

LEARN ENGLISH

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Writing test *(Academic)*



No more than 20 minutes for Task 1 (the report) so that you have 40 minutes for Task 2 (the essay) You get twice as many marks for Task 2 as you get for Task 1

Writing Task 1 -*write a report*

1. *Read the statement carefully.*
2. **Plan your answer by grouping things together.**
3. **Write your statement.**



Be careful. This is the easy task and many students spend too long on it and leave less time for task 2.

Don't express your opinion, just state the facts as they appear. You express your opinion in task 2.

Do not use any information that is not in the graph etc.

Mention the important pieces of information and compare. Your ability to choose the key information which is important for comparing will be tested. When you group things together then you can use the word "respectively"

e.g. A, B and C are 6, 9 and 12 respectively.

Your use of tenses will be tested.



Introduction (1 paragraph) (rewrite the statement)

Rewrite the statement in your own words (paraphrase).

Body (2 or 3 paragraphs) (group things together and write about them collectively)

Find the most important aspects or features and see which ones are best for comparing. You will be dealing with *what*, *who*, *when*, *where* and choosing the important pieces of information. However, you should compare different things so that you are using data for more than one aspect at a time.

Deal with the most interesting or difficult aspects first and then you can simply add the less difficult and simple ones at the end. You do not have to write about every single piece of information, just the important ones.

Remember, one topic, one paragraph, so you should have 2 or 3 topics. Leave a line between each paragraph.

Conclusion (1 paragraph) (in a few words say what you said in the body)

Come to a conclusion about what are the most obvious aspects and state them in a few words.

The different types of questions

- Bar graph (single or double)
- Line graph (single or double)
- Table
- Pie chart
- Process – there may be no comparisons; give a logical step by step description; give a very brief summary (conclusion).

Bar and line graphs

You should demonstrate your high level of vocabulary but also use low level words to avoid repetition of the same word.



Examples

Trends

Increases – rises, goes up, moves up, climbs above. Decreases – falls, drops, declines, goes down, moves down, climbs down. Speed – no change, steady at, remains at, maintains.

quickly, suddenly, rapidly, abruptly, unexpectedly.

slowly, steadily, gradually.

Features

The highest point and lowest point.

Small, large, huge change. More than, less than, higher, lower, the most, the least.

Followed by an increase / preceded by a decrease

Comparing

Similarly, in the same way, likewise, matching (A does the same as B)

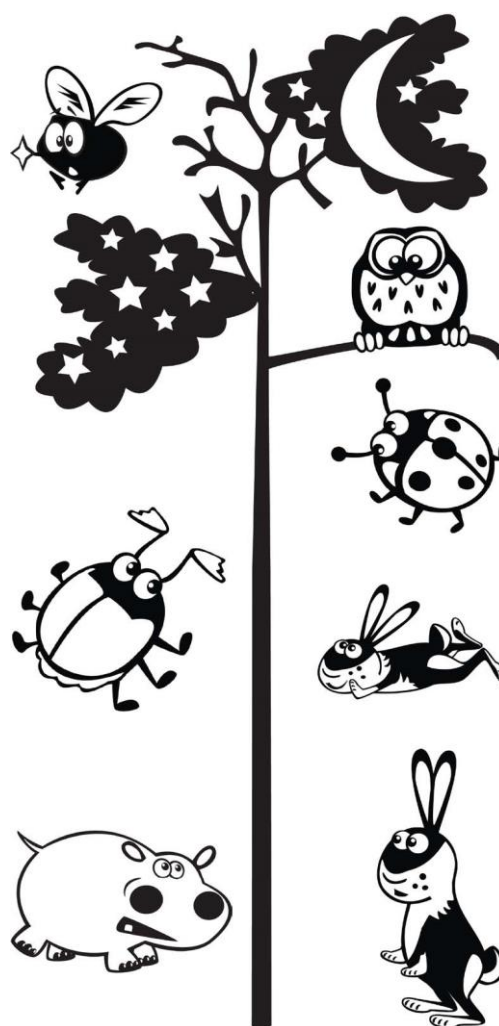
Alternatively, in contrast, by comparison, however (A doesn't do the same as B)

Table

There will be too many things to write about separately, so you need to group things together and write about them. Find the things which are similar.

