

IELTS™

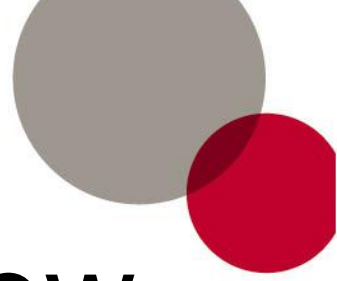
IELTS Teacher Workshop

Beijing

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www.chinaielts.org





Key Term: Clear overview

An overview will clearly summarises **the most significant trends or features** from the data or information in the diagram.

It is NOT simply an introduction to the topic.

In a description of a process, the overview might identify the key stages in the process – i.e. how many, what are each broadly.

Key Term: referencing

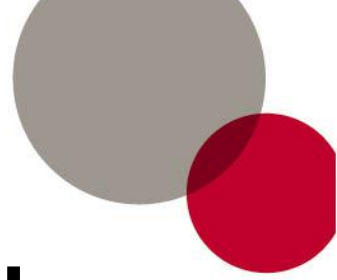
This helps cohesion, by avoiding repetition with the **use of various types of pronouns:**

- **personal pronouns:** *I, my, you, he, she, he, it, they, we, our, ours, us ... etc*
- **demonstratives:** *this, that, these, those*
- **locative adverbs:** *here, there*
- **temporal adverbs:** *now, then, before, after, later, earlier, sooner*

Key Term: substitution

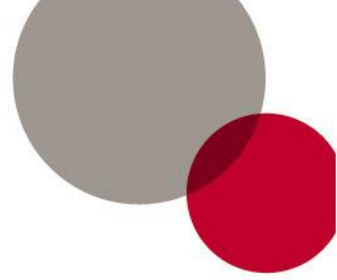
This helps cohesion, by avoiding repetition with **the replacement of one word or phrase**:

- **synonym**: *learning institutions* (universities, schools); *citizens* (people)
- **superordinate**: *animal* (lion), *child* (girl)
- **arithmetic**: *one, some, all, none, few, many, several, both, latter, former, tons of*



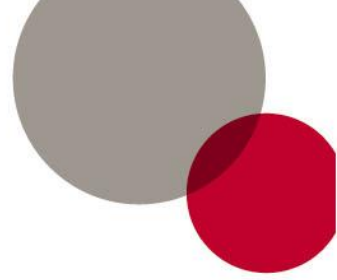
Key Term: word formation

- The basic part of any word is the root;
- you can add a prefix at the beginning and/or a suffix at the end to change meaning
- e.g. "unflattering" the root is "flatter," prefix "un-" makes the word negative, and the suffix "-ing" changes it from a verb into an adjective



Key Term: complex sentences

- These combine independent clauses or sentences
- These are often linked by various **linking words** and **expressions**, or **punctuation devices** (especially commas)



“Gap fill”

- Target grammar/vocab in context
- Check understanding/discovery learning
- Listening, reading (eg text summary) or writing practice (eg linking words)
- Variation: word derivations from root

Script 1: Cinema Attendance



Step 1

- overall score
- rationale (considering all 4 criteria)

Step 2



- exchange ideas with group
- report back briefly

Official comments:

		
TA	<p>addresses the requirements;</p> <p>key features + overview presented</p>	<p>clearer highlight & more support required;</p> <p>more comprehensive overview → higher band;</p>

Overall it seems the younger age people, the more going to cinema.

Official comments:



		
C & C	<p>info well-organised; clear overall progression; some effective use of cohesive devices;</p>	<p>limited use of reference and substitution;</p>

but, while, overall,

*while the one of 35 to 49
year olds people will
increase and get higher
than the other one*

Official comments:





		
LR	<p>vocab adequate for task;</p> <p>good word form & spelling;</p>	<p>vocab range not wide;</p> <p>Clumsy noun phrases → limited flexibility;</p>

approximately 90%, It is predicted, has been slightly going up, overall.

middle age groups people, 35 to 49 year olds people

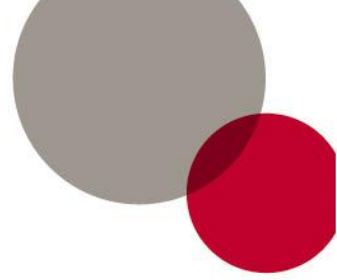
Official comments:

		
G R A	attempts to use simple & complex sentences;	control variable; grammatical errors intrusive; limited integration of figures.

