

- Introductions -

▢A. Put the following aspects of an introduction into the 'do' column or the 'don't' column.

Do	Don't

- State your opinion on the topic
- Introduce the opposing arguments
- Go into detail
- Repeat the question
- Say what you understand by the topic
- Provide background information on the topic.

▢B. What is good and bad about the following introduction:

The IELTS exam was introduced to provide worldwide standardisation of English levels for the purposes of immigration, education and so forth. It has been very successful in my view, especially as I recently got a level 7. In response to the question though, I believe it is culturally-biased towards British and American learning styles. On the other hand though, writing essays is recognised globally as a method of assessment.

▢C. Write an introduction on the following topic:

“The public education system should ensure all children leave school bilingual at the age of school leaving.”

- Conclusions -

▢D. Answer the questions with a partner.



- What is the purpose of a conclusion?
- How should a conclusion relate to the essay you have written?
- What should you write in a conclusion?
- What should you definitely avoid in a conclusion?
- How should a conclusion end?

▢E. What are the problems with the following conclusions? Which is the best?

To sum up, the IELTS exam serves its purpose by benefiting aspiring learners around the world, despite its cultural leanings and high cost. Until a better system is devised, it provides an important service.

In conclusion, whilst the exam assesses all four skills, it doesn't pay enough attention to grammar. Foreigners working or living abroad need good grammar. English classes abroad should reflect this.

As previously mentioned the exam is good because it's not pass or fail. Also, the levels are well-defined – I know how to improve from them. Finally, the exam is relatively cheap in this country.

▢F. Write a conclusion on the following topic:

“Expatriates who have left a country temporarily should pay taxes to the state of the country they have left.”

Activity Instructions

Language Focus:	Unspecific
Vocabulary Focus:	Unspecific
Level:	IELTS (Intermediate-Advanced)
Skill:	Writing
Time:	60 minutes
Organisation:	Students work individually
Stage:	Writing task 2
Suggested Method:	

- 1 Copy one handout for each individual student and distribute them.
- 2 Focus students' attention on the section on introductions. In part *A*, Students consider the do's and don't's of an IELTS WT2 introduction. They can discuss this in pairs or go through it together if your group is smaller or weaker. In part *B*, students read a short introduction to an essay. Get them to comment in pairs the positive and negative aspects of it. Refer them to part *A* for task help.
- 3 Next, students read the short essay topic in part *C* and write a short introduction, using the pointers and pieces of advice in *A* and *B*.
- 4 Moving on to the section on conclusions, begin by getting the students to discuss the questions in section *D* in pairs or small groups. After five minutes or so, take responses from them and put their understanding into practice by examining the OK to bad conclusions in pairs in part *E*.
- 5 Finally, get the students to write a short conclusion paragraph for the essay question written in part *F*. Again, refer them to the elicited do's and don't's garnered from parts *D* and *E*.
- 6 Conclude the handout by going over the major do's and don't's involved in writing a great Writing Task 2 essay introduction and conclusion.