



VIDEO 1 • IELTS WRITING TASK 2 COURSE

IELTS Writing Task 2 Course Introduction

Understand the task, establish a baseline and build a focused improvement routine

Learning focus	Task overview, assessment criteria, diagnosis and baseline writing
Use with	IELTS Writing Task 2 Course — Video 1
Practice time	70–90 minutes plus one timed baseline essay

YOUR GOAL

Produce honest evidence of your current writing, identify the most important weakness and choose the right course path.

Diagnose • Understand • Plan • Write • Compare • Rewrite • Check

VIDEO 1 • IELTS WRITING TASK 2 COURSE

Writing Task 2 at a glance

In both Academic and General Training IELTS Writing Task 2, you respond to a point of view, argument or problem in at least 250 words. The official test allows about 40 minutes for this task, and Task 2 contributes twice as much as Task 1 to the Writing score.

Feature	What it means for your writing
Response form	Write connected paragraphs in full sentences. Notes and bullet points are planning tools, not the final response.
Task response	Address every part of the instruction, present a clear position where required and develop relevant ideas.
Time	Reserve time to understand, plan, write and check. Starting immediately often creates an off-topic or repetitive response.
Examples	Use relevant support. An example may be realistic and general; it does not need invented research or statistics.

COURSE METHOD

Diagnose → Understand → Plan → Write → Compare → Rewrite → Check. Each lesson turns one writing weakness into an observable revision task.

What strong practice is not

- Memorising an introduction for every topic.
- Collecting “advanced” words without controlling meaning.
- Writing full essays repeatedly without analysing the same weakness.
- Using a fixed structure before reading the exact instruction.

TEST-DAY PRINCIPLE

A clear, relevant and developed response is more useful than a complicated response you cannot control.

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How Task 2 is assessed

The four criteria are equally weighted for Task 2. Use the learner questions below for review; do not convert this page into a self-awarded band score.

Criterion	Learner-friendly meaning	Evidence question
Task Response	You answer the whole task, make the required position clear, and develop relevant main ideas.	Can a reader identify my answer to every instruction and see how each main idea is supported?
Coherence and Cohesion	Information is organised logically across paragraphs and connected without mechanical over-linking.	Does each paragraph have one clear purpose, and can the reader follow the relationships between ideas?
Lexical Resource	Vocabulary is accurate, appropriate and flexible enough to express your meaning.	Are my word choices precise and natural, or am I forcing memorised language?
Grammatical Range and Accuracy	Sentence structures show useful variety and sufficient control.	Can I combine and qualify ideas without producing errors that hide the meaning?

Diagnose your common writing problems

- ☐ I begin before I understand every part of the instruction.
- ☐ My position is missing, vague or changes in the essay.
- ☐ I list several ideas but do not develop any of them.
- ☐ My examples are invented statistics or do not support the point.
- ☐ I overuse linking words or memorised phrases.
- ☐ My vocabulary sounds formal but does not fit the meaning.
- ☐ Long sentences become inaccurate or difficult to follow.
- ☐ My conclusion introduces a new reason.

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Baseline writing task**BASELINE TASK**

Some people believe cities should spend more money improving public transport, while others think building more roads is the better way to reduce traffic. Discuss both views and give your own opinion.

COMPLETE THIS BEFORE THE COURSE

Write the response under realistic conditions. Do not consult a model, dictionary or language list. Save the original even if it contains mistakes.

1. Use approximately 40 minutes for the complete task.
2. Spend a short, deliberate period analysing and planning before writing.
3. Write at least 250 words in connected paragraphs.
4. Mark the point where you began checking and record what you changed.
5. Keep the prompt, plan, first draft and revised version together.

Before writing: my plan

Decision	My notes
Task type and instruction	
View A	
View B	
My opinion	
Paragraph route	

Start time: _____ Planning finished: _____ Essay finished: _____

After writing: immediate reaction

Where did I hesitate, lose direction or repeat myself?

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Review the baseline evidence

Read the response twice: first for the task and organisation, then for language control. Highlight evidence rather than judging your ability in general.

