

ORIGINAL OFFLINE STUDY GUIDE

Writing essentials

Eight focused lessons for planning, paragraphs, visual reports, letters, vocabulary, grammar and effective review.

READ	CHECK	APPLY
Short teaching sections	24 explained knowledge checks	Eight transfer exercises

Original English Test Coach teaching material. Practice checks are not IELTS scores, examiner marking or a guarantee of improvement. Examples illustrate techniques; do not memorise them as exam answers.

Edition: 28 September 2026

How to use this guide

Read one lesson, answer its three knowledge checks without looking at the key, and complete the short writing exercise in your own words. Then compare your choices and approach with the explanations at the back. These checks support practice; they are not IELTS scores or examiner marking.

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Answer key and illustrative exercise answers

References and next practice

This edition also includes worked extensions on introductions and conclusions, cohesion, faithful paraphrasing, vocabulary and sentence repairs, and a timed writing routine. Lessons can be read offline; the links to full source tasks, samples and practice tools require an internet connection.

Your study routine

1. Plan: identify the exact skill you will practise.
2. Draft: write without copying the worked example.
3. Check: use the lesson checklist and explain each change.
4. Transfer: apply the same skill in a timed English Test Coach practice task.

LESSON 1 | Both Task 2 formats

Answer the question you were given

Turn instructions into a focused position and a plan that covers every part.

Separate the topic from the job

A topic tells you what to discuss; the instruction tells you what to do with it. For a question about whether flexible work has more advantages than disadvantages, a list of advantages is not enough. You need to compare the two sides and reach a judgement. Circle limiting words such as some, children or in cities. They prevent a broad, prepared essay from drifting away from the actual question.

Make a coverage plan

Write a short planning note for each required part. A discuss-both-views question with an opinion needs both views and your position. A causes-and-solutions question needs an explanation of causes and responses to those causes, not a list of unrelated benefits. These notes are a private planning aid; turn them into connected paragraphs in the final answer. Choose a few claims that you can explain well instead of mentioning every possible idea.

Keep the judgement consistent

A position can be qualified: flexible work may help experienced staff while creating difficulties for new starters. Explain why the balance still favours one conclusion. Check the introduction, body and conclusion together. If your conclusion reverses your opening view, either explain that development or revise the opening. Do not attach a memorised conclusion which contradicts the reasoning you actually wrote.

WORKED EXAMPLE

Before: Working from home is popular. This essay will discuss work.

After: Although home working can make training harder, its flexibility is a greater benefit when teams keep regular office days.

The revised position answers a balance question, acknowledges a limitation and identifies a condition. It is a planning example, not a sentence to use for every topic.

Checklist

- ☐ Identify every instruction and limiting word.
- ☐ Plan a relevant explanation for each required part.
- ☐ Check that the final judgement follows the body paragraphs.

Knowledge check - not an IELTS score

1. An instruction asks for both views and your opinion. What must the plan include?

- A. Only the view you support
- B. Both views and your judgement
- C. A history of the topic

2. Which detail narrows a question about public transport for rural residents?

- A. The word residents is optional
- B. It requires an essay about all travel
- C. The rural setting limits the discussion

3. What is the best use of a planning template?

- A. Adapt its structure to the current instructions
- B. Keep every sentence regardless of topic
- C. Use it instead of reading the question

Writing exercise

Write a two-sentence position for this original question: Some towns want to make their centres car-free. Do the advantages outweigh the disadvantages? Acknowledge one limitation without avoiding the judgement.

Self-review

- ☐ Did you compare benefits with limitations rather than list only one side?
- ☐ Is the condition connected to the limitation?
- ☐ Could the reader identify your overall judgement?

LESSON 1 | WORKED EXTENSION**Worked extension: connect your introduction and conclusion****Original remote-work question**

In many countries, working from home is becoming increasingly common. Do the advantages of this development outweigh the disadvantages?

Introduction: answer the weighing question

Working from home has become an ordinary arrangement for many employees whose jobs can be performed online. Although this shift can make collaboration more difficult, I believe its benefits generally outweigh its drawbacks, provided that employers deliberately protect opportunities for colleagues to work together.

This opening judges the benefits greater than the drawbacks, with a condition: employers must preserve collaboration. The body needs to develop those benefits and address the communication problem.

Conclusion: bring the same reasoning together

Overall, the reduction in commuting and the broader access to jobs are substantial advantages. While remote work needs thoughtful management, its communication problems can often be reduced without giving up the flexibility that makes it valuable.

The judgement remains favourable and qualified. Reduced commuting and wider job access come from the advantage paragraph; managing communication comes from the drawback paragraph. The conclusion does not introduce a new benefit.