Pie chart

Write about the largest percentage and compare it to the others (almost double, very significantly more, slightly more). If 2 percentages are similar write about them together. Write about the smallest percentages together and say how insignificant or of minor importance they are.



Process

Firstly, secondly, thirdly - be careful about using this as there may be 6 - 8 steps.

Initially, to start, to begin with, after that, then, subsequently, at the same time, simultaneously, finally.

Describe every step in a logical order linking them using the words above. The process may branch out to options A and B. Use “if” and describe each one and describe comparisons where necessary.

Use the present passive tense. You will need to practise this. (“the bread is then placed in the oven by the cook” – the object comes first instead of the subject)

There will be very brief summation (conclusion).

Writing Task 2 -write an essay

1. Read the question carefully. You must answer the question.
2. Make a plan – write your ideas and then decide on your key points and list them using key words (2, 3 or 4 words). Keep it simple.
3. Write the essay

Introduction (1 paragraph – 1 or 2 sentences)

Body (2-4 paragraphs each with one key point)

Conclusion (1 paragraph – 1 or 2 sentences)

Essay question types

Agree or disagree – explain your position with 3(or 4) key points and say why (maybe state the opposite view)

Two opinions – explain 2 opinions on the question (one paragraph each) and give your opinion.

Advantages and Disadvantages – give the advantages in one paragraph and the disadvantages in another and give your opinion.

A problem – explain 2 (or 3) issues and give possible solutions. Give your opinion.

You will be asked for your opinion – use words such as “in my opinion” “I feel” “I think” “I believe” “it is my considered opinion that....” “my logical conclusion is that...”

Introduction (1 paragraph) (rewrite the statement)

Rewrite the question in your own words (paraphrase) and express your opinion.

Body (2 ,3 or 4 paragraphs according to the question)

From your plan write a paragraph for each topic in your plan. Leave a line between each paragraph.



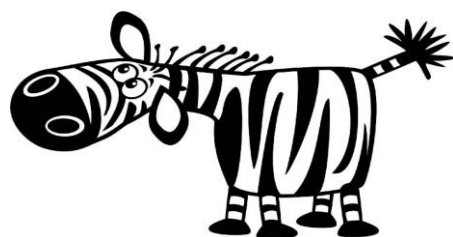
Conclusion (1 paragraph) (in a few words say what you said in the body)

From your plan write a conclusion using the words in your plan.



Common problems

1. Spending too much time on task 1 (you receive twice the marks for task 2).
2. Not answering the question.
3. Writing less than the required minimum number of words.
4. Too many ideas mixed up together.
5. Too few ideas repeated differently.
6. Not expressing your opinion.
7. Not using paragraphs.
8. Using clichés such as “every coin has two sides”
- good for speaking but not for writing. You must write in an academic way.
9. Using vocabulary and phrases inappropriately (you must know how to use them).
10. Writing memorised answers – it’s very easy for an examiner to detect this.



Here is what they mark you on for band 7.

This is a simplified version of the official IELTS requirements.

1) Task achievement (answer the question)

- a)** answers the question
- b)** displays a clear overview of the main differences, trends or stages.

2) Coherence and cohesion (linking and logic)

