

# Writing Test



## English

Look what you  
made me do

## IELTS

Observe what course of  
action you compelled me  
to commit to.



## Normal English

My loneliness is  
killing me

## IELTS English

The isolation I  
find myself in  
brings misery  
unto my life

## Academic Writing

Time: one hour

This test consists of two separate writing tasks. You must answer both tasks.

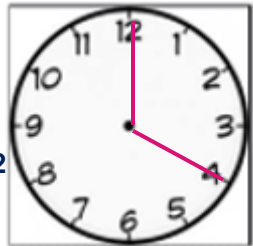
Task	Timing	Length	What do I need to do?
Writing Task 1	20 minutes	150 words	You need to accurately describe and summarise visual information. The information may be presented in a diagram, map, graph or table.
Writing Task 2	40 minutes	250 words	You need to write a discursive essay. You will be given an opinion, problem or issue that you need to respond to. You may be asked to provide a solution, evaluate a problem, compare and contrast different ideas, or challenge an idea.

## General Training Writing

Time: one hour

This test consists of two separate writing tasks. You must answer both tasks.

Task	Timing	Length	What do I need to do?
Writing Task 1	20 minutes	150 words	Write a letter in response to a given situation.
Writing Task 2	40 minutes	250 words	You need to write a discursive essay. You will be given an opinion, problem or issue that you need to discuss. You may be asked to provide a solution, evaluate a problem, compare and contrast different ideas or opinions, or challenge an argument or idea.



Write Task 1  
in at least  
150 words  
within  
20 minutes

Write Task 2  
in at least  
250 words  
within  
40 minutes

- Task Achievement (Writing Task 1 Only): Information, Overview, Key Features
- Task Response (Writing Task 2 Only): Ideas, Addressing the Task, Conclusion, Developing Ideas
- Coherence & Cohesion: Paragraphing, Linking and Referencing
- Grammatical Range & Accuracy: Sentence Structures, Tenses, Punctuation, Number of Errors
- Lexical Resource: Vocabulary, Collocations, Spelling, Number of Errors

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## Part 2

You should spend about 40 minutes on this task. Write at least 250 words.

Write about the following topic:

**Some people think that a sense of competition in children should be encouraged. Others believe that children who are taught to co-operate rather than compete become more useful adults.**

**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.

Nowadays, purpose of education being changed in Korea. There are some people who think that competition in children should be made, also others believe that children who are taught to co-operate as well as become more useful adults. There are advantages and disadvantages for both of the arguments.

To begin with, what is good if a sense of competition in children is made? They could develop themselves more and more as they learn and study a lot to win from the competition. To prove this, in Korea, it is popular – even common now – to have a tutor who come to student's house to teach extra pieces of study with paying a lot of money. They learn faster than what they learn at school.

Furthermore, during the vacations, students study abroad to learn English for a month instead of revise school work. If they have experiments such as study abroad, it is one of the greatest plus point to go to the famous well-known high-school. Moreover, there are four big school exam and two national examinations to test students' level of studies. Generally, only the highest 40% can go to the good quality highschools and colleges. Children learn as much as they can, to win the competition to obtain good quality schools.

On the other hand, as they are busy to enter the schools and study individually with their own tutors, there are problems. They become selfish. They become careless and don't help others a lot if it is about studies. There will be no co-operations for them. Then, why are there companies for many people to work in? Each of them are clever, however, there are weak parts and strong parts for each person. To co-operate is to improve this part. People talk and listen to what others thinking of and learn. That could also be a great opportunity to learn instead of learning alone with one teacher.

In conclusion, I strongly agree with that children should be taught to co-operate rather than compete. Nobody is perfect. People learn together, work together to develop each other. Therefore, I want parents and teachers to educate children concentrating on co-operation, not compete and ranking them.

