

# Week 1: IELTS Writing Task 2 Overview & Diagnostic Assessment

## Course Overview & Learning Objectives

Welcome to your IELTS Writing Task 2 Mastery journey! This week establishes your argumentative writing foundation and creates a personalized improvement roadmap for achieving Band 7+ performance.

### Week 1 Learning Goals

- **Master** the IELTS Writing Task 2 format, timing, and Band 7+ requirements
- **Complete** diagnostic essay writing with comprehensive feedback analysis
- **Understand** the four assessment criteria and their specific applications
- **Set** personalized goals and create structured improvement plans

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## Day 1: IELTS Writing Task 2 Format & Requirements

### Understanding the Task 2 Challenge

**Think of Writing Task 2 like being a skilled debater and academic writer combined** - you need to present clear arguments, support them with evidence, organize ideas logically, and express yourself in sophisticated academic language.

### Task 2 Format Overview

#### Complete Task Structure

- **Time allocation:** 40 minutes (out of 60 total for both tasks)
- **Word requirement:** Minimum 250 words (aim for 270-300 words)
- **Task weight:** 67% of total Writing score (Task 1 = 33%)
- **Essay types:** Opinion, discussion, problem-solution, advantages-disadvantages

### Question Types & Frequency

Question Type	Frequency	Difficulty Level	Key Requirements
Opinion Essay	High	Moderate	Clear position, consistent argument
Discussion Essay	High	Moderate-Hard	Balanced analysis, personal view
Problem-Solution	Moderate	Moderate	Problem analysis, practical solutions

Question Type	Frequency	Difficulty Level	Key Requirements
<b>Advantages-Disadvantages</b>	Moderate	Easy-Moderate	Balanced evaluation, clear organization
<b>Two-Part Questions</b>	Low	Hard	Address both parts equally

## Band 7+ Requirements Overview

### Overall Band 7 Descriptors

- **Task Achievement:** Addresses all parts of task with relevant, extended ideas
- **Coherence & Cohesion:** Logically organizes information with clear progression
- **Lexical Resource:** Uses sufficient range with flexibility and precise meaning
- **Grammatical Range & Accuracy:** Uses variety of complex structures with good control

### Time Management for Band 7+

#### Minutes 1-5: Analysis & Planning

- Analyze question carefully (identify type and requirements)
- Brainstorm relevant ideas and examples
- Create detailed essay outline with clear position

#### Minutes 6-35: Writing

- Introduction with clear thesis: 5 minutes
- Body paragraph 1: 10 minutes
- Body paragraph 2: 10 minutes
- Conclusion: 5 minutes
- Internal review: 5 minutes

#### Minutes 36-40: Final Review

- Check word count (minimum 250)
- Review argument consistency
- Correct grammar and vocabulary errors

## Task 2 Essay Types Breakdown

### Opinion Essays (Agree/Disagree)

**Question pattern:** "To what extent do you agree or disagree?" **Requirements:** Clear personal position with consistent support **Structure:** Introduction → Body 1 (support) → Body 2 (further support/counter) → Conclusion

**Example question:** *"Some people believe that technology has made our lives more complicated rather than simpler. To what extent do you agree or disagree?"*

### **Discussion Essays (Both Views + Opinion)**

**Question pattern:** "Discuss both views and give your own opinion" **Requirements:** Balanced discussion of both sides + clear personal stance **Structure:** Introduction → Body 1 (view A) → Body 2 (view B) → Body 3 (opinion) → Conclusion

**Example question:** *"Some people think that parents should teach children how to be good members of society. Others believe that school is the place to learn this. Discuss both views and give your own opinion."*

### **Problem-Solution Essays**

**Question pattern:** "What are the causes/problems and solutions?" **Requirements:** Clear problem analysis and practical solutions **Structure:** Introduction → Body 1 (problems/causes) → Body 2 (solutions) → Conclusion

**Example question:** *"In many countries, the amount of crime is increasing. What do you think are the main causes of crime? How can we deal with those causes?"*

