shopping is becoming more and more popular as a leisure activity. However, some people feel that this has both positive and negative effects.

Why is shopping so popular?

What effects does its increase in popularity have on individuals and on society?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

Sourced from the IELTS Scores Guide page 66

You are going to plan and write this essay with a partner. First, underline the key words in the question prompt to help you identify how many parts there are to this question. Then, share your ideas with the class:

- Why is shopping so popular?
- How does the increasing popularity of shopping affect individuals?
- How does the increasing popularity of shopping affect society?

Then, work with a partner. Use the Essay Planning Framework to help you plan your essay together.
Take notes in the box on the next page, and then write your Task 2 response on the Writing Answer Sheet.
When you finish, use the Writing Task 2 Checklist at the back of the book.

Notes

BRITISH COUNCIL idp Cambridge Assessment English

IELTS Writing Answer Sheet - TASK 2

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

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Candidate No.											
Examiner 1 number											
Candidate No.											

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Sample response
Task 2 Shopping Response C

Shopping is very popular among the majority of the population, despite their age or social standards. This is due to the fact that most people find shopping as an experience which makes a difference in their day to day life. Some people find themselves in a different world, surrounded by various material things which they may or may not be able to purchase. Even if they are not able to finance these, they find much pleasure in looking and feeling these things and imagining owning them some day. Some people go shopping when they really want to purchase things and they prefer to look around and compare the prices before buying them. I think most people love to go shopping because, then they could meet friends, make contracts with people, and get to know what is in the latest trend. It provides them a pleasant distraction from their routine and sometimes dull life.

The most important effect shopping has on an individual is that it nourishes the self-esteem. An individual may find the social contract most gratifying and this makes people come out of their shells and be more extrovert. Purchasing something, as well as knowing that you are financially able to purchase something give more self confidence to people.

The increase in popularity to go shopping has many effects on the society. People may be encouraged to go into new businesses and it will improve the economy. More job opportunities will be created for people in these businesses. Encouraged by the increase of popularity manufacturers will try to improve their products, so that the consumers can have a wide range of products at competitive prices. The overall quality of the product as well as the services provided by the sales staff will be improved.

More job opportunities will be created in advertising as the manufacturers try to sell their product. Consumers will have a better knowledge of the product so that they will not be misleaded by inferior quality products.

I find shopping an interesting and pleasurable experience, as each year passes by, simply because it enriches my heart and mind.

Sourced from the IELTS Scores Guide page 69.

Band 8

All parts of the task are sufficiently and appropriately addressed. A clear position is presented and supported and ideas are relevant and well developed. Some further extension in supporting points, such as some mention of negative effects, however brief, could be added to raise this to the highest band for Task Response.

There is a clear progression throughout the response and a wide range of cohesive devices is used with flexibility, although there is rare error too. However, the personal comment in the final paragraph is a sudden topic shift after the general exploration of the issues. This is a slight lapse in the development and clear progression of the response, and prevents it from reaching the highest band for coherence and cohesion.

A wide range of vocabulary is used with flexibility and precision. The occasional minor error, such as the omission of dependent prepositions, is evident but not systematic.

Similarly, minor errors or omissions occur in structures, but these do not detract from the wide range flexibly and accurately used generally, and the majority of structures are error-free.

This is a clear example of a Band 8 performance.



General Training Task 2 assessment

Write your answer on the Writing Answer Booklet.

You should spend about 40 minutes on this task.

Write about the following topic:

Some young people like to take a gap year* before going on to university. Others prefer to begin their university studies immediately after finishing secondary school.

What are the advantages and disadvantages of taking a gap year?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

**Taking a gap year means taking a year off between high school and university to travel or work.*

BRITISH COUNCIL idp Cambridge Assessment English

IELTS Writing Answer Sheet - TASK 2

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

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Examiner 2 number											
Candidate No.											
Examiner 1 number											
Candidate No.											

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Writing Task 2 Checklist

A. Introduction
1. Are the topic and your position clear?
2. Did you paraphrase (not copy) the question prompt?
3. Did you state what main ideas you will discuss?

B. Main body
1. Does each paragraph have a main idea sentence?
2. Does each paragraph discuss one single topic?
3. Does each paragraph explain/give examples about the one main idea of that paragraph?
4. Did you answer all parts of the question prompt?
5. Did you organize your essay in clear paragraphs?
6. Did you use cohesive devices to organize your ideas?