Word count: 364

Review Part 1 1 Part 2 2

Computer Based format

SAMPLE

**SAMPLE**

SAMPLE

**SAMPLE**



## WRITING TASK 2: Band Descriptors (public version)

25%

25%

25%

25%

Band	Task response	Coherence and cohesion	Lexical resource	Grammatical range and accuracy
9	<ul style="list-style-type: none"> <li>fully addresses all parts of the task</li> <li>presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas</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>sufficiently addresses all parts of the task</li> <li>presents a well-developed response to the question with relevant, extended and supported ideas</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>addresses all parts of the task</li> <li>presents a clear position throughout the response</li> <li>presents, extends and supports main ideas, but there may be a tendency to over-generalise and/or supporting ideas may lack focus</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> <li>presents a clear central topic within each paragraph</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 all parts of the task although some parts may be more fully covered than others</li> <li>presents a relevant position although the conclusions may become unclear or repetitive</li> <li>presents relevant main ideas but some may be inadequately developed/unclear</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> <li>uses paragraphing, but not always logically</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>addresses the task only partially; the format may be inappropriate in places</li> <li>expresses a position but the development is not always clear and there may be no conclusions drawn</li> <li>presents some main ideas but these are limited and not sufficiently developed; there may be irrelevant detail</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> <li>may not write in paragraphs, or paragraphing may be inadequate</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>responds to the task only in a minimal way or the answer is tangential: the format may be inappropriate</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</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> </ul>	<ul style="list-style-type: none"> <li>uses only a very limited range of structures with only rare use of subordinate clauses</li> </ul>

## **IELTS task 2    The essay**

IELTS Task 2	Time	Minimum word count
	40 minutes	At least 250 words
<b>Write an essay supported by reasons and examples from your own knowledge and opinion</b>		

**Although with IELTS task 2 the tasks will vary, they follow 5 common task-types. It is important to identify what the task is asking you to do and construct your answer accordingly**

**Match the task types to the following question prompts. Identify how many questions each task should cover.**

*1.Opinion questions*

*2. Advantages and disadvantages*

*3.Discussion questions*

*4. Problems and solutions*

*5.Two part/ mixed type of questions*

1. New technologies have changed the way children spend their free time.  
Do you think the advantages of this trend outweigh the disadvantages? \_\_\_\_\_
2. Many people prefer to watch foreign films rather than locally produced films.  
Why could this be? Should governments give more financial support to local film industries? \_\_\_\_\_
3. Nowadays more and more older people who need employment must compete with younger people for the same jobs.  
What problems does this cause? What are the solutions? \_\_\_\_\_
4. Many think that religion should be taught in schools while others think it should be avoided.  
Discuss both views and give your own opinion. \_\_\_\_\_
5. Young criminals should receive the same punishment as adults.  
To what extent do you agree or disagree? \_\_\_\_\_



# Looking at a sample

**Some people believe that they should be able to keep all the money they earn and should not have to pay tax to the state.**

**To what extent do you agree or disagree?**

1. **Underline the words in the opening paragraph that paraphrases the task**
2. **What is the writer's position?**
3. **Underline the topic sentence on paragraphs 2 & 3**
4. **Underline the explanation of each topic sentence**
5. **Highlight the examples**
6. **What does the writer do in the conclusion?**
7. **How many sentences are there in each paragraph?**
8. **Highlight the connectors**

A group of people think that residents should keep all their earnings and should not have an obligation in paying taxes to the government. I completely disagree with the statement, as taxes are useful not only for the nation, but also for the citizens' benefit. In the following paragraphs, I will discuss it in detail.

To begin with, it is a fact that taxes are used by the government for developing its nations. This is because, taxes are allocated for various kinds of essential matters. Firstly, they are used for maintaining public transportation facilities, and expanding roads and highways. Secondly, taxes are utilized for providing decent medical services and basic educations for their residents. For example, in countries like Canada and Australia, citizens enjoy medical and primary education facilities for free, and this is possible only because their people contribute to the government in the form of taxes. Finally, taxes are also used for funding military services, which is important for maintaining the political stability of a nation.

In addition, people should also notice that taxes that they have paid, will also be beneficial for themselves sooner or later. This means that the funds that have been collected by tax authorities are used for retirement programs. Recent firm survey data for 147 economies show that countries where taxes were applied in retirement programs, their citizens enjoyed better living conditions in their late years. Therefore, people should not keep their earnings to themselves, and they should comply in paying their tax duties and obligations.

To conclude, I reiterate my opinion that it is a duty of every working individual to pay their taxes which are the primary source of income for the government to build the country and to ensure that their citizens have a good standard of living.

(272 Words)

## 2.- Before you start writing first, plan your essay

Some people believe that they should be able to keep all the money they earn and should not have to pay tax to the state.

To what extent do you agree or disagree?

### 1) Introduction

Paraphrase the question (Background statement)

• Give your opinion / or Thesis statement + outline (optional) (2 arguments to support your opinion)

A group of people think that citizens should keep all their earnings and should not have an obligation in paying taxes to the government

completely disagree, as taxes are useful to improve cities, they are also useful for individuals

### 2) Main body paragraph 1

• Topic sentence – outline 1st reason

/side/advantage/opinion

• Explanation – explain this idea

• Example – give an example or expand the idea

Taxes are used by the government for developing its nations.