### **Advantages-Disadvantages Essays**

**Question pattern:** "Do the advantages outweigh the disadvantages?" **Requirements:** Balanced evaluation with clear conclusion **Structure:** Introduction → Body 1 (advantages) → Body 2 (disadvantages) → Conclusion

**Example question:** *"In some countries, young people are encouraged to work or travel for a year between finishing high school and starting university studies. Do the advantages of this outweigh the disadvantages?"*

## **Task 2 vs Academic Writing Characteristics**

### **Academic Essay Features**

- **Formal register:** No contractions, informal language, or slang
- **Objective tone:** Balanced analysis even when expressing personal views
- **Evidence-based:** Ideas supported with examples, statistics, or logical reasoning
- **Complex argumentation:** Sophisticated analysis beyond simple pro/con lists

### **IELTS-Specific Requirements**

- **Position clarity:** Clear stance maintained throughout
- **Task response:** All parts of question addressed adequately
- **Cultural neutrality:** Avoid controversial or offensive content

- **Time constraints:** Must complete quality essay within 40 minutes
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## Day 2: Diagnostic Assessment - Opinion Essay

### Pre-Writing Analysis

Before beginning your diagnostic essay, spend 5 minutes on analysis:

- What type of question is this?
- What is your clear position?
- What main arguments will support your position?
- What examples can you use?

### Diagnostic Task 1: Opinion Essay

**Time Limit: 40 minutes**

**Instructions:** Write about the following topic:

*Some people think that all university students should study whatever they like. Others believe that they should only be allowed to study subjects that will be useful in the future, such as those related to science and technology.*

*To what extent do you agree or disagree?*

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

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### Sample Student Response (For Analysis)

*"The question of whether university students should have complete freedom in choosing their subjects or be restricted to practical fields like science and technology is a matter of ongoing debate. While I understand the argument for prioritizing useful subjects, I believe that students should have the freedom to study whatever interests them, as this approach leads to better outcomes for both individuals and society.*

*Firstly, allowing students to pursue their passions results in higher motivation and better academic performance. When students are genuinely interested in their subjects, they are more likely to engage deeply with the material, participate actively in class, and persist through*

*challenges. For example, a student passionate about literature will likely produce more insightful analysis and creative thinking than someone forced to study engineering against their interests. This intrinsic motivation often translates into excellence and innovation in their chosen fields.*

*Furthermore, society benefits from diversity in academic pursuits and professional expertise. While science and technology are undoubtedly important, we also need historians to preserve our culture, artists to inspire creativity, and philosophers to guide ethical thinking. The world's greatest achievements often come from interdisciplinary collaboration. Steve Jobs, for instance, credited his success to combining technology with liberal arts, particularly his study of calligraphy, which influenced Apple's focus on design aesthetics.*

*However, I acknowledge that practical considerations matter, especially regarding employment prospects and economic development. Countries do need adequate numbers of scientists, engineers, and healthcare professionals to remain competitive. Nevertheless, I believe this should be addressed through incentives rather than restrictions - offering scholarships, better career prospects, or higher salaries for needed fields rather than forcing unwilling students into them.*

*In conclusion, while practical subjects are vital for economic progress, the benefits of allowing academic freedom far outweigh the potential drawbacks. Universities should encourage diverse interests while creating incentives for students to choose fields where they are most needed."*

**Word count: 312 words**

## **Self-Assessment Framework**

After completing your diagnostic essay, evaluate using these criteria:

### **Task Achievement Self-Check**

- ☐ Did I clearly state my position in the introduction?
- ☐ Did I address the question ("to what extent") throughout?
- ☐ Did I develop relevant main ideas with supporting details?
- ☐ Did I provide specific examples from knowledge/experience?
- ☐ Did I maintain consistent position throughout the essay?

### **Coherence & Cohesion Self-Check**

- ☐ Is my essay logically organized with clear paragraphs?
- ☐ Does each paragraph have one main idea?
- ☐ Did I use appropriate linking words and transitions?
- ☐ Is there clear progression from introduction to conclusion?
- ☐ Are my ideas connected and easy to follow?