Contrast and practise

An incompatible ending would be: Therefore, working from home should end and every employee should return to the office full-time. It reverses the opening judgement without supporting that reversal.

Write a different opening and ending for this question. Underline each judgement and circle any condition. Check that both follow your planned reasons. You need consistent reasoning, not identical wording.

Continue online when connected

[Read the full original answer and its body paragraphs](#)

[Practise the remote-work question](#)

LESSON 2 | Both Task 2 formats

Develop one idea into a paragraph

Connect a claim, its explanation and a relevant example without padding.

Give the paragraph one job

A paragraph should help the reader follow one main strand of your argument. Begin with a claim you can support, then explain the mechanism behind it. Practical university assignments can help students apply theory: the useful explanation is how making decisions in a realistic problem reveals gaps in their understanding. Merely repeating that practical assignments are useful does not develop the claim.

Make the example do work

Use a small, relevant situation to demonstrate the explanation. An engineering student choosing a material for a model bridge makes an abstract trade-off concrete. Explain how that choice connects to learning. You do not need invented survey percentages or a fictional authority. If a situation is hypothetical, present it as an example rather than claiming it happened in a published study.

Link meaning, not every sentence

Cohesion comes from relationships as well as linking words. A pronoun, repeated key term or clear sequence can connect sentences naturally. However signals a contrast; therefore signals a consequence. Adding either word where that relationship does not exist makes the paragraph less clear. Read without the linking words first, then add only the connections the reader actually needs.

WORKED EXAMPLE

Before: Projects are good. Furthermore, projects are useful. Moreover, students like projects.

After: Projects let students test an idea against practical constraints. For example, designing a simple bridge requires them to balance material strength with cost. That decision gives a concrete purpose to the theory studied in class.

The paragraph develops one educational benefit and uses an example to show how it works. It does not rely on a chain of near-identical claims.

Checklist

- ☐ State one main claim for the paragraph.
- ☐ Explain why or how it works.
- ☐ Connect the example back to that explanation.

Knowledge check - not an IELTS score

1. Which sentence develops a claim that projects help learning?

- A. Projects are very, very helpful.
- B. They require students to apply a formula to a practical choice.
- C. In conclusion, projects are projects.

2. When is however a useful link?

- A. When the next idea contrasts with the previous one
- B. Before every example
- C. Whenever a sentence is short

3. You have no reliable research figure. What should you do?

- A. Invent a precise percentage
- B. Name an imaginary university
- C. Use a clearly illustrative situation

Writing exercise

Develop this claim in three sentences: Community gardens can help neighbours get to know one another. Include a mechanism and a specific illustrative situation, without inventing statistics.

Self-review

- ☐ Does each sentence develop the same benefit?
- ☐ Does the example show a mechanism instead of restating the claim?
- ☐ Have you avoided presenting invented research as evidence?

LESSON 2 | WORKED EXTENSION**Worked extension: connect ideas and clarify references****Follow one developed view**

Those who favour academic study argue that universities should offer more than training for a first job. A student who understands the principles behind a subject is better placed to respond when current techniques become outdated. In engineering, for instance, learning why a structure carries a load is more transferable than memorising the steps in one design program. Academic work also encourages students to question assumptions and evaluate evidence. These habits can remain useful throughout a career, even when a graduate changes employer or moves into a different field.

Choose the relationship before the linking word

For instance introduces an illustration: the engineering example makes the claim about transferable knowledge concrete. Also adds a related benefit: questioning assumptions and evaluating evidence. Adding also to a repeated claim would not create a new reason.

These habits refers to those two identifiable actions. Naming the kind of idea makes the reference clearer than an unexplained this or they. The final sentence can then explain their lasting value without repeating everything.

Repair an unclear reference

Before: Universities can offer projects and careers talks. They help students apply theory.

Does they mean universities, projects, talks or both activities? If you mean projects, write: Practical projects help students apply theory. Keep a pronoun when its meaning is clear; name the idea again when the reader would otherwise have to guess.

Repair the order before adding connectors

Original practice extract, before: This flexibility can remain useful when the methods used in a workplace change. For example, an engineering student could use general principles to compare two bridge designs rather than memorise instructions for a single project. Universities should preserve time for academic theory because it can help students apply what they know to unfamiliar problems. Understanding why a method works allows a graduate to adapt it instead of simply repeating familiar steps.

The same sentences, reordered: Universities should preserve time for academic theory because it can help students apply what they know to unfamiliar problems. Understanding why a method works allows a graduate to adapt it instead of simply repeating familiar steps. For example, an engineering student could use general principles to compare two bridge designs rather than memorise instructions for a single project. This flexibility can remain useful when the methods used in a workplace change.

