WritingAssist™
Official IDP Education IELTS support

General Training Task 1 & 2 Checklist   **Number:** ☐

ASSESSMENT CRITERIA	TASK 1 −		TASK 1 +	TASK 2 −		TASK 2 +
Task Achievement/Response						
Addresses the question (the prompt)						
• Task 1 - All parts are addressed / Task 2 – All parts are addressed	☑	☐	☐	☐	☑	☐
• Task 1 – Highlights points / Task 2 – Addresses each part equally	☐	☑	☐	☐	☑	☐
Writer's purpose (what you think)						
• Clear	☐	☐	☑	☐	☐	☑
• Consistent	☐	☐	☑	☐	☐	☑
Format						
• Task 1 - Letter form / Task 2 - Appropriate essay form	☐	☐	☑	☐	☐	☑
• Length is okay (150-180 words T1 or 250 – 280 words Task 2)	☐	☐	☐	☐	☐	☑
Support (ideas and examples)						
• Task 1 – Tone ok / Task 2 - Sufficient ideas	☐	☐	☑	☐	☑	☐
• Task 1 – Clear purpose / Task 2 – Relevant examples	☐	☐	☑	☐	☐	☑
Coherence & Cohesion						
Paragraphs						
• Sufficient number of paragraphs	☐	☐	☑	☐	☐	☑
• One main idea in each paragraph	☐	☐	☑	☐	☐	☑
Logical structure						
• Ideas linked logically	☐	☑	☐	☐	☐	☑
• Clear development of ideas (introduction – body – conclusion)	☐	☑	☐	☐	☑	☐
Cohesion (connecting words)						
• Range of cohesive devices	☐	☑	☐	☐	☐	☑
• Pronouns and substitution (reference) used effectively	☐	☐	☑	☐	☑	☐
Lexical Resource						
Range						
• Can use natural idioms	☐	☑	☐	☐	☑	☐
• Can use less common words	☐	☑	☐	☐	☑	☐
Spelling						
• There are few errors	☐	☐	☑	☐	☐	☑
• Errors do not cause misunderstanding	☐	☐	☑	☐	☐	☑
Word form						
• There are few errors	☐	☑	☐	☐	☑	☐
• Errors do not cause misunderstanding	☐	☐	☑	☐	☐	☑
Grammar						
Range						
• There are many verb forms (aspect, voice, participles, gerunds etc)	☐	☑	☐	☐	☑	☐
• There are some complex structures	☐	☑	☐	☐	☑	☐

Accuracy

Punctuation −		Punctuation +	Articles (a/the) −		Articles (a/the) +	Missing words −		Missing words +	Tense −		Tense +
☑	☐	☐	☐	☑	☐	☐	☑	☐	☐	☑	☐

SV Agreement −		SV Agreement +	Unnecessary words −		Unnecessary words +	Word order −		Word order +	Singular/Plural −		Singular/Plural +
☐	☑	☐	☐	☐	☑	☐	☐	☑	☐	☑	☐

Date: 9 January 2017   **Coach Initials :** DO

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General Training Task 1 & 2 Checklist

Number: **0**

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RECOMMENDATIONS

Task Achievement (Task 1)

There are key points missing from your letter. The third point (a suggestion for future action by the bus company) is not covered. Failing to cover all points in the task will result in a penalty for this criterion.

The tone of your letter is consistent and appropriate.

Task Response (Task 2)

You address only part of the task. Make sure you read the question carefully and decide how many points you should cover. There should have been a discussion of possible disadvantages to compulsory holidays.

Your position is not always clear, for instance, in lines 27 - 30.

You have written enough words

Coherence and cohesion

Your paragraphing is logical. Make sure that each paragraph develops a topic sentence sufficiently - e.g. the concluding paragraph in Task 2 is not really developed.

There is a range of cohesive devices.

Reference (the use of pronouns and other substitutes for particular nouns) is generally well controlled, e.g. "by so doing". Don't use a pronoun when unennecessary - e.g. line 30 Task 2.