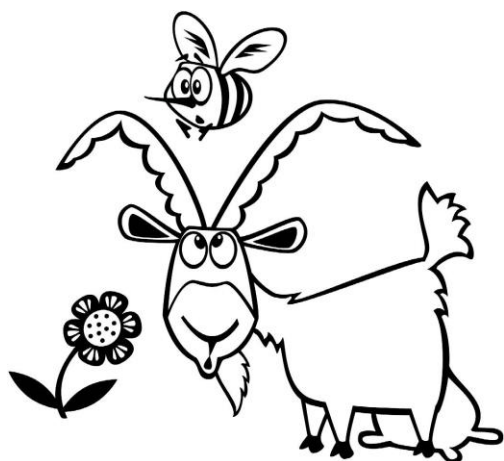
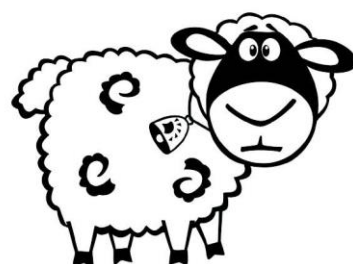
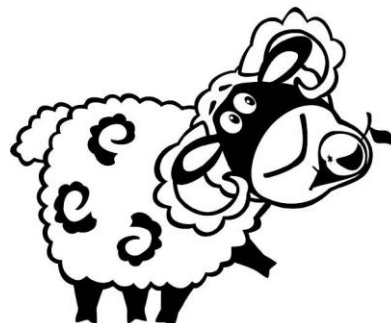
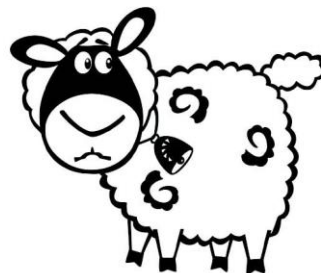
- a)** Ideas and/or information is logically organised with a clear progression.
- b)** Use of connective devices – some misuse allowable

3) Lexical resource (vocabulary and word groups)

- a)** Uses high level words for specific situations.
- b)** Uses less common words and phrases for style and appropriate linking.
- c)** Occasional errors in the above and spelling allowed.

4) Grammatical range and accuracy (grammar).

- a)** Uses a variety of complex grammatical structures.
- b)** Writes frequent error-free sentences.
- c)** Uses proper tenses, plurals, articles and punctuation. A few errors allowed.



EXAMINER’S USE ONLY

EXAMINER 2
TASK 2

TR		CC		LR		GRA	
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EXAMINER 1
TASK 2

TR		CC		LR		GRA	
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UNDERLENGTH		NO OF WORDS		PENALTY	
OFF-TOPIC		MEMORISED		ILLEGIBLE	

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OFF-TOPIC		MEMORISED		ILLEGIBLE	

- 1. Answer the question 25%
- 2. Use logic 25%
- 3. Use high level words and word groups (collocations) 25%
- 4. Use correct grammar 25%

Below is what the examiners will use to give you a band score:

TR = was the question answered - 25%

CC = was it logical - 25%

LR = high level words - 25%

GRA = grammar - 25%

Underlength – you lose marks if there are not enough words.

Off-topic – you lose marks if you write about things not asked for in the question.

Memorised – you lose marks for writing things you memorised (it is very easy for examiners to detect this). Memorise chunks of words commonly used but not sentences.

Illegible – you lose marks if the examiner cannot read it.



Here are the secrets of success in learning for the IELTS test:

Reading, reading and reading is the key to success. Writing is the demonstration of the amount of learning you have done through reading.

After learning from reading and you first start to write, do not worry about time. Firstly, practise doing it correctly. When you practise using a plan you will become efficient and you will be able to do the tests quicker. You can then start timing yourself and increase your speed.

The more you read, the more you learn. You need to teach your subconscious mind through repetition and by occupying your conscious mind with other things (more about that later). The more interesting the reading is the faster you will learn – read interesting texts. Read model essays because that is what you will be tested on.



LEARN ENGLISH

The more relaxed you are with the reading, the faster will be the learning – don't try hard.

The more you enjoy learning English, the faster will be the learning – try to enjoy English as if it is a friend and not the enemy to be conquered. You will never be totally competent in English, no one ever is, so just appreciate what you have discovered – you only need a 7 not a 9.

If you are stressed while reading or writing, then learning will stop – try to have fun while learning.

If you are stressed during the IELTS test you will not produce your best work. You must go into the test with confidence that you can achieve a 7.

Your confidence will be based on your belief in yourself (you will be given instructions on how to create a strong belief) and the evidence of your written work which will be at a 7 level or higher (this will happen if you follow the methodology given to you).

Enjoy!