The first version opens with This flexibility before identifying the flexible skill. Its example also arrives before the claim it illustrates. The revision begins with the position, explains adaptation, makes that process concrete and ends with a related longer-term benefit. No new evidence or linking words were added; the order now supplies context before asking the reader to use it.

This order fits the chosen argument; it is not a compulsory paragraph template. A different paragraph might begin with a concrete example and then interpret it, provided references remain clear and the reader can follow the purpose.

Try another paragraph order

Reorder these three sentences without adding connectors: (1) This experience can make the first workplace task less unfamiliar. (2) For example, a supervised placement could let a student explain a technical problem to a client. (3) Practical university training can give students a supported introduction to workplace communication.

One coherent order is 3, 2, 1: the claim about communication comes first, the placement illustrates it, and This experience then has an identifiable reference. The example supports practical training; it would not by itself establish that universities should abandon academic study.

Transfer to your draft

Underline each referring phrase and identify its target. Label whether each new sentence explains, illustrates, adds to or qualifies the main claim. Repair missing reasoning before adding a connector. No fixed quota of linking words guarantees a band score.

Continue online when connected

[Read the complete university essay and paragraph notes](#)

[Practise the university question](#)

LESSON 3 | Academic Task 1

Select and compare visual information

Build an overview, group useful comparisons and handle numbers accurately.

Read the frame before the figures

Identify the subject, units, categories and time span before writing. Percentages describe shares, not necessarily the number of people. A table comparing three towns at one point in time does not show a trend over time. Keep these distinctions in your planning notes so that you do not turn a snapshot into an increase or infer population totals from percentages alone.

Select an overview, then supporting detail

An overview describes the most important pattern: a dominant category, a major contrast or a clear change. Supporting paragraphs supply selected values and comparisons. Avoid describing every cell in the order it appears. Group towns with similar patterns or contrast the largest and smallest categories. An overview is not an opinion about whether the pattern is good, and explanations for causes should not be invented from a visual that does not show them.

Check the arithmetic and wording

If a share goes from 20% to 30%, the difference is 10 percentage points. Relative to the original 20%, it is a 50% increase. These are different statements, so name the measure you mean. When a chart can only be read approximately, use about or approximately rather than presenting false precision. Recheck every copied number and its category before submitting.

WORKED EXAMPLE

Before: The share rose from 20% to 30%, an increase of 10%.

After: The share rose by 10 percentage points, from 20% to 30%.

The revision names the absolute difference between the two percentages. It avoids confusing that difference with the relative increase.

Checklist

- ☐ Check units, categories and whether time actually changes.
- ☐ Write the main pattern without inventing causes.
- ☐ Support comparisons with accurate values and labels.

Knowledge check - not an IELTS score

1. A share changes from 20% to 30%. What is the absolute difference?

- A. 50 percentage points
- B. 10 percentage points
- C. 10 people

2. What does a one-year table comparing towns establish?

- A. Differences between towns in that year
- B. Every town's previous trend
- C. The reason residents made each choice

3. Which is an appropriate overview?

- A. Every number copied in order
- B. My favourite transport mode
- C. The main pattern and a notable contrast

Writing exercise

An original practice table shows travel shares in two fictional towns: Alder - car 55%, bus 25%, cycle 20%; Birch - car 35%, bus 45%, cycle 20%. Write a two-sentence overview. Do not infer population sizes or changes over time.

Self-review

- ☐ Did you identify the different leading modes?
- ☐ Did you include the unchanged comparison for cycling?
- ☐ Did you avoid claiming that any share increased over time?

LESSON 4 | Academic Task 1

Describe maps and processes precisely

Follow stages and locations while separating shown facts from assumptions.

Follow the visual, not reading order

A process may travel left to right across one row and return in the opposite direction below. Follow arrows and numbered stages before drafting. Identify the starting material, the end product and whether the diagram actually closes a cycle. Do not describe a sequence as a cycle simply because the subject involves recycling: the drawing must show the return connection.

Choose useful process language

Use verbs that describe the shown actions: paper is sorted, mixed or dried. The passive is useful when the material matters more than the unknown operator, but it is not compulsory in every sentence. Link stages with before, after or once when the order is clear. Avoid invented temperatures, machinery or durations. If a detail is not legible, acknowledge the uncertainty rather than supplying a plausible industrial explanation.

Compare maps using stable reference points

For a before-and-after map, identify what was added, removed, relocated or left unchanged. A room taking on a new purpose is not necessarily a building being demolished. Use labels and clearly shown reference points to describe position. Do not add dates or compass directions unless the visual supplies them. Group connected changes so the reader can understand the redevelopment, not just follow an inventory of objects.