The middle age groups people have been going cinema between 60% to 80%.

Overall it seems the younger age people, the more going to cinema.

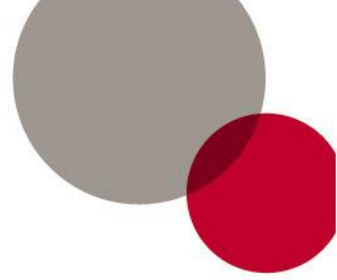
The middle age groups people have been going cinema between 60% to 80%



Official score:



Band 5.5

Weakness in grammatical range and control prevents this script from reaching band 6





Script 2: Brick Manufacturing

Official comments:

		
TA	Process adequately described;	inappropriate format at times; some irrelevant info included; no clear overview;

e.g. letter-style opening and personal comments

Official comments:

		
C & C	<p>info logically organised; clear progression throughout; appropriate use of a range of cohesive devices;</p>	<p>occasional errors in referencing and linking; better paragraphing would've helped;</p>

starts with after which then

After the pre-set drying time...

The bricks are first put in moderate heat...

This is the final heating or cooking stage so to speak for the bricks.

Official comments:





L R	a wide range of sophisticated lexis used with precision;	occasional flaws in word choice;

*a digger similar to a crane ..
to separate unwanted silt
and impurities ...
strained clay...
removing the rough edges...
carefully pack ...
so to speak ...
large container vans ...*

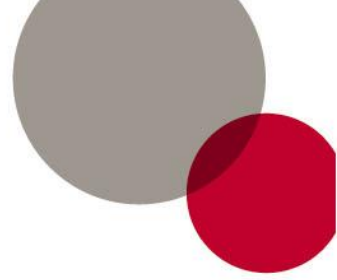
*orphisticated,
some of the clays*

Official comments:

		
G R A	a wide range of structures used fluently; majority sentences error-free;	occasional slight errors;

While it is still soft, wire cutters are used to perfectly cut the bricks, removing the rough edges.

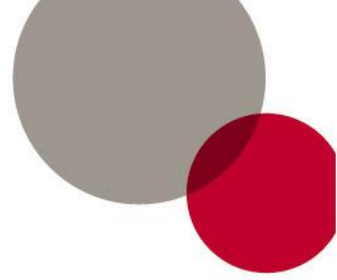
For the bricks, just beside the kiln is the cooling chamber which is made up of large steel where the bricks will stay for about 48-72 hours.



Official score:



Band 7

In spite of the high level of language proficiency, the flaws in format and organisation limit the rating for this script to Band 7.

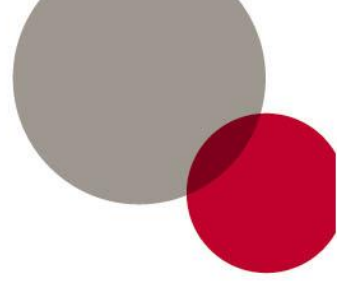


Script 3: Brick Manufacturing



Official comments:

		
T A	basic process accurately described;	fails to present overview; 1st sentence causing confusion; key features not adequately covered;

e.g.. Step 1





Official comments:

		
<p>C & C</p>	<p>clear overall progression; effective user of linkers and sequencers; examples of substitution and referencing;</p>	<p>mechanical use of linkers and sequencers; sentences not well-linked;</p>

*first of all,
then,
finally*

Official comments:



		
L R	A range of vocabulary is attempted; vocab minimally adequate for task;	inappropriate word choices; Frequent spelling errors