This is because they are used in public transport, roads, education and health

Canada and Australia

### 3) Main body paragraph 2

Topic sentence – 2nd reason

/side/advantage/opinion

• Explanation – explain this idea

• Example – give an example or expand the idea

Taxes are useful for individuals

Used in retirement programs, art and sports scholarships, daycares for working parents

Survey data

### 4) Conclusion

Summarise opinion and key reasons / final thought or recommendation

# Essay structures according to the question type

## Discussion question task

### 1) Introduction

Paraphrase the question

- State both points of view

Give your opinion

### 2) Main body paragraph 1

- Topic sentence – outline the first view
- Explanation – explain why this view is held by some people
- Reason why you agree or disagree w this view (if asked\*\*\*)
- Example – give an example to support your view

### 3) Main body paragraph 2

- Topic sentence – outline the second view
- Explanation – explain why this view is held by some people
- Reason why you agree or disagree w this view (if asked\*\*\*)
- Example – give an example to support your view

### 4) Conclusion

- Summarise the key points and state which one is better or more important
- Add a final thought or suggestion

## Problem and Solutions

### 1) Introduction

Paraphrase the question

- State 1 key problem/cause and related solution

### 2) Main body paragraph 1 – Reasons or effects

- Topic sentence – state the problem or cause
- Explanation – give detail explaining the problem or cause
- Example – give an example

### 3) Main body paragraph 2 – Solutions

- Topic sentence – state the solution
- Explanation – give detail explaining the solution
- Example – give an example

### 4) Conclusion

- Summarise the key points

## Advantages and Disadvantages

### 1) Introduction

Paraphrase the question

Say that you will analyse the pros and cons of the situation

Give your opinion (If they ask your opinion)

### 2) Main body paragraph 1 – Advantages

- Topic sentence – state 2 main advantages
- Explain the first advantage + give an example (if possible)
- Explain the second advantage + give an example (if possible)

### 3) Main body paragraph 2 – Disadvantages

- Topic sentence – state 2 main disadvantages
- Explain the first disadvantage + give an example (if possible)
- Explain the second disadvantage + give an example (if possible)

If asked, give your opinion here

### 4) Conclusion

- Briefly restate the advantages and disadvantages
- + give your final opinion

## Mixed/ TWO PART

### Introduction

Paraphrase the question

- Outline sentence – state your answer to both questions

### 2) Main body paragraph 1 – Answer question 1

- Topic sentence – state your answer
- Explanation – develop the idea
- Example – give an example

### 3) Main body paragraph 2 – Answer question 2

- Topic sentence – state your answer
- Explanation – develop the idea
- Example – give an example

### 4) Conclusion

- Summarise both questions and answers

### Useful vocabulary/phrases to open/start the essay:

Many/some people claim/opine/believe that...

It is true that / It is a fact that...

There is no denying that...

It is often said that...

These days.../ Nowadays.../ In this day and age...

It goes without saying that...

It is universally accepted that...

We live in an age when many of us are...

People are divided in their opinion regarding...

.... is one of the most important issues...

Whether .... or .... is a controversial issue...

### Useful vocabulary/phrases to end the Introduction part:

Let us examine both views before reaching a concrete decision.

The following paragraphs discuss whether ..... or ..... and reach a reasonable conclusion.

The following essay takes a look at both sides of the argument.

My two cents go for...

However, I strongly believe that...

I oppose the view and my reasons will be explained in the following paragraphs.

I will support this view with arguments in the following paragraphs.

I personally believe that...

Thus, the advantages far outweigh the disadvantages...

I wholeheartedly believe that this trend should be changed.

### Vocabulary for the opinion part:

According to the essay types (learn what are the IELTS essay types) use one of the following connective words/ linking phrases to write down your opinion. However remember that if the question **does not ask you to give your opinion but to compare advantages and disadvantages, then you should not strongly express your opinion**. An opinion should only be written for opinion essays.

In my opinion...

I strongly opine that...

I strongly agree with the idea that...

I strongly disagree with the given topic...

I think...

My opinion is that...

Personally speaking...

In my view...

I believe...

Apparently...

Personally speaking...

According to me...

From my point of view... (Not 'In my point of view')

As far as I am concerned...

From my perspective...

I realize...

To my way of thinking...

It seems to me that...

To me...

To my mind...

My own view on the matter is...

It appears that...

