

**WORKSHEET: KEY TO IELTS VIDEO 6 – Writing Task 2 Part 1**

**TASK 1**

Complete the sentences below using **NO MORE THAN ONE WORD**.

**Common myths about writing task 2**

- 1 The myths often look like fixed rules because they contain words like '\_\_\_\_\_'.  
2 One myth tells you to never use active verbs, so that your writing appears more \_\_\_\_\_  
3 Some people believe it is wrong to give your \_\_\_\_\_ in certain essays.  
4 Some people believe you must only write about the side you \_\_\_\_\_ with.  
5 A common piece of advice is to make up \_\_\_\_\_ to use in your essay.

**TASK 2**

A) Listen then answer the questions:

- 1) What are the three ways you can check that information about the IELTS test is true?  
\_\_\_\_\_

- 2) What verb did I use that means 'to check something is true'? \_\_\_\_\_

B) Test your grammar and vocabulary by correcting the 9 mistakes below:

For understand why, let's look the facts about IELTS writing task 2. We are verify these facts looking at public version of the assessment criteria, the information given on official website, and in looking for authentic practice tests, which can found in test books 9 onwards.

**TASK 3**

As you listen, complete the sentences below in your own words:

- 1) You should **not** ignore the statement in the question because we are told that you need to address \_\_\_\_\_.
- 2) You should always make your own opinion clear because we are told your essay should present a \_\_\_\_\_.
- 3) Only writing about the side you agree with can mean that your writing is \_\_\_\_\_.
- 4) An example is used to \_\_\_\_\_.
- 5) The reason inventing statistics is not a good idea is because invented examples almost always fail to \_\_\_\_\_.

#### **TASK 4**

Reading helps to improve your writing. In the same way, aim to listen well if you want to improve your speaking. Use the script and the tasks below to help you focus on intonation, pronunciation, and chunking.

#### **Tasks:**

- 1) Listen to this part of the audio and, on the script below, mark the words (or parts of the words)
  - i) that are run together (e.g. makes your) (this is often called chunking)
  - ii) that are stressed (e.g. complicated)
  - iii) where the intonation goes up or down (e.g. vary)
- 2) Listen and repeat, using your marked up script to help you. Pause as often as you need to or just use short parts of the text. Try to copy the pronunciation, chunking, and intonation. Practise several times.
- 3) Read the script aloud yourself. When you are ready, record yourself. Listen to your recording to check whether you used the same intonation and chunking patterns as in the video.
- 4) Listen again and focus on the endings of words (these often cause a problem). Check if you pronounced the endings of the following words:  
If you didn't pronounce the endings of these words, try to practise this and repeat task 3.

But overly complex language makes your writing complicated, and avoiding using connectors makes your ideas unclear. This means that your writing becomes confusing to read, and your argument, your position, and your ideas are no longer clear. So, this advice can lower your Task response and Coherence and cohesion scores.

Think of 'complex grammar' in the same way as vocabulary – use it with an awareness of meaning and style and only when it helps you to clearly explain an idea or point. Although you do need to vary your language to avoid sounding repetitive, it is best to see the language you use as a tool that helps you to explain clearly, rather than a way to try to 'boost your score'. And above all, when it comes to preparing for the test rely on verifiable facts, rather than myths based on materials you can find online.

#### **TASK 5**

Complete the notes below with ONE WORD ONLY.

#### **The facts about writing task 2**

- You will be given a topic and one or two (1)\_\_\_\_\_.
- Your response must be a (2)\_\_\_\_\_ essay that is (3)\_\_\_\_\_ (4)\_\_\_\_\_ 250 words long.
- In (5)\_\_\_\_\_ essay, you should 6)\_\_\_\_\_ the topic and present an 7)\_\_\_\_\_ that clearly explains your (8)\_\_\_\_\_ and (9)\_\_\_\_\_ the question/s.
- Your (10)\_\_\_\_\_ must be explained and (11)\_\_\_\_\_, and you can use your own (12)\_\_\_\_\_ and (13)\_\_\_\_\_ to do that (if it is relevant).
- Aim to write 14)\_\_\_\_\_ (rather than in a (15)\_\_\_\_\_ way).
- (16)\_\_\_\_\_ your language and use it to help (17)\_\_\_\_\_ your ideas.

**Answers:**

**TASK 1**

1) 'must', 2) academic, 3) opinion, 4) agree with, 5) statistics / examples

**TASK 2 :**

**A)**

1) i) the public version of the band descriptors, ii) the official website: www.ielts.org, iii) authentic test practice materials (books 9 onwards)

2) to verify

**B)**

**For** To understand why, let's **look at** the facts about IELTS writing task 2. We **are can** verify these facts **by** **looking at the public** version of the assessment criteria, the information given on **the official** website, and **in by** looking **for at** authentic practice tests, which can **be found** in test books 9 onwards.

**TASK 3:**

*(Your answers may be slightly different to mine – just check you have the correct facts.)*

1) all parts of the task // all of the task.

2) a clear position throughout.

3) repetitive.

4) support your (main) ideas.

5) support the (main) ideas in the essay.

**TASK 5:**

1) questions, 2) formal, 3) at, 4) least, 5) every, 6) discuss, 7) \*argument, 8) \*position, 9) answers, 10) ideas, 11) supported, 12/ 13) knowledge / experience (in any order), 14) clearly, 15) complex, 16) vary, 17) explain

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