Check	Evidence to find	My result
Whole task	Both views are explained and my opinion is direct.	☐ Not yet ☐ Partly ☐ Yes
Position	The same overall judgement appears in the introduction, development and conclusion.	☐ Not yet ☐ Partly ☐ Yes
Paragraphs	Each body paragraph has a clear controlling idea.	☐ Not yet ☐ Partly ☐ Yes
Development	A main idea is explained through cause, result, example, comparison or qualification.	☐ Not yet ☐ Partly ☐ Yes
Vocabulary	Words fit the topic and meaning without forced “advanced” alternatives.	☐ Not yet ☐ Partly ☐ Yes
Grammar	Sentence boundaries and time references remain clear.	☐ Not yet ☐ Partly ☐ Yes
Checking	My final changes corrected meaning or accuracy rather than only handwriting.	☐ Not yet ☐ Partly ☐ Yes

Choose one paragraph to rewrite

The paragraph's intended purpose:

The main weakness supported by evidence:

My revision target—one observable change:

REWRITE RULE

Do not simply replace words. Improve the idea, explanation, organisation or accuracy that caused the weakness.

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Build an improvement routine

Stage	Action	Evidence produced
Diagnose	Name one repeated weakness from a real draft.	A highlighted sentence or paragraph
Understand	Study the task type or skill that caused it.	A clear correction principle
Plan	Map the instruction and paragraph purposes.	Brief planning notes
Write	Produce a paragraph or essay section.	A first attempt
Compare	Contrast it with an improved example or checklist.	A specific difference
Rewrite	Apply one targeted change.	A revised attempt
Check	Confirm whether the change solved the problem.	A next-step decision

A practical weekly rhythm

1. Lesson day: complete the diagnosis and question analysis.
2. Practice day: plan and write one paragraph without a model beside you.
3. Revision day: compare, rewrite and explain the change in one sentence.
4. Transfer day: use the same skill on a new question.

ONE PRIORITY AT A TIME

If a paragraph is off topic, fix relevance before polishing vocabulary. If the position is unclear, repair the thesis and paragraph purposes before editing individual sentences.

My first priority based on the baseline:

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Your course study path

Video	Resource	Main performance question
2	Steps Before Writing	Can I identify the exact task and build a usable plan?
3	Task 2 Question Types	Can I classify the instruction without relying only on topic words?
4	Opinion Questions	Is my position clear and consistently supported?
5	Discussion Questions	Have I explained both views and given my opinion?
6	Advantages / Disadvantages Type One	Have I discussed both sides without answering a different task?
7	Advantages / Disadvantages Type Two	Have I discussed both sides and given a clear opinion?
8	Advantages / Disadvantages Type Three	Have I compared importance and made an outweigh judgement?
9	Causes, Problems and Solutions	Do my solutions match the diagnosed cause or problem?
10	Double Questions	Have I answered and developed both questions?

Progress record

Lesson	Problem diagnosed	Rewrite evidence	Next step
—	—	—	—
—	—	—	—
—	—	—	—

MOVE ON WHEN

You can explain what changed between the first and revised attempt, and you can reproduce the improvement on a new question without copying the example.

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What to practise next

Before Video 2

- ☐ Save your baseline prompt, plan, essay and self-review.
- ☐ Choose one primary weakness; do not label every criterion as weak.
- ☐ Rewrite one paragraph and state what became clearer.
- ☐ Bring the original baseline plan to the Steps Before Writing workbook.

NEXT COURSE STEP

Continue to Video 2: Steps Before Writing. Re-plan the baseline question before looking again at your essay. Test whether a clearer pre-writing decision would have prevented the weakness you diagnosed.

Official source notes

- [IELTS.org](https://ielts.org) — Academic Writing test format
- [IELTS.org](https://ielts.org) — Writing Key Assessment Criteria
- [IELTS.org](https://ielts.org) — Writing band descriptors

All learner activities, sample answers and explanatory wording in this resource were written specifically for Ross IELTS Academy.

Source transformation note: Created chiefly from scratch. “IELTS writing task 2 sample(2).pdf” and the two uploaded useful-language files were reviewed as legacy supporting material; no model essay or fixed phrase list was copied into this workbook.

All questions, examples, explanations, planning notes and learner activities in this workbook were written or substantially rewritten specifically for Ross IELTS Academy. They are practice material, not official IELTS questions or memorisation scripts.

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