### **Lexical Resource Self-Check**

- ☐ Did I use topic-specific vocabulary appropriately?
- ☐ Did I avoid repetition by using synonyms and paraphrasing?
- ☐ Are my word choices precise and appropriate?
- ☐ Did I use some less common vocabulary successfully?
- ☐ Is my language formal and academic throughout?

### Grammar Self-Check

- ☐ Did I use a variety of sentence structures?
- ☐ Are my complex sentences grammatically correct?
- ☐ Did I check for subject-verb agreement?
- ☐ Are my verb tenses consistent and appropriate?
- ☐ Did I avoid basic grammar errors?

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## Day 3: Diagnostic Assessment - Discussion Essay

### Diagnostic Task 2: Discussion Essay

**Time Limit: 40 minutes**

**Instructions:** Write about the following topic:

*Some people believe that the best way to increase road safety is to increase the minimum legal age for driving cars or riding motorbikes. Others believe that there are better ways to improve road safety.*

*Discuss both these views and give your own opinion.*

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

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### Question Analysis Framework

#### Step 1: Question Deconstruction (2 minutes)

**Question type:** Discussion + Opinion **View A:** Increase minimum legal driving age for safety  
**View B:** Other methods are better for road safety improvement **Requirements:**

- Discuss BOTH views fairly

- Give clear personal opinion
- Support all points with reasons/examples

## **Step 2: Brainstorming Ideas (3 minutes)**

### **Arguments for increasing minimum age:**

- Young drivers lack experience and maturity
- Statistics show higher accident rates among teen drivers
- Better brain development and decision-making with age
- Reduced peer pressure and risk-taking behavior

### **Arguments for alternative approaches:**

- Better driver education and training programs
- Stricter enforcement of traffic laws
- Improved road infrastructure and technology
- Regular re-testing for all drivers regardless of age

### **Personal opinion considerations:**

- Which approach is more practical?
- What combination might work best?
- What does evidence suggest?

## **Sample Student Response Analysis**

*"Road safety is a critical concern worldwide, and there are various approaches to addressing this issue. While some advocate for raising the minimum driving age, others argue for alternative strategies. This essay will examine both perspectives before presenting my own viewpoint.*

*Proponents of increasing the minimum legal driving age argue that younger drivers pose greater risks due to inexperience and immature decision-making. Statistics consistently show that drivers aged 16-19 have significantly higher accident rates compared to older age groups. Young people's brains are still developing, particularly areas responsible for risk assessment and impulse control, making them more likely to engage in dangerous behaviors like speeding or distracted driving. Countries like Sweden, which has a higher minimum driving age, report lower youth traffic fatalities compared to nations with younger driving ages.*

*However, others contend that alternative measures would be more effective in improving road safety. Enhanced driver education programs that include practical hazard awareness training and defensive driving techniques could better prepare drivers of all ages. Stricter law enforcement, including regular speed monitoring and severe penalties for violations, might deter dangerous driving behavior more effectively than age restrictions. Additionally, investing in*

*road infrastructure improvements such as better lighting, clearer signage, and separated bike lanes could reduce accidents regardless of driver demographics.*

*In my opinion, while age restrictions might help reduce some accidents, a comprehensive approach combining multiple strategies would be most effective. Rather than simply raising the driving age, I believe implementing mandatory advanced driver training, regular skill assessments, and graduated licensing systems would address the root causes of accidents more thoroughly. This approach acknowledges that driving competence depends more on training and experience than solely on age.*

*In conclusion, although increasing the minimum driving age may offer some safety benefits, combining improved education, stricter enforcement, and better infrastructure presents a more holistic solution to road safety challenges."*

**Word count: 298 words**

## **Common Essay Structure Errors**

### **Task Achievement Errors**

**Incomplete discussion:** Spending too much time on one view ✗ "View A has many advantages... (150 words) View B is also good... (50 words)" ✓ "View A offers several benefits... (80 words) However, View B presents compelling alternatives... (80 words)"

**Missing personal opinion:** Forgetting to give clear stance ✗ "Both views have merit and should be considered." ✓ "While both approaches have value, I believe that comprehensive driver education combined with stricter enforcement would be most effective."