*small shaped figures,
type of sticky earth,
sand gives the texture,
consumption,*

*threw them on the roller,
When the figures have
got their shape*

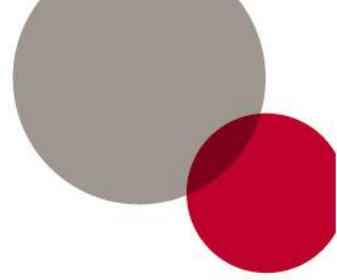
*untill,
temprature,
consumption (consumer)*

Official comments:

		
G R A	Some attempts at subordination and complex nominalisations;	Generally structures limited with frequent errors; Variable control of complex structures

relative clauses- *which are used for building;*
 adverbial - *When the figures have got their shape;*

When the figures have got their shape, these items can be put in drying oven, where they are stayed for 24-48 hours



Official score:

Band 5

Overall this is a good example of a Band 5 performance.

Summary of examiners feedback

- **Task achievement**
- **Grammatical range
and accuracy**
- **Lexical resources**



Tips: write effective Task 1 responses

- 1. Select the right information – identify significant data/main trend(s)



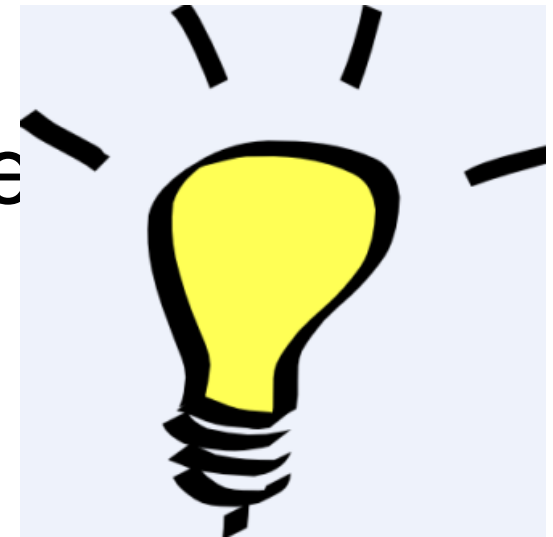
Tips: write effective Task 1 responses

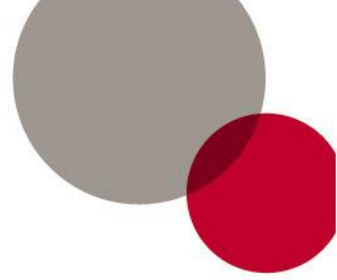
- 2. Avoid repetition of grammar and vocabulary – use variety of verbs and adjectives to demonstrate range



