

General Training Writing Task 2 week

Day 1 a) Make sure you know exactly what the Writing Test (Tasks 1 and 2) is like. Go to <https://www.ielts.org/about-the-test/test-format> and read the information carefully.

b) Go to <https://takeielts.britishcouncil.org/take-ielts/prepare/free-ielts-practice-tests/writing/academic/task-2> and read this information carefully too. Then do the practice task. Type your answer to this question on your computer. Put the English spellchecker on and make a note of those words you have spelt wrongly. Download the sample answer and compare it with your own. Answer these questions about the sample answer:

- How many paragraphs are there?
- Does the writer put their position in the introductory paragraph?
- What is the main topic of the first body paragraph?
- What is the main topic of the second body paragraph?
- What is the purpose of the final paragraph?
- What phrase is used to introduce the final paragraph?
- (Answers at the end of this document)

Day 2 Writing Task 2 consists of writing an essay. You may be asked to give your opinion on a topic, to discuss an issue from both sides, or to describe the causes of a problem and the solutions. It is recommended that you spend 40 minutes on this task, and you should write a minimum of 250 words in order to do this task satisfactorily. Write a clear introduction that rephrases what the topic of the essay is, and say what your position is. It is very important that you write a clear position in your introduction.

a) Go to https://takeielts.britishcouncil.org/sites/default/files/ielts_task_2_writing_band_descriptors.pdf and download the public descriptors for task 2. These give you a good idea of what the examiner is looking for at each Band level for Task Response (how well you answer the question), Coherence and Cohesion (how well you organise your essay and how well you link your ideas), Lexical Resource (your vocabulary), and Grammatical Range and Accuracy (how well you can use grammar to communicate clearly). Look at the descriptors for the band level you need.

b) It is important for Coherence and Cohesion that you link your ideas and arguments well.

To practise using conjunctions, go to Go to the IELTS Prep App <https://takeielts.britishcouncil.org/take-ielts/prepare/free-apps>, click on <Writing> and then <More prep>. Select <Grammar> then <**Conjunctions**>. Do the exercise.

To practise using words like 'despite' and 'although', go to <https://learnenglish.britishcouncil.org/grammar/intermediate-to-upper-intermediate/in-spite-of-despite-although-even-though-and-though>

c) It is important for Lexical Resource that you use some less common, more academic vocabulary. A good source of vocabulary for this is the Academic Word List.

To practise, go to <http://www.englishvocabularyexercises.com/academic-word-list/index.html> and do the exercises on Sublist 1.

Day 3 To improve your Grammar Range and Accuracy you should try and use a range of sentence structures.

a) to practise using relative clauses, go to the IELTS Prep App <https://takeielts.britishcouncil.org/take-ielts/prepare/free-apps>, click on <Writing> and then <More prep>. Select <Grammar> then <**relative clauses**>. Do the exercise.

b) For further practice of relative clauses, go to <https://learnenglish.britishcouncil.org/grammar/intermediate-to-upper-intermediate/relative-clauses-defining-relative-clauses> and <https://learnenglish.britishcouncil.org/grammar/intermediate-to-upper-intermediate/relative-clauses-non-defining-relative-clauses> Do the exercises.

c) To practise using conditional sentences, go to <https://learnenglish.britishcouncil.org/grammar/intermediate-to-upper-intermediate/conditionals-1> and <https://learnenglish.britishcouncil.org/grammar/intermediate-to-upper-intermediate/conditionals-2> Do the exercises.

c) Practise another Task 2 essay. Go to: https://content.clarityenglish.com/rti/media/pdf/RTI_AC_WS_C04U04S01E01_01_FZW_C.pdf?contentRoot=https%3A%2F%2Fcontent.clarityenglish.com&id=72.-1&lang=en_qb&seed=5e7c7b7d59f34

Remember to write an introduction that includes your position or opinion. Write at least 2 body paragraphs and a concluding paragraph. Try to use some of the grammar and vocabulary you have been practising. Write at least 250 words.

Download the answers and compare your essay with the model answer given. Put the English spellchecker on and make a note of those words you have spelt wrongly

Day 4 Word formation is assessed as part of the descriptors for Lexical Resource.

a) Practise changing the form and function of words, for example, from a noun to a verb. Go to <http://random-idea-english.blogspot.com/2013/05/word-families.html> and do exercises 1 and 2.

b) Download the Academic Word List Sublist 1 which contains the most-used words <https://www.wgtn.ac.nz/lals/resources/academicwordlist/publications/AWLmostfreqsubli>

[sts.pdf](#) Use a dictionary to find the noun, verb, adjective and adverb forms (where they exist) of the words on this list.

Referencing is assessed in Coherence and Cohesion. This means using pronouns rather than repeating nouns or noun phrases to link your ideas. For example, Too many people use single-use plastics and then throw them away. **This** causes enormous problems.

c) To practise using pronouns go to the IELTS Prep App

<https://takeielts.britishcouncil.org/take-ielts/prepare/free-apps>, click on <Writing> and then <More prep>. Select <Grammar> then <pronouns>. Do the exercise.

How the essay is organised is assessed in Coherence and Cohesion. Brainstorming and planning can help you improve the organisation of your essay. Look at these Task 2 questions. Spend 5 minutes on each title to think of ideas/arguments. Use the grid at the end of this document to note these down.

1) Tourism hugely benefits the places that people visit. To what extent do you agree or disagree?

2) Motorised vehicles are the primary cause of air pollution in cities and should be banned. To what extent do you agree or disagree.

3) Many young people spend much of their time looking at screens on digital devices rather than socialising face to face. What are the problems of too much screen time and how can young people be persuaded to take part in other activities?

Day 5 Now do a practice test.

a) Go to <https://www.britishcouncil.it/en/exam/ielts/courses-resources/free-online-english-preparation-material> and register for the material. Registration and material are free. Download the material and go to page 47. Write this Task 2 essay in 40 minutes.

b) Complete the following checklist:

- Did you write the essay in 40 minutes?
- Did you write at least 250 words?
- Did you write an introduction, (at least) 2 body paragraphs, and a conclusion?
- Did you rephrase the essay title and clearly state your opinion/position in the introduction?
- Did you introduce your conclusion with a concluding phrase (e.g. To conclude, In conclusion)?

Did you use conditional sentences?
relative clauses?
linking words and phrases?
pronouns to refer to nouns or noun phrases?

c) Use the English spellchecker and make a note of the correct spelling of any words you misspelt.

d) Compare your essay with the model answer on page 49.

Answers from Day 1

How many paragraphs are there? 4

Does the writer put their position in the introductory paragraph?

Yes *"I do not think this is true"*.

What is the main topic of the first body paragraph?

arguments about material wealth as a symbol of worth

What is the main topic of the second body paragraph?

arguments for other values being symbols of worth

What is the purpose of the final paragraph?

To conclude the essay, to round up

What phrase is used to introduce the final paragraph?

In conclusion

Brainstorming grid for essays.

Tourism hugely benefits the places that people visit.

Examples of the benefits of tourism

Examples of the disadvantages of tourism

Motorised vehicles are the primary cause of air pollution in cities and should be banned.

Benefits of vehicles being banned

Disadvantages of vehicles being banned

Many young people spend much of their time looking at screens on digital devices rather than socialising face to face.

Problems of too much screen time

Ways of getting young people to do other things