**Off-topic development:** Discussing irrelevant aspects ✗ "Road accidents also cause economic problems for insurance companies..." ✓ "Young drivers' inexperience directly contributes to higher accident rates because..."

### **Coherence & Cohesion Errors**

**Poor paragraph organization:** Mixing different viewpoints ✗ Paragraph discussing both views simultaneously without clear separation ✓ One paragraph per viewpoint, then separate paragraph for personal opinion

**Weak transitions:** Abrupt shifts between ideas ✗ "Young drivers are dangerous. Education is important too." ✓ "While young drivers do present higher risks, alternative approaches like enhanced education may address these concerns more effectively."



**Unclear pronoun reference:** Confusing subject references ✗ "This approach is better because it solves this problem." ✓ "Enhanced driver education is more effective because it addresses the root causes of inexperience."

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## Day 4: Four Assessment Criteria Deep Dive

### Understanding Band 7+ Performance

**Think of the four criteria like evaluating a professional presentation** - you need compelling content (TA), clear organization (CC), sophisticated language (LR), and accurate communication (GRA).

### Criterion 1: Task Achievement (TA)

#### Band 7 Requirements

- **Addresses all parts:** Responds to all aspects of the task
- **Clear position:** Presents clear position throughout response
- **Main ideas:** Presents, extends, and supports main ideas
- **Relevant:** Ideas are relevant but may lack focus in places

#### Task Achievement Excellence Strategies

##### Position Clarity:

- **Thesis statement:** Clear stance in introduction
- **Consistency:** Same position maintained throughout
- **Restatement:** Position reinforced in conclusion

**Example Position Development:** *Introduction:* "While both approaches have merit, I believe that..." *Body paragraphs:* "This supports my view that..." / "Although X is true, my position remains that..." *Conclusion:* "Therefore, I maintain that..."

##### Idea Development Techniques:

- **Explain:** What does this mean exactly?
- **Example:** What specific instance illustrates this?
- **Effect:** What are the consequences of this?
- **Evidence:** What supports this claim?

**Example Idea Development:** *Main idea:* "Technology education is crucial for employment." *Explanation:* "This is because most modern jobs require digital skills." *Example:* "For instance,

even traditional roles like teaching now require online platform proficiency." *Effect*: "Workers without these skills face limited career prospects and economic disadvantage."

### **Common Task Achievement Errors**

✗ **Partial response**: Only addressing part of the question ✗ **Unclear position**: Sitting on the fence without taking a stance ✗ **Irrelevant content**: Discussing topics not directly related to the question ✗ **Underdeveloped ideas**: Listing points without explanation or support

### **Criterion 2: Coherence & Cohesion (CC)**

#### **Band 7 Requirements**

- **Logical organization**: Logically organizes information and ideas
- **Clear progression**: Clear progression throughout
- **Range of cohesive devices**: Uses range of cohesive devices appropriately
- **Central topic**: Each paragraph has clear central topic

#### **Essay Organization Mastery**

##### **Standard 4-Paragraph Structure:**

1. **Introduction** (40-50 words): Hook + Background + Thesis
2. **Body 1** (80-100 words): First main argument with support
3. **Body 2** (80-100 words): Second argument or counterargument
4. **Conclusion** (40-50 words): Restate position + final thought

##### **Alternative 5-Paragraph Structure** (for discussion essays):

1. **Introduction**: Background + Thesis
2. **Body 1**: View A with examples
3. **Body 2**: View B with examples
4. **Body 3**: Personal opinion with reasoning
5. **Conclusion**: Summary + final stance

#### **Cohesive Device Mastery**

##### **Linking Words by Function:**

##### **Adding information:**

- Furthermore, Moreover, Additionally, In addition, What is more
- Also, Besides this, Another point is that

##### **Contrasting ideas:**

- However, Nevertheless, Nonetheless, Conversely, On the other hand
- Although, While, Whereas, Despite this, In contrast