C. Conclusion
1. Did you summarize the main points of the essay?
2. Did you state your position again clearly?

Revise and edit:
Correct any mistakes in grammar, punctuation and spelling.
Count the number of lines:
10 words per line x 25-27 lines = 250-270 words

Error correction codes

Task Achievement / Task Response	
Ir	Irrelevance
?	Unclear

Coherence and Cohesion	
//	Start a new paragraph
R	Reference error - *I wrote a letter to him after I came to this country. **They** were happy to receive **them**.*

Lexical Resource	
Sp	Spelling error - *I wrote a letter to him after I came to this* **contry**.
WF	Wrong form - *I wrote a letter to* **himself** *after I came to this country.*
WW	Wrong word - *I wrote a letter to him after I came **in** this country.*

Grammatical Range and Accuracy	
/	Start a new sentence
/\	A word is missing - *I wrote a letter to him **after came** to this country.*
X	Extra word - *I wrote a letter to him after I came **in** to this country.*
Gr	Unspecified grammar error
Ar	Error with articles (a, an, the) - *I **wrote letter** to him after I came to this country.*
P	Punctuation error - *I wrote a letter to him, after I came to this country.*
WO	Wrong word order - ***To him I wrote a letter** after I came to this country.*
T	Wrong tense - *I **write** a letter to him after I came to this country.*
SV	Error with subject-verb agreement - *I write**s** a letter to him after I came to this country.*
( )	Not necessary
WN	Wrong number - singular or plural - *I write a letter**s**.*



Tips for Writing Task 2

Task 2

Write an essay, at least 250 words

- Think about the question and decide on your position
- How many parts must you answer?
- Write in essay format: no bullet points, headings, or notes
- Write an introduction, support paragraphs, and conclusion
- Indent at the beginning of every paragraph
- Leave a blank line between paragraphs
- Write a main idea sentence at the beginning of every paragraph
- Use a variety of different sentence types and a range of vocabulary

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
IELTS Progress Check							
Practice test	• The only official online practice test developed by IELTS • Indicative band scores for every test section and an overall band score • Marked by official IELTS markers • Suitable for both computer-delivered and paper-based IELTS • Personalised feedback in all assessment criteria for Writing and Speaking	☺	✓ + Marked by official IELTS markers	✓ + All assessment criteria for Writing/ Speaking	✓ + Marker's comments	✓	Paid
IELTS Master							
Online course	• The IELTS online preparation is developed by Macquarie University in Australia • Exclusive preparation tool for IDP test takers • 20–25 hours of online study time	☺	✗	✗	✓	✗	Free (one skill) when you book a test with IDP. Upgrade to full course at 50% off
IELTS Masterclass							
Seminar (in person & webinar)	• A 90-minute class for test takers aiming for a band score of 6 or above • IELTS assessment criteria explained • Insights into common IELTS mistakes and how to avoid them • IELTS approved handouts, which include test questions and sample answers • Time to ask questions in a fun and supportive environment	I A	✗	✗	✓	✗	Free
IELTS Advantage							
Webinar	• A 40-minute webinar • Everything you want to know about IELTS but were afraid to ask • What to expect on the test day • How your skills are assessed • FAQs about Listening, Reading, Writing and Speaking tests	N	✗	✗	✓	✗	Free

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

Answers

Page 12 Instructions, format and essay question prompts. Understanding the instructions

Review the Writing Task 2 instructions and get students to discuss questions 1-4 in pairs. Then, check their answers:

1. Why should you spend about 40 minutes on Task 2?
You should divide your time according to the weighting of the marks: 1/3 of the 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. You can write the 2 Tasks in either order, but keep the time allocation.

2. What cohesive devices can you use to give reasons? Write some examples below.
One reason is…| Another reason for… is ….| …because…. | As a result of….

3. The instructions tell you to include relevant examples from your own knowledge or experience. Does this mean you can use the pronoun 'I' to write about your own experience? **Yes, it is perfectly acceptable to use the pronoun 'I' in your Task 2 essay.**
4. What cohesive devices can you use to give examples? Write some examples below.
For example, | For instance, | To illustrate, | such as | namely | like

Pages 13-14 Understanding appropriate format

Model Answer A: **inappropriate format because this is a letter not an essay. This would lose marks in Task Response.**
Model Answer B: **inappropriate format because this is a speech or presentation to an audience. This would lose marks in Task Response.**
Model Answer C: **inappropriate format because this includes bullet points. This would lose marks in Task Response.**
Model Answer D: **appropriate format because this is an essay.**
Model Answer E: **inappropriate format because this is a report with a title, and subtitles/subheadings. This would lose marks in Task Response.**

Pages 15-16 Understanding essay question prompts

A. To what extent do you agree or disagree?

What is a paraphrase of question A: **Do you agree or disagree?**
What are 3 ways you could answer this? **100% agree with the statement. | 100% disagree with the statement. | Partly agree and partly disagree.**

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

How many parts are there to question B? 3 **(both views and your own opinion).**

C. Do the disadvantages outweigh the advantages?

What is a paraphrase of question C? **Are there more disadvantages than advantages?**

D. Do the advantages outweigh the disadvantages?

What is a paraphrase of question D? **Are there more advantages than disadvantages?**