Lexical resource

You use a good range of vocabulary and can convey precise meanings. Nevertheless, there are occasional errors in spelling and word choice.E.g. "of (off)", "country side (countryside)", "writing (writing)", "manor (manner)".

Reading serious English language newspapers will give you an idea of suitable vocabulary for Task 2 Writing.

Note the spelling errors you make and systematically eliminate them. Make sure you leave some time at the end of the Writing test to correct spelling errors. Don't be afraid to cross out words and rewrite them correctly.

Note some of the errors in word form - "in a hurry manner", "initiation (initiative)", "heathy wise (health wise)".

Grammatical range and accuracy

You use a good range of grammatical structures, but there are occasional errors. Be conscious of the errors you make and try to eliminate them. Punctuation is not generally well controlled. Be careful not to make your sentences too long. You tend to use a comma when a full-stop would be more appropriate.

You regularly make errors in the following: verb forms, articles, subject/verb agreement, missing words, tenses, singular/plural forms (number).

Try to read more widely and focus on good grammar. You might benefit from googling particular grammar points and reading the explanation.

Date:	**9 January 2017**	Coach Initials :	**DO**

How your feedback sheet should be understood:

−		+	−		+	−		+
☑	☐	☐	☐	☑	☐	☐	☐	☑
You need a lot of improvement			Some improvement needed			No improvement needed		

Consider our advice and suggested resources. Please create your own timetable for addressing these areas, and

Area	Suggestions	Resources	Learning	How will you
Task Achievement / Response - Answering the question	**TA/TR** • The more you read serious general-interest articles, the better you'll become at analysing the IELTS Writing tasks which are based on similar topics to those you'll find in newspapers. Read the opinion pages of newspapers and news magazines – the topics and the language used are very relevant to Task 2 essays. Read the Business section – look at the graphs and tables – this is Academic Task 1 practice. Look at the letters pages – this will help you with your General Training Task 1 letter. • Read actively, that is, think of IELTS-type questions you might be asked about what you read. Here is the first paragraph of a newspaper article about urban problems: "We are all too familiar with the problems cities commonly face. These include rising house prices putting ownership beyond the reach of many, suburban sprawl, long commutes, traffic congestion, and related social problems." IELTS-type Writing questions: "Do the advantages of living in a city outweigh the disadvantages?" "Some say only governments can solve the problem of overcrowding in cities, but other people believe that individuals can solve this problem. Discuss both views and give your own opinion" • Practise expressing a clear position on many different topics. The more you read and discuss issues in English, the easier this will become. Practise using phrases like, "I think that…", "In my view…", "It would seem that…" etc. Keep reading and discussing what you read.	**TA/TR** • Reading about topics: http://www.theguardian.com/au • Reading about topics: http://www.theage.com.au/ • Looking at graphs: http://www.abs.gov.au/ (this website has many graphs and tables derived from Australian government departments and census figures – it's actually very interesting!). • A good general textbook: Jakeman, V. & McDowell, C. (2006) *Action Plan for IELTS* Cambridge: CUP • Official IELTS Practice Materials Vols 1 & 2 • A very thorough course covering all aspects of IELTS: http://www.ieltsonline.com.au/ieltsMaster - Macquarie University • A very good free online course: University of Queensland IELTSx Academic test Preparation course: http://bit.ly/21MefXX	**Task achievement example:** Read a serious newspaper or magazine everyday at the same time. Read actively, that is, have a pencil in your hand, make notes, ask yourself questions.	
Coherence and Cohesion	**Coherence and cohesion** • Cohesive devices might be adverbs (consequently, inevitably, meanwhile etc.), conjunctions (while, if, because etc.) or relative pronouns (which, where, whose etc.). When you read English or listen to native speakers, focus on how these words are used to link ideas in a sentence. • Use a good Learner's dictionary to find examples of how to use cohesive words. • Paragraphing is logical. As a general rule, one paragraph should have at least 3 sentences, and shouldn't have more than about 5 sentences. When you start a new thought, that's when you start a new paragraph. Often you finish one paragraph by hinting at what the next paragraph will be about. • Read the opinion pages of serious news magazines and newspapers to see how to use paragraphs.	**Coherence and cohesion** • Using conjunctions: http://www.smart-words.org/linking-words/conjunctions.html • A good Learner's dictionary: Hornby, Turnbull, J. et al, Oxford Advanced Learner's Dictionary Oxford: OUP • Search for yourself: Google "Cohesive devices in English"	**Coherence and cohesion example:** Write a paragraph, seek the opinion of a native speaker, then redraft till the paragraph is perfectly acceptable. Do this once a week.	