#### **Cause and effect:**

- Therefore, Consequently, As a result, Thus, Hence
- Because of this, Due to, Owing to, This leads to

#### **Giving examples:**

- For example, For instance, Such as, Including, Namely
- To illustrate this point, A case in point is, This can be seen in

#### **Advanced Cohesive Techniques:**

- **Reference words:** This approach, Such measures, These benefits
- **Substitution:** The former, The latter, Both methods, Either option
- **Parallel structures:** Not only... but also, Both... and, Either... or

### **Criterion 3: Lexical Resource (LR)**

#### **Band 7 Requirements**

- **Sufficient range:** Uses sufficient range of vocabulary naturally
- **Some flexibility:** Shows some awareness of style and collocation
- **Less common vocabulary:** Attempts less common vocabulary with awareness
- **Minor errors:** Occasional errors in word choice but meaning clear

#### **Academic Vocabulary Categories**

##### **Opinion and Argument Language:**

- **Expressing views:** maintain, contend, argue, assert, advocate, propose
- **Hedging:** arguably, presumably, apparently, seemingly, allegedly
- **Certainty:** undoubtedly, clearly, obviously, certainly, definitely
- **Probability:** likely, probably, potentially, possibly, conceivably

##### **Critical Analysis Vocabulary:**

- **Evaluation:** assess, analyze, examine, scrutinize, evaluate, consider
- **Comparison:** contrast, compare, distinguish, differentiate, parallel
- **Significance:** crucial, vital, essential, fundamental, paramount, trivial
- **Impact:** consequences, implications, ramifications, effects, outcomes

##### **Evidence and Support Language:**

- **Research:** studies indicate, research suggests, evidence shows, data reveals
- **Examples:** illustrates, demonstrates, exemplifies, represents, embodies
- **Logic:** therefore, thus, hence, consequently, accordingly, follows that

### Topic-Specific Vocabulary Examples:

**Education topics:** curriculum, pedagogy, literacy, competency, academic achievement

**Technology topics:** innovation, automation, digitalization, artificial intelligence **Environment**

**topics:** sustainability, conservation, renewable, ecosystem, biodiversity **Society topics:** demographics, urbanization, inequality, multiculturalism, integration

### Avoiding Repetition Strategies

#### Synonym Development:

- Important → crucial, vital, significant, essential, paramount
- Good → beneficial, advantageous, positive, favorable, constructive
- Bad → detrimental, harmful, adverse, negative, problematic
- People → individuals, citizens, society, the public, the population

#### Paraphrasing Techniques:

- "Students learn better" → "Academic performance improves when learners..."
- "Technology is useful" → "Digital innovations provide substantial benefits..."
- "This causes problems" → "Such developments result in significant challenges..."

## Criterion 4: Grammatical Range & Accuracy (GRA)

### Band 7 Requirements

- **Variety of structures:** Uses variety of complex structures
- **Frequent error-free:** Produces frequent error-free sentences
- **Good control:** Shows good control of grammar and punctuation
- **Minor errors:** Minor errors that don't impede communication

### Essential Complex Structures

#### Conditional Sentences:

- **Real conditions:** "If governments invest in education, economic growth improves"
- **Hypothetical:** "If students had more freedom, they would be more motivated"
- **Mixed conditionals:** "If technology hadn't advanced, we would still face many current problems"

#### Advanced Relative Clauses:

- **Defining:** "Students who study abroad often develop greater cultural awareness"
- **Non-defining:** "Online learning, which has grown rapidly, offers flexibility"
- **Reduced:** "Policies implemented without consultation often fail"

### Sophisticated Sentence Patterns:

- **Participle phrases:** "Having studied the issue extensively, researchers conclude that..."
- **Inversion:** "Not only does education improve employment prospects, but it also..."
- **Cleft sentences:** "What concerns parents most is their children's future prospects"

### Academic Grammar Features:

- **Passive voice:** "Decisions should be made based on evidence"
- **Nominalization:** "The implementation of new policies" instead of "implementing new policies"
- **Modal verbs for hedging:** "This might suggest that..." / "Students should be encouraged to..."