I feel that...

I understand...

I suppose...

## Linking your

### **Addition:** sentences

moreover, furthermore, in addition, further, next, first, second, etc., firstly, secondly, etc., in the first place, in the second place, etc.

### **Contrast:**

however, yet, in contrast, conversely, on the other hand, on the contrary, otherwise, nevertheless, notwithstanding, in spite of this, by contrast, whereas

### **Conclusion or Summary:**

as a result, as has been noted, as I have said, as mentioned earlier, in conclusion, to conclude, in brief, finally, in other words, in short, in a/one word, on the whole, therefore, in summary, to summarize, to sum up, in a nutshell, all in all.

### **Comparison:**

likewise, similarly, in the same way, in like manner

### **Cause, result, purpose:**

therefore, thus, hence, consequently, after all, accordingly, knowing this, with this in mind

### **Example, restatement:**

for example, for instance, more specifically, in particular, indeed, namely, specifically, to illustrate, in other words, in fact, that is, in brief

### **Time:**

afterwards, soon, meanwhile, in the meantime, next, then, later, eventually, at the same time, in the same instant, today, nowadays, in the beginning, to begin, in time, in future, finally, initially, subsequently, simultaneously.



## Useful language for Task 2

Listing advantages and disadvantages	Listing points
One advantage of / Another advantage of / One other advantage of / A further advantage of / The main advantage of / The greatest advantage of / The first advantage of (or use disadvantage instead in the phrases above)	Firstly / First of all / In the first place / To start with / To begin with Secondly / Thirdly / After this / After that / Afterwards / Then / Next Finally / Lastly / Last but not least
Adding more points	Expressing cause
What is more / Furthermore / Apart from this / Apart from that / In addition to this / Moreover / Besides this / ...not to mention the fact that / also / too / Not only... but... also / Not only... but... as well	Because / owing to the fact that / due to the fact that / on the grounds that / since / as In view of / Because of / Owing to / Seeing that ...for this reason ... / ...now that...
Adding emphasis	Expressing effect
Clearly / Obviously / Of course / Not surprisingly / Needless to say	Thus / therefore / so / consequently / as a result / as a consequence / for this reason / hence
Mentioning sources	Expressing purpose
With reference to / According to	So that / So as to / In order to

Expressing reality	Giving examples
It is a fact that / In effect / In fact / As a matter of fact / The fact of the matter is that / Actually / In practice / Indeed / To tell the truth	For instance / For example / such as / like / particularly / in particular / especially
Making general statements	Making partially correct statements
As a general rule / Generally / In general / On the whole	Up to a point / To a certain extent / To some extent / In a sense / In a way
Stating people's conceptions	Making contrasting remarks
It is popularly believed that / People often claim that / It is often alleged that / Some people argue that / Many argue that / A lot of people think that / A lot of people believe that / Contrary to popular belief	Yet / However / Nevertheless / but / at the same time / even so / still / nonetheless / Although / Even though / Regardless of the fact that / In spite of the fact that / Despite the fact that / While
Clarifying or rephrasing	Expressing similarity
In other words / That is to say / To put it another way	Similarly / likewise / in the same way
Expressing condition	Concluding
On the condition that / provided that / providing that / only if / as long as / in the event of / in the event that / if / in case of / whether (or not) / otherwise / or (else) / unless	Finally / Lastly / Above all / All in all / Taking everything into account / On the whole / All things considered / In conclusion / To sum up / As was previously stated

Offering alternatives	Summarising
Either ... or / On the one hand ... on the other hand / Alternatively / Instead	In short / Briefly / To put it briefly

## 2.- Before you start writing first, plan your essay

These days, more and more people are going to other countries for significant periods of time, either to find a job or to study. There are clearly many benefits to doing this, but people who live abroad can also face some difficulties.

Discuss the advantages and disadvantages of living and working in a foreign country.

### 1) Introduction

Paraphrase the question

Say that you will analyse the pros and cons of the situation

*Give your opinion (If they ask your opinion)*

### 2) Main body paragraph 1 – Advantages

Topic sentence - state 2 main advantages

Explain the first advantage + give an example (if possible)

Explain the second advantage + give an example (if possible)

### 3) Main body paragraph 2 – Disadvantages

Topic sentence - state 2 main disadvantages

Explain the first disadvantage + give an example (if possible)

Explain the second disadvantage + give an example (if possible)

**If asked, give your opinion here**

### 4) Conclusion

Briefly restate the advantages and disadvantages

+ give your final opinion