Lexical resource	**Lexical resource** • Learn to accurately use some uncommon English words. Also learn how to use common, idiomatic words (e.g. phrasal verbs: "bring up a topic", "call off a meeting", "look over the contract" etc.) Do this by reading regularly and noting down the context in which these words are used. • Use a good Learner's dictionary. • Listen to podcasts, and music in English. If there's a transcript, read this and underline useful phrases. Make sure that noting down new words and regular revision are part of your routine.	**Lexical resource** • A good Learner's dictionary: Hornby, Turnbull, J. et al, Oxford Advanced Learner's Dictionary Oxford: OUP • Phrasal verbs: http://www.ccc.commnet.edu/grammar/phrasals.htm • Search yourself: Google "English phrasal verbs" • A very complete online course: http://www.ieltsonline.com.au/ieltsMaster - Macquarie University • A very good free online course: University of Queensland IELTSx Academic test Preparation http://bit.ly/21MefXX • Reading about topics: http://www.theguardian.com/au • Reading about topics: http://www.theage.com.au/	**Lexical resource example:** Do a Google search for a particular phrase every day - compare the ways that the phrase is used.	
Spelling	**Spelling** • English spelling is not entirely unpredictable! Learn the rules. • Use a good Learner's dictionary to check spelling. • Use the spell-check on your computer to teach you correct spelling. • Read often and widely.	**Spelling** • Spelling rules: www.une.edu.au/__data/assets/pdf_file/0017/10673/WC_Spelling-rules.pdf • A good Learner's dictionary: Hornby, Turnbull, J. et al, *Oxford Advanced Learner's Dictionary Oxford: OUP*	**Spelling example:** Find podcasts and try to transcribe what you hear. Check with the transcript. Twice a week.	

Grammatical range and accuracy	**GRA** • The more you read serious general-interest articles, the better you'll become at recognizing correct grammar. Read the opinion pages of newspapers and news magazines. Read novels. •Think of ways you can modify some of the sentences you read to create new sentences, e.g.: Here is the first paragraph of a newspaper article about urban problems: "We are all too familiar with the problems cities commonly face. These include rising house prices putting ownership beyond the reach of many, suburban sprawl, long commutes, traffic congestion, and related social problems." "We are all too familiar with the problems cities commonly face" Parents/challenges/teenagers (Parents are all too familiar with the challenges teenagers face) Governments/threats/nations Women/discrimination/they • Google specific grammar points (e.g. "relative clauses", "participle clauses" "passive voice", "conditional sentences" etc.) • Read often and widely.	**GRA** • English Grammar in Use online: http://bit.ly/1Ty0dTu • Reading about topics: http://www.economist.com	**Grammatical range example:** Translate from your language into English. Check on the success of your translation with a native speaker. Once a week.
Punctuation	**Punctuation** • English punctuation is basically about using a symbol to show where you would pause if you were speaking! It's about making your ideas clear. Learn the rules. • Use the grammar-check on your computer to teach you correct grammar. • Read often and widely.	**Punctuation** • Punctuation tutorial: http://www.niu.edu/writingtutorial/punctuation/punctuation.html • Using commas: http://bit.ly/21Mf9Un • English Grammar in Use online: http://bit.ly/1Ty0dTu	**Punctuation example:** Remove the punctuation from a paragraph of a Word document and replace it - check with the original. Every week at a regular time.
Use of articles	**Use of articles** • English article use is basically about using "a", "the" or no article to show how well-known or definite something is: "The" is used in front of singular or plural nouns and adjectives to refer to something with which both the writer and reader are familiar. "A duck" refers to a single unspecified duck whereas "the duck" refers to a specific duck that has been mentioned before. "Duck", with no article, refers to the type of meal you're eating - Learn the rules. • Google "using a and the in English" • Read often and widely.	**Use of articles** • Explanation of article use in English: https://owl.english.purdue.edu/owl/resource/540/01/ • English Grammar in Use online: http://bit.ly/1Ty0dTu	**Article example:** remove the articles in a Word document and then replace them. Check with the original. Every week at a regular time.