### Common Grammar Errors to Avoid

**Subject-Verb Agreement:** ✗ "The number of students are increasing" ✓ "The number of students is increasing"

**Article Usage:** ✗ "The education is important for the society" ✓ "Education is important for society"

**Conditional Structures:** ✗ "If I would be a teacher, I would help students" ✓ "If I were a teacher, I would help students"

**Word Order:** ✗ "Is very important education for development" ✓ "Education is very important for development"

## Day 5: Goal Setting & Personalized Improvement Planning

### Diagnostic Assessment Analysis

### Comprehensive Scoring Framework

#### Task Achievement Evaluation (25% of score):

**Band 9:** Fully addresses all parts with fully developed position **Band 8:** Sufficiently addresses all parts with well-developed response **Band 7:** Addresses all parts with relevant, extended, and

supported ideas **Band 6:** Addresses all parts but focus may be unclear in places **Band 5:** Addresses task only partially with limited development

**Self-Assessment Questions:**

- Did I clearly address the specific question asked?
- Is my position clear and consistent throughout?
- Are my main ideas well-developed with examples?
- Did I avoid going off-topic or being irrelevant?

**Your Task Achievement Scores:** Opinion Essay: \_\_\_\_/9, Discussion Essay: \_\_\_\_/9

**Coherence & Cohesion Evaluation (25% of score):**

**Band 9:** Uses cohesion perfectly with skillful paragraphing **Band 8:** Sequences information logically with wide range of cohesive devices **Band 7:** Logically organizes information with clear progression **Band 6:** Arranges information coherently with effective use of cohesive devices **Band 5:** Presents information with some organization but may lack clarity

**Self-Assessment Questions:**

- Are my paragraphs logically organized with clear topics?
- Did I use appropriate linking words without overusing them?
- Is there clear progression from introduction to conclusion?
- Are my ideas easy to follow throughout the essay?

**Your Coherence & Cohesion Scores:** Opinion Essay: \_\_\_\_/9, Discussion Essay: \_\_\_\_/9

**Lexical Resource Evaluation (25% of score):**

**Band 9:** Uses wide range with natural and sophisticated control **Band 8:** Uses wide range fluently and flexibly with precise meaning **Band 7:** Uses sufficient range with some flexibility and style awareness **Band 6:** Uses adequate range with some inaccuracy in word choice **Band 5:** Uses limited range with frequent errors that may impede meaning

**Self-Assessment Questions:**

- Did I use varied vocabulary without repetition?
- Are my word choices precise and appropriate?
- Did I attempt some sophisticated vocabulary successfully?
- Is my language consistently formal and academic?

**Your Lexical Resource Scores:** Opinion Essay: \_\_\_\_/9, Discussion Essay: \_\_\_\_/9

**Grammatical Range & Accuracy Evaluation (25% of score):**

**Band 9:** Uses wide range with full flexibility and accuracy **Band 8:** Uses wide range with majority of sentences error-free **Band 7:** Uses variety of complex structures with good control **Band 6:** Uses mix of simple and complex structures with some errors **Band 5:** Uses limited range with frequent errors that may impede meaning

### Self-Assessment Questions:

- Did I use various sentence structures successfully?
- Are most of my sentences grammatically correct?
- Did I attempt complex grammar appropriately?
- Do any errors interfere with understanding?