WORKED EXAMPLE

Before: The old reading room was demolished and a cafe was built to the north in 2020.

After: The space previously labelled reading room is shown as a cafe in the new plan.

If the plans show only labels and layouts, the cautious version describes the change in use without inventing demolition, dates or orientation.

Checklist

- ☐ Trace all arrows or match the two map layouts.
- ☐ Distinguish a new use from removal or construction.
- ☐ Include only stages, locations and details supported by the visual.

Knowledge check - not an IELTS score

1. Which evidence establishes a closed cycle?

- A. The topic mentions recycling
- B. A return connection is shown
- C. There are more than four stages

2. A room's label changes from office to cafe. What is safely supported?

- A. The whole building was demolished
- B. The change happened in 2020
- C. The room has a different shown use

3. Why might a process description use the passive?

- A. To focus on what happens to the material
- B. To hide an invented fact
- C. Because active verbs are always wrong

Writing exercise

A simplified original process has four labelled stages: collect paper sort paper mix paper with water dry into sheets. Write two connected sentences. No other machinery, timing or return arrow is shown.

Self-review

- ☐ Are all four shown stages in the right order?
- ☐ Have you avoided invented temperatures and equipment?
- ☐ Have you avoided calling the sequence a closed cycle?

LESSON 5 | General Training Task 1

Write a letter with purpose and tone

Cover the requested points and write naturally for the intended recipient.

Know who is reading

A close friend, a colleague you know and an unfamiliar organisation call for different choices of language. Decide what the reader knows about the situation and what they need from you. An informal letter can be warm and conversational without becoming unclear. A formal complaint can be firm without sounding aggressive. Match your opening, requests and closing to the relationship throughout.

Give every point useful detail

Use the task's requested points as a coverage check. If you need to describe a purchase, explain a problem and request a solution, give each function enough space to work. Saying only that an item is bad does not help the recipient understand the problem. A precise detail, such as a cracked shade or a missing part, lets you explain why a particular remedy is appropriate.

Make the requested action clear

Place the purpose near the beginning and make the next step explicit. Could you arrange a replacement? is a clear request; I hope you understand is not a substitute for one. Choose a reasonable level of politeness rather than stacking several elaborate phrases. Review the letter as its recipient: can they identify the situation, your concern and the action you want without guessing?

WORKED EXAMPLE

Before: Hey shop! The thing is terrible. Fix it now!!!

After: I am writing about the desk lamp delivered yesterday. Its shade arrived cracked, so I would like to request a replacement.

The revision identifies the purchase, gives a concrete defect and states a remedy in a suitable tone for an unfamiliar retailer.

Checklist

- ☐ State the purpose early.
- ☐ Develop every requested point with relevant detail.
- ☐ Keep the level of formality consistent.

Knowledge check - not an IELTS score

1. What should primarily determine a letter's tone?

- A. The relationship and purpose
- B. Using the longest possible words
- C. The weather on exam day

2. Which sentence makes the desired action explicit?

- A. I hope you understand.
- B. This situation exists.
- C. Could you arrange a replacement shade?

3. How should you handle the task's requested points?

- A. Mention only the easiest one
- B. Develop each with relevant detail
- C. Copy the points as the whole letter

Writing exercise

Write the opening and a request for a letter to an unfamiliar course administrator. You cannot attend next week's class because your work schedule changed. Ask about joining another session.

Self-review

- ☐ Is the reason clear without unnecessary personal detail?
- ☐ Is the request specific enough to answer?
- ☐ Does the tone suit an unfamiliar administrator?

LESSON 6 | All writing formats

Choose precise vocabulary in context

Practise paraphrasing, collocation and precise vocabulary without changing meaning.

Start from the intended meaning

Before replacing a word, explain what you actually want to say. Cheap may mean affordable, low-cost or poor-quality, depending on context. A replacement that sounds impressive but changes the claim weakens the writing. Keep an accurate common phrase when you are unsure. Precision includes the strength of a statement: may reduce a problem is different from will eliminate it.

Learn phrases with their neighbours

Useful vocabulary is not a bag of interchangeable words. Learn a phrase with its normal grammatical frame: provide access to something, benefit from something, or take responsibility for something. Check countability and word form too. Advice is normally uncountable, while a recommendation can be counted. Write a fresh sentence about a different topic to test whether you understand the pattern rather than remember one example.

Use repetition deliberately

Repeating a key term can keep a technical explanation clear. Replacing every instance of public transport with a different expression may create ambiguity. Vary language when the meaning remains stable, and use pronouns only when the reference is obvious. In final review, focus on vague claims, awkward combinations and unsuitable tone rather than chasing a large number of rare words.