SV agreement	**SV agreement** • If the subject (the noun that does the action) is singular, the verb must be singular. If the subject is "he", "she" or "it" (3rd person) then the verb in the present tense will have an "s" at the end – simple! Sometimes, however, there are two nouns in a phrase, e.g. "A set of instructions". Which is the subject, "set" or "instructions"? Answer: the noun that is before the "of", i.e. "set". Your sentence will therefore be, "A set of instructions **is** useful (a singular subject + singular verb). • Use the grammar-check on your computer to teach you correct grammar. • Read widely and often. Discuss what you read about.	**SV Agreement** • Explanation of SV agreement: http://www.pcc.edu/staff/pdf/645/SubjectVerbAgreement.pdf • English Grammar in Use online: http://bit.ly/1Ty0dTu	**SV agreement example:** Write about what you have done and are going to do. Then re-write the information using "he" or "she". Do this regularly
Verb tenses	**Verb tenses** • English grammar requires you to always specify when something happens – that's what verb tenses are mostly about. Sometimes the past tense is also used to describe a situation that is not very real – e.g. "I wish I had more money" • Use the grammar-check on your computer to teach you correct grammar. • Google "using tenses in English" • Read often and widely. Discuss what you read about.	**Verb tenses** • Verb tenses explained: http://bit.ly/1ZuOOrT • English Grammar in Use online: http://bit.ly/1Ty0dTu	**Verb tenses example:** Write about what you did, often do, and will do in the future. Change the doer to "he" or "she". Do this regularly.
Singular/ plural nouns	**Singular / plural nouns** • English plurals are mostly formed by adding "s". Unfortunately, some common nouns aren't, e.g. child/children, mouse/mice etc. Learn the rules. • Google "singular and plural rules in English". • Remember that uncountable nouns like "information" or transport" don't have a plural form. • Use the grammar-check on your computer to teach you the correct plural form. • Read often and widely. Discuss what you read.	**Singular/plural nouns** • Tutorial on plurals: http://www.bbc.co.uk/skillswise/topic/plurals • English Grammar in Use online: http://bit.ly/1Ty0dTu	**Singular/plural example:** Make a list in your notebook of the plural forms of irregular nouns. Also make a note of uncountable nouns, e.g. "rice", "water" - these normally don't have a plural form. Revise regularly.

General Advice
Improving any aspect of your English will improve the other aspects, i.e. reading will improve writing, speaking will improve listening etc. Doing lots of practice tests doesn't necessarily improve your written English. Working on one short piece of writing until there are no mistakes might be more beneficial than doing several essays and repeating the same mistakes each time. Make a habit of reading well written articles about common topics in IELTS Writing. Analyse the grammar and vocabulary. Try these newspapers and magazines: http://www.theguardian.com/au http://www.theage.com.au http://www.economist.com **Test tips**

Test tips

Make sure your handwriting is clear. You can write in block letters if you want to.

Spend a couple of minutes making some notes before you write.

Leave a few minutes to check your writing when you finish.

Always write in full paragraphs (not using bullet points or using sub headings). Make sure it's clear where the paragraphs begin and end (leave a line or indent the first sentence).

General resources

A good general textbook: Jakeman, V. & McDowell, C. (2006) *Action Plan for IELTS Cambridge: CUP*

A very thorough course covering all aspects of IELTS: http://www.ieltsonline.com.au/ieltsMaster - Macquarie University

A very good free online course: University of Queensland IELTSx Academic test Preparation course: http://bit.ly/21MefXX

English Grammar in Use online: http://bit.ly/1Ty0dTu