**Your Grammar Scores:** Opinion Essay: \_\_\_\_/9, Discussion Essay: \_\_\_\_/9

## Individual Performance Analysis

### Overall Performance Calculation

**Average Score:**  $(TA + CC + LR + GRA) \div 4 = \text{____}/9 = \text{Band } \text{____}$

### Score Interpretation:

- **7.5-9.0:** Advanced performance ready for Band 8+ targeting
- **6.5-7.5:** Strong foundation ready for Band 7+ consistency
- **5.5-6.5:** Developing skills requiring systematic improvement
- **Below 5.5:** Foundation building needed across multiple areas

## Strengths and Weaknesses Matrix

### Consistent Strengths (Both essays scored 7+):

- ☐ Task Achievement - Strong argument development and position clarity
- ☐ Coherence & Cohesion - Effective organization and logical flow
- ☐ Lexical Resource - Good vocabulary range and appropriate usage
- ☐ Grammatical Range & Accuracy - Solid grammar foundation and variety

### Inconsistent Performance (Scores vary between essays):

- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

### Priority Development Areas (Both essays scored below 6):

- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

## **SMART Goal Setting Framework**

### **Goal Category 1: Task Achievement Enhancement**

**Example Goal:** Develop comprehensive argument support with relevant examples

- **Specific:** Include 2-3 specific examples per body paragraph
- **Measurable:** Examples connect clearly to main arguments in 90% of practice essays
- **Achievable:** Build example bank for common IELTS topics
- **Relevant:** Critical for Band 7+ Task Achievement
- **Time-bound:** Consistent implementation by Week 4

### **Goal Category 2: Coherence & Cohesion Improvement**

**Example Goal:** Master paragraph organization with clear topic sentences

- **Specific:** Each paragraph begins with clear topic sentence followed by support
- **Measurable:** 100% of body paragraphs follow PEEL structure (Point, Explain, Example, Link)
- **Achievable:** Practice paragraph structure daily with feedback
- **Relevant:** Essential for logical organization and Band 7+ CC
- **Time-bound:** Automatic implementation by Week 6

### **Goal Category 3: Lexical Resource Development**

**Example Goal:** Eliminate repetition through sophisticated vocabulary usage

- **Specific:** Use minimum 8 different ways to express agreement/disagreement per essay
- **Measurable:** No major vocabulary repetition in any 250+ word essay
- **Achievable:** Learn 5 new academic collocations weekly
- **Relevant:** Necessary for Band 7+ vocabulary range and flexibility
- **Time-bound:** Consistent variety by Week 8

### **Goal Category 4: Grammar Range & Accuracy**

**Example Goal:** Achieve complex sentence variety with minimal errors

- **Specific:** Use 4+ different complex sentence types per essay with 90% accuracy
- **Measurable:** Complex sentences include: conditionals, relative clauses, participle phrases, inversion
- **Achievable:** Focus on one structure type per week with intensive practice
- **Relevant:** Required for Band 7+ grammatical range and accuracy
- **Time-bound:** Confident usage by Week 10

## **Personalized Study Plan Creation**



## **Based on Diagnostic Performance Level**

### **Advanced Performance (Average 7.5+):**

- **Focus:** Consistency and sophistication across all criteria
- **Priority:** Advanced argumentation techniques and language precision
- **Practice:** Complex question types and time management under pressure
- **Goal:** Band 8+ performance with sophisticated analysis and expression

### **Target Performance (Average 6.5-7.5):**

- **Focus:** Strengthening weaker criteria while maintaining strengths
- **Priority:** Comprehensive task response and academic language development
- **Practice:** Daily essay writing with systematic error analysis
- **Goal:** Consistent Band 7+ with 7+ average across all criteria

### **Developing Performance (Average 5.5-6.5):**

- **Focus:** Foundation building across multiple areas
- **Priority:** Basic task understanding and paragraph organization
- **Practice:** Structured writing with model answer analysis
- **Goal:** Reach Band 6.5+ with systematic improvement

### **Foundation Building (Average below 5.5):**

- **Focus:** Fundamental writing skills and task comprehension
- **Priority:** Sentence accuracy and basic argument structure
- **Practice:** Guided writing with intensive feedback
- **Goal:** Achieve Band 6.0+ with solid foundation establishment

## **20-Week Improvement Roadmap**

### **Weeks 1-5: Foundation & Structure Mastery**

#### **Primary objectives:**

- Master all essay types and their specific requirements
- Develop consistent paragraph organization and linking
- Build core academic vocabulary (200+ words)
- Achieve 250+ words consistently within 40 minutes