WORKED EXAMPLE

Before: The policy will absolutely eradicate every food problem.

After: The policy may make healthier food more affordable for low-income households.

The revision narrows the claim to a plausible intended effect. It improves precision and limits certainty instead of simply adding difficult vocabulary.

Checklist

- ☐ Explain the intended meaning in simple language first.
- ☐ Check the phrase's preposition, word form and tone.
- ☐ Keep key terms consistent when synonyms would confuse the reader.

Knowledge check - not an IELTS score

1. Complete the sentence: Residents can ____.

- A. benefit of a service
- B. benefit from a service
- C. benefit at a service

2. What is the safest response to an uncertain rare synonym?

- A. Use it because it is rare
- B. Replace every nearby word as well
- C. Keep an accurate familiar phrase

3. Why might you repeat the term public transport?

- A. To maintain a clear reference
- B. To increase the word count without meaning
- C. Because pronouns are forbidden

Writing exercise

Rewrite this vague claim more precisely without making a guarantee: Better buses will solve everything in cities.
Name one possible benefit and who might gain from it.

Self-review

- ☐ Did you replace everything with a specific benefit?
- ☐ Did you identify the affected group?
- ☐ Does the level of certainty fit what you can support?

LESSON 6 | WORKED EXTENSION**Worked extension: preserve meaning and repair word choice****Task 2: keep the scope of the proposal**

Some people think that managing personal finances should be taught as a compulsory subject at school. To what extent do you agree or disagree?

Faithful restatement: Some argue that schools should make lessons in managing personal finances compulsory.

Meaning-changing rewrite: Everyone agrees that schools must teach children how to become wealthy investors.

The first version preserves the limited group expressing the view and the proposed compulsory financial education. The second changes some people into everyone and personal finance into becoming wealthy. A clear paraphrase can change the structure without replacing every word. Your own response to the instruction still needs to follow.

Task 1: preserve both sources and their units

The original regional-transport task pairs a chart of annual passenger journeys in millions with a table of average single fares in pounds. Both compare buses, trains and ferries in 2010 and 2025.

Faithful restatement: The chart compares annual bus, train and ferry journeys, in millions, in 2010 and 2025. The table presents the average single fare in pounds for each mode in those years.

Meaning-changing rewrite: The figures explain why more passengers bought expensive tickets throughout the period from 2010 to 2025.

Journeys are trips, not unique people. Two yearly snapshots do not show every intervening year, and the visuals do not establish causes. Check the complete source online before writing a report of its trends.

Check before continuing

Preserve who or what is involved, limiting words such as some and average, the level of certainty, and any dates, quantities or units. Then separate restatement from analysis: an essay needs your answer to the instruction, and a report needs its main features. These examples are teaching comparisons, not sentences to memorise or band guarantees.

Repair precision, collocation and word form

Before: Classes give many informations, so residents can do better choices and become more confidence.

After: Practical classes can give residents information about food labels. This may help them make more informed choices and feel more confident when comparing products.

Information is uncountable in this meaning: use information or, when counting, pieces of information. The revised sentence also names what the information concerns. Make choices is the usual word combination, rather than do choices. Confident is an adjective after feel; confidence is a noun, as in build confidence. Each repair has a different job.

Instruction ensures optimal nutritional behaviour sounds formal but loses the concrete explanation and changes a possible benefit into a guaranteed result. An impressive synonym is not an improvement if it changes the claim.

Try another repair before reading the suggestion

Revise: The travel adviser gave several advices, which helped me make a good decide about my journey. Check what can be counted, the word form and what good means in this context.

One possible revision: The travel adviser gave me advice about bus connections, which helped me choose a route with fewer changes.

Advice is uncountable here. Choose is a verb; make a decision is another valid construction. Fewer changes makes the benefit specific. The particular advice is an illustrative detail for this exercise, not a claim about a real journey.

Continue online when connected

[Original school-finance question](#)

[School-finance sample introduction](#)

[Original regional-transport visuals](#)

[Regional-transport sample introduction](#)

[Study the healthy-food education paragraph](#)

[Official IELTS guidance on paraphrasing](#)

LESSON 7 | All writing formats

Control sentence boundaries and grammar

Repair common patterns and add complexity only when it helps the meaning.

Find the subject and finite verb

Long phrases can hide a simple agreement error. In the sentence The number of workers is rising, the subject's head is number, not workers. By contrast, Workers are changing their routines has a plural subject. Strip away descriptive phrases temporarily to check the underlying pattern. Use a tense that fits the time shown or the situation, not the tense in a memorised model paragraph.