E. Is this a positive or a negative development?

What is a paraphrase of question E? **Is this good or bad?**

F. What are the causes and what can be done about it?

What is a paraphrase of question F? **What are the reasons for this and what are the solutions?**
How many parts are there to this question? **2 (causes and solutions)**

Answers

Pages 31-32 Exercise A

Relationship	Word/ Phrase	Example Sentences
Comparison and contrast	A **is faster than** B. A **is more expensive than** B. C **is the fastest/the most expensive**. C **is significantly faster than** B. C **is fast whereas A is slow**. A is quite small. **On the other hand**, C is very large. **The main difference between** A and C is that A is fast whereas C is slow. A is cheap. **Alternatively**, B is quite expensive.	6. Hybrid cars are **significantly cheaper** to run **than** regular cars.
Cause and effect	Overeating is **the cause of** obesity. Overeating **causes /leads to / results** in obesity. Obesity is **caused by / is the result of** overeating. Obesity occurs **because of** overeating. Obesity occurs **because / since** people overeat. **As a result of** overeating, obesity occurs.	5. Some people dislike windmills **because** they are noisy and look ugly. 8. In some cities people wear face masks **since** they do not want to breathe in smoggy air. 9. Severe droughts are becoming more common **because of** the lack of rainfall.
Additional information	A is large **and** expensive. A is large. A is **also** expensive. Not only is A large **but** it is **also** expensive. **As well as / In addition to** being large, A is expensive. A is large. **In addition**, A is expensive.	4. Global warming is threatening the forests and, **in addition**, it is harming wildlife.
Contrast	Homework is boring, **but / yet** it is important. **Although** homework is boring, it is important. **Despite / In spite of** homework being boring, it is important. Homework is boring. **However**, it is important.	1. Agricultural pesticides continue to be used **despite** contaminating the environment. 2. Public transport is beneficial for our environment **but** sometimes it is not dependable. 3. Solar energy is not common in many countries **although** the technology already exists. 7. Fossil fuels create carbon monoxide **whereas** hydrogen combustion produces only water.

Page 36 Exercise A

Exercise A

Combine the sentences below to create complex sentences. Use the word who/which/that.

1. Foreign correspondents are journalists. They report on the news from different parts of the world.
Foreign correspondents are journalists who report on the news from different parts of the world.

2. A graphic designer is a skilled artist. A graphic designer creates the graphics for printed and electronic media.
A graphic designer is a skilled artist who creates the graphics for printed and electronic media.

3. A stuntman or stuntwoman performs actions in a film. The actions are too dangerous for regular actors to do.
A stuntman or stuntwoman performs actions in a film which/that are too dangerous for regular actors to do.

4. Photo editors choose the best photographs. They tell photographers what news stories to cover.
Photo editors, who choose the best photographs, tell photographers what news stories to cover.

5. A cinematographer is a cameraman. He or she operates the main camera while shooting a film.
A cinematographer is a cameraman who operates the main camera while shooting a film.

Answers

Page 36 Exercise B

1. because
2. Unless
3. even though/although/despite the fact that/in spite of the fact that

Page 36 Exercise C

1. Hamed plays golf really well. He is very young.

Hamed plays golf really well **even though/although** he is very young.
Hamed plays golf really well **despite/in spite of** his young age.

2. I really enjoyed the concert. The music was too loud.

I really enjoyed the concert **even though/although** the music was too loud.
I really enjoyed the concert **despite/in spite of** the loud music.

3. I'm writing a letter. You will find it tomorrow.

I'm writing a letter **which/that** you will find tomorrow.

4. Sally needs to learn English. I will teach her.

Sally needs to learn English, **which** I will teach her.

5. Robert didn't have a lot of money. He bought the Ferrari.

Robert bought the Ferrari **even though/although** he didn't have a lot of money.
Even though/Although Robert didn't have a lot of money, he bought the Ferrari.
Robert bought the Ferrari **despite/in spite of** not having a lot of money.

6. Elizabeth has an important presentation next week. She has been working extremely long hours this week.

Because Elizabeth has an important presentation next week, she has been working extremely long hours this week.
Elizabeth has an important presentation next week, which is why she has been working extremely long hours this week.

7. I get home from work. I go straight to the gym.

When/As soon as/Once I get home from work, I go straight to the gym.
I go straight to the gym when/as soon as/once I get home from work.
Right after getting home from work, I go to the gym.

8. Susan and Mark had breakfast. They left for work.

Susan and Mark had breakfast and then they left for work.
Susan and Mark left for work when/as soon as/once they had had breakfast.

9. He was late for work. He took a taxi.

He was late for work, so he took a taxi.
Because he was late for work, he took a taxi.
He took a taxi on account of being late for work.

10. The bill came. He offered to pay for dinner.

When the bill came, he offered to pay for dinner.

Acknowledgements

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