#### **Weekly milestones:**

- Week 2: Opinion essay structure mastery
- Week 3: Discussion essay balance and organization
- Week 4: Problem-solution essay logic and solutions

- Week 5: Advantage-disadvantage evaluation skills

### **Weeks 6-10: Language Development & Accuracy**

#### **Primary objectives:**

- Expand vocabulary range and eliminate repetition
- Develop complex sentence variety and accuracy
- Strengthen argument development with evidence
- Achieve Band 6.5+ performance consistently

#### **Weekly milestones:**

- Week 6: Academic vocabulary integration
- Week 7: Complex grammar structure mastery
- Week 8: Argument sophistication and evidence usage
- Week 9: Error reduction and accuracy improvement
- Week 10: Mid-course comprehensive assessment

### **Weeks 11-15: Advanced Skills & Consistency**

#### **Primary objectives:**

- Achieve sophisticated argumentation and analysis
- Master advanced cohesive devices and organization
- Develop precision in language and expression
- Target Band 7+ performance consistently

#### **Weekly milestones:**

- Week 11: Advanced argument techniques
- Week 12: Sophisticated language and style
- Week 13: Complex question handling
- Week 14: Time management optimization
- Week 15: Band 7+ consistency achievement

### **Weeks 16-20: Mastery & Test Preparation**

#### **Primary objectives:**

- Maintain Band 7.5+ performance under pressure
- Perfect test strategy and timing
- Develop confidence and stress management
- Achieve peak performance readiness

#### **Weekly milestones:**

- Week 16: Advanced test strategies
- Week 17: Stress management and consistency
- Week 18: Error elimination and precision
- Week 19: Peak performance preparation
- Week 20: Test readiness and confidence

## Daily Practice Structure

### Intensive Schedule (7+ hours/week)

#### Monday/Wednesday/Friday: Full Essay Practice (50 minutes)

- 5 minutes: Question analysis and planning
- 40 minutes: Complete essay writing
- 5 minutes: Self-assessment using criteria

#### Tuesday/Thursday: Focused Skill Development (30 minutes)

- 15 minutes: Targeted improvement area practice
- 15 minutes: Vocabulary/grammar exercises

#### Weekend: Review and Strategy (60 minutes)

- 30 minutes: Error analysis and pattern identification
- 30 minutes: Model answer study and goal planning

### Moderate Schedule (4-6 hours/week)

#### Monday/Wednesday/Friday: Paragraph Practice (25 minutes)

- 5 minutes: Planning and organization
- 15 minutes: Single paragraph writing with focus
- 5 minutes: Review and improvement notes

#### Weekend: Full Essay Practice (90 minutes)

- 40 minutes: Complete essay under timed conditions
- 30 minutes: Comprehensive review and analysis
- 20 minutes: Goal adjustment and next week planning

## Progress Tracking System

### Weekly Performance Log

WEEK \_\_\_\_: Task 2 Progress Review

ESSAYS COMPLETED:

Essay 1 (Type: \_\_\_\_\_): TA\_\_\_\_/9, CC\_\_\_\_/9, LR\_\_\_\_/9, GRA\_\_\_\_/9 = \_\_\_\_/9  
Essay 2 (Type: \_\_\_\_\_): TA\_\_\_\_/9, CC\_\_\_\_/9, LR\_\_\_\_/9, GRA\_\_\_\_/9 = \_\_\_\_/9  
Essay 3 (Type: \_\_\_\_\_): TA\_\_\_\_/9, CC\_\_\_\_/9, LR\_\_\_\_/9, GRA\_\_\_\_/9 = \_\_\_\_/9

WEEKLY AVERAGE: \_\_\_\_/9 = Band \_\_\_\_

STRENGTHS DEMONSTRATED:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

AREAS FOR IMPROVEMENT:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

GOAL PROGRESS:

Goal 1: \_\_\_\_\_ (✓ Achieved / → In Progress / ✗ Needs Focus)  
Goal 2: \_\_\_\_\_ (✓ Achieved / → In Progress / ✗)