Give each clause a proper connection

Two independent clauses cannot normally be joined by only a comma. Buses are convenient, they can be crowded can become two sentences, or a single sentence with a suitable conjunction. A dependent clause introduced by although needs a main clause to complete it. Read for the relationship you mean: contrast, cause or condition. Punctuation and conjunctions should express that relationship together.

Practise one pattern, then transfer it

After fixing a sentence, write two new sentences using the same grammatical pattern with different content. This tests whether the correction has become a skill. Mix shorter and longer sentences according to the idea. A long sentence is not automatically better, and excessive nesting can obscure a sound argument. On review, check sentence boundaries, agreement and recurring personal errors before attempting decorative complexity.

WORKED EXAMPLE

Before: Although working at home saves time. People is sometimes isolated.

After: Although working at home saves time, people are sometimes isolated.

The revised sentence joins the dependent contrast clause to a main clause and uses a plural verb with people. Both repairs preserve the original contrast.

Checklist

- ☐ Find the main subject and verb in each difficult sentence.
- ☐ Check that every dependent clause has a main clause.
- ☐ Use a conjunction or valid punctuation between independent clauses.

Knowledge check - not an IELTS score

1. Choose the correct agreement in this sentence.

- A. The number of workers is rising.
- B. The number of workers are rising.
- C. The number of workers be rising.

2. Which version repairs the fragment?

- A. Although buses are useful.
- B. Although buses are useful, some routes are infrequent.
- C. Although. Buses are useful.

3. Which sentence avoids a comma splice?

- A. Buses are useful, they are crowded.
- B. Buses are useful they are crowded.
- C. Buses are useful, but they can be crowded.

Writing exercise

Repair these sentences while keeping the contrast: Although cycling is inexpensive. Some journeys are too long.
Then write one different sentence using although.

Self-review

- ☐ Does each although clause connect to a complete main clause?
- ☐ Is the intended contrast preserved?
- ☐ Does your new example use the pattern with different content?

LESSON 7 | WORKED EXTENSION**Worked extension: repair a comma splice without changing the claim****Identify two complete clauses**

Before: Remote work can save commuting time, it can make teamwork harder.

Joining two complete clauses with only a comma creates a comma splice. These original examples illustrate sentence choices, not findings from a study. Decide how the ideas relate before choosing a repair.

Three possible repairs

Two sentences: Remote work can save commuting time. It can make teamwork harder. Each clause stands alone, with no added cause-and-effect relationship.

Explicit contrast: Remote work can save commuting time, but it can make teamwork harder. The comma and but connect two complete clauses and highlight a trade-off.

Semicolon: Remote work can save commuting time; it can make teamwork harder. The semicolon connects closely related complete clauses without explaining why either claim is true.

Grammar can be correct while the argument changes

Because remote work can save commuting time, it can make teamwork harder.

This version presents saved commuting time as a reason for difficulty with teamwork. The original pair of claims did not establish that relationship. Do not add because merely to create a complex sentence. None of these punctuation choices earns a band score on its own.

Transfer the pattern

Repair this pair while keeping the contrast: Shared offices allow quick questions, they may interrupt concentrated work.

One possible repair: Shared offices allow quick questions, but they may interrupt concentrated work. Now find two related claims in your own draft. Check that each clause is complete and that the connection says what you mean.

Continue online when connected

[Apply the comparison to the original remote-work question](#)

[Read the complete remote-work sample](#)

LESSON 8 | All writing formats

Review efficiently and practise again

Use a timed routine, check word meaning after spelling review and turn feedback into a specific next exercise.

Protect time for both tasks

The writing paper lasts 60 minutes. Official guidance allocates about 20 minutes to Task 1 and 40 to Task 2; Task 2 carries twice the weight. The minimum lengths are 150 and 250 words respectively. Use timed practice to find a workable division between planning, drafting and review within each task. A long first response can consume the time needed to complete the second, so practise stopping and moving on.

Review in separate passes

First check coverage: have you answered the actual instructions and supported the main points? Then check organisation and unclear references. Finally, target language errors you often make. Trying to check everything in every sentence can lead to aimless rereading. Do not replace a clear paragraph at the last moment merely because a different structure looks more impressive.

Use feedback as evidence, not a verdict

Choose one recurring issue and practise it in a small new example before writing another full response. If a tool suggests a correction, compare it with the exact original and check that the meaning survives. AI feedback can be mistaken, especially about visual details. Keep the original response and the revision so that you can explain the change. A practice-check result or estimated band is not a guaranteed exam result.

WORKED EXAMPLE

Before: Next time I will improve everything and use more difficult words.

After: Before my next essay, I will write two paragraphs that explain one claim with a relevant example, then check whether each example supports the claim.

The revised plan defines a small action and an observable check. It turns a broad intention into a repeatable practice routine.

Checklist

- ☐ Practise a realistic split between both tasks.
- ☐ Review task coverage before cosmetic language changes.
- ☐ Convert one evidence-backed weakness into a small new exercise.

Knowledge check - not an IELTS score

1. Which task contributes more to the official Writing score?

- A. They have identical weight
- B. Task 1 has twice the weight
- C. Task 2 has twice the weight

2. Which next step is specific enough to practise?

- A. Write two sentences using a corrected although pattern
- B. Become perfect immediately
- C. Use impressive words everywhere

3. How should an AI correction be used?

- A. Accept it without reading
- B. Check its evidence and whether the meaning is preserved
- C. Treat it as an official examiner decision

Writing exercise

Write a three-step practice plan for someone whose paragraphs contain several claims but little explanation. Include a small exercise, a check and a later full-task practice.

Self-review

- ☐ Does the exercise target explanation rather than an unrelated skill?
- ☐ Can the writer tell whether the exercise was completed?
- ☐ Does the plan transfer the small skill into a full response?

LESSON 8 | WORKED EXTENSION**Worked extension: timed practice and a meaning check****Illustrative schedule, not an exam rule**

Official guidance recommends about 20 minutes for Task 1 and 40 for Task 2. The smaller allocations below are an English Test Coach practice example. Adjust them after a timed attempt while preserving enough time for both tasks.

Task 1: read and plan during minutes 0-3; write during minutes 3-17; review during minutes 17-20.

Task 2: read and plan during minutes 0-5; write during minutes 5-35; review during minutes 35-40.

Give each stage a job

Plan a visual report around an overview and useful detail groups. For a letter, note the purpose, recipient and three task points. For an essay, answer every instruction and choose supporting reasons.

Draft from that small plan rather than adding a new idea whenever one occurs to you. Review required task parts first, then your position or overview, then recurring language errors. Check the minimum length: 150 words for Task 1 and 250 for Task 2.

Stop, review and transfer

In this routine, move to review with three minutes left on Task 1 or five on Task 2. Prioritise a missing required point and a clear ending over another example. Move on at the end of Task 1 so it does not consume Task 2's time. After practice, note where time went and change one part of your next plan.

Use a clock offline or choose Start timer in the online writing workspace. The practice timer does not submit or lock your answer when it ends. Download a draft before changing tasks if you want to keep a copy. The writing tools work without AI assessment; these exercises are self-review.

Check meaning after spelling

Original practice extract, before: Their may be less buses, so residents could loose access to local services.

A context-sensitive revision: There may be fewer buses, so residents could lose access to local services.

Their, less and loose are all English words. A dictionary-based spelling check can therefore accept them even though they do not fit this sentence. A clean spelling result does not establish accurate grammar or meaning.

There introduces the possible existence of fewer buses; their would indicate possession and needs an appropriate noun. Fewer compares a count of buses, while less fits an uncountable amount, as in less traffic. Lose means no longer have something; loose usually describes something that is not firmly fixed in this context.

The revision keeps may and could: it corrects the language without turning a possible consequence into a guaranteed result. You still need to check whether this hypothetical claim answers the actual question and is developed with relevant reasoning.

Try a dictionary-valid word repair

Revise this sentence without making the claim stronger: Working at home can have a positive affect on employees because they spend less time travelling.

Working at home can have a positive effect on employees because they spend less time travelling. Here effect is the noun meaning a result or influence. The usual verb affect means influence, as in Commuting can affect free time. Keep can: the spelling-and-meaning repair does not prove that every employee benefits.

In your own draft, check the job and meaning of each doubtful word after reviewing task coverage and organisation. Accept a tool suggestion only if it preserves the intended claim. The on-device spelling check does not assess grammar, meaning, task coverage or an IELTS band.

Continue online when connected

[Practise a 20-minute Academic report](#)

[Practise a 20-minute General Training letter](#)

[Practise a 40-minute Task 2 essay](#)

[Official IELTS preparation and timing guidance](#)

Answer key

Check your reasoning after attempting each lesson. The writing examples are possible responses, not scripts to memorise and not the only correct versions.

Lesson 1: Answer the question you were given

1. B. Both views and your judgement

A position does not replace coverage of the other requested view. Explain both and make your own judgement clear.

2. C. The rural setting limits the discussion

A rural setting raises relevant constraints such as distance and service frequency. A city-only answer may miss the task.

3. A. Adapt its structure to the current instructions

A template can organise your thinking, but its content and structure must fit the actual question.

Illustrative writing answer

Car-free centres can inconvenience people who cannot easily walk from a bus stop. Nevertheless, the reduction in through traffic is a greater benefit if towns provide accessible transport and delivery arrangements.

Lesson 2: Develop one idea into a paragraph

1. B. They require students to apply a formula to a practical choice.

The second option explains the mechanism. Repetition and a conclusion marker do not add development.

2. A. When the next idea contrasts with the previous one

However expresses contrast. Choose it for the relationship between ideas, not as decoration.

3. C. Use a clearly illustrative situation

A relevant hypothetical example can explain your reasoning without a false research claim.

Illustrative writing answer

Community gardens create repeated opportunities for neighbours to work together. When two residents share responsibility for watering a bed, they need to discuss a routine and solve small problems. These regular conversations can build familiarity beyond a brief greeting in the street.

Lesson 3: Select and compare visual information

1. B. 10 percentage points

Subtracting the shares gives 10 percentage points. The relative increase is 50%, and population totals are unknown.

2. A. Differences between towns in that year

A snapshot supports comparisons, not an unshown history or an explanation of causes.

3. C. The main pattern and a notable contrast

An overview selects the important picture; detailed values can support it in the body.

Illustrative writing answer

Cars account for the largest share in Alder, whereas buses are the leading mode in Birch. Cycling has the same share in both towns and is less common than either of the other two modes.

Lesson 4: Describe maps and processes precisely

1. B. A return connection is shown

A loop needs a shown return connection; the subject and number of steps alone do not establish one.

2. C. The room has a different shown use

A label change supports a change of use. Construction methods and dates need separate evidence.

3. A. To focus on what happens to the material

The passive can keep attention on the material when the operator is unimportant or unspecified. Active sentences can also be appropriate.

Illustrative writing answer

Collected paper is first sorted and then mixed with water. The mixture is subsequently dried to produce sheets.

Lesson 5: Write a letter with purpose and tone

1. A. The relationship and purpose

The recipient and reason for writing guide the tone, from friendly conversation to a formal request.

2. C. Could you arrange a replacement shade?

The third sentence names the requested remedy. The others leave the recipient guessing.

3. B. Develop each with relevant detail

Each point needs meaningful coverage in connected writing, not omission or a copied checklist.

Illustrative writing answer

I am writing because a change to my work schedule prevents me from attending next week's class. Could you let me know whether I could join another session covering the same material?

Lesson 6: Choose precise vocabulary in context

1. B. benefit from a service

When benefit is the verb here, from introduces the source of the advantage.

2. C. Keep an accurate familiar phrase

Accuracy and meaning matter. An unfamiliar replacement can introduce a new error or change the claim.

3. A. To maintain a clear reference

Controlled repetition can maintain clarity. Variety is useful only when readers can still follow the reference.

Illustrative writing answer

More frequent buses may make commuting easier for residents who do not have access to a car.

Lesson 7: Control sentence boundaries and grammar

1. A. The number of workers is rising.

The subject head is the singular noun number; of workers is a modifying phrase.

2. B. Although buses are useful, some routes are infrequent.

The although clause is connected to the main clause some routes are infrequent.

3. C. Buses are useful, but they can be crowded.

But appropriately connects two independent clauses in a contrast. A comma alone does not do that job.

Illustrative writing answer

Although cycling is inexpensive, some journeys are too long. Although online meetings save travel time, face-to-face training can help new employees.

Lesson 8: Review efficiently and practise again

1. C. Task 2 has twice the weight

Official IELTS guidance gives Task 2 twice the weight of Task 1. Practise enough time for both.

2. A. Write two sentences using a corrected although pattern

A small sentence-pattern exercise has a clear action and can be checked before a later full response.

3. B. Check its evidence and whether the meaning is preserved

AI can be wrong. Compare the suggestion with the exact original and the task, especially for visual facts.

Illustrative writing answer

First, develop one claim in three sentences by adding a mechanism and an example. Next, check whether both supporting sentences explain that claim. Finally, write a timed essay and use the same check on each body paragraph.

References and next practice

Official format sources are listed below. Lessons, examples, questions and practice answers are original English Test Coach material; no endorsement by IELTS is implied.

Official IELTS Academic writing format

<https://ielts.org/take-a-test/test-types/ielts-academic-test/ielts-academic-format-writing>

Official IELTS General Training writing format

<https://ielts.org/take-a-test/test-types/ielts-general-training-test/ielts-general-training-format-writing>

Continue practising

Choose an [original practice question](#), then use the timer, word counter and draft download. Check the online workspace for current AI feedback availability. For self-review, [read the writing criteria and revision examples](#).

Original English Test Coach teaching material. Practice checks are not IELTS scores, examiner marking or a guarantee of improvement. Examples illustrate techniques; do not memorise them as exam answers.