Tips: write effective Task 1 responses

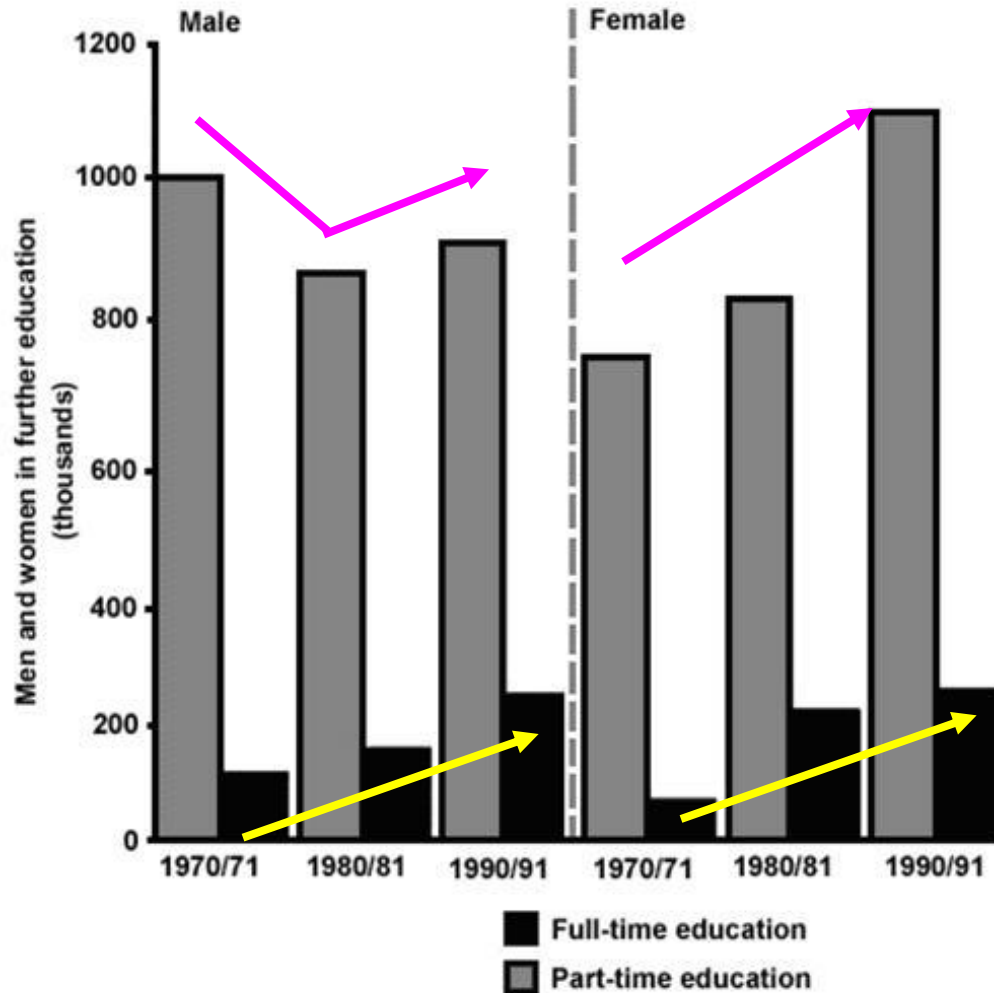
- 3. Practice rewriting –
broaden range of language
ensure points clear &
relevant, tidy up errors

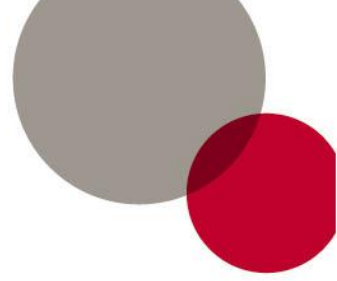




Activity 1: *selecting key info*

Activity 1 : *selecting key info*

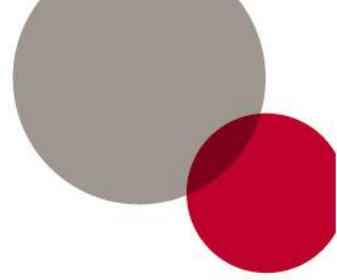




Activity 2:

Writing a strong overview





Activity 2:

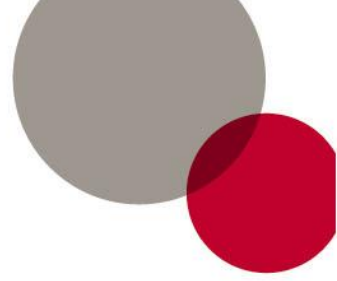
Writing a strong overview

Official IELTS Practice Material book

- page 66: Sample Response 3
- page 64: Sample Response 1

Just an example...

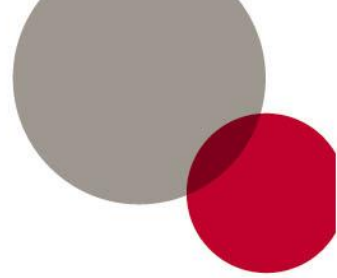
The bar chart shows the trends of further education in Britain over 3 decades. It is apparent that participation of both men and women in full-time education have increased over this time period. However, there appears to be an overall drop in the proportion of number of men entering part-time education, compared to a steady increase in the number of women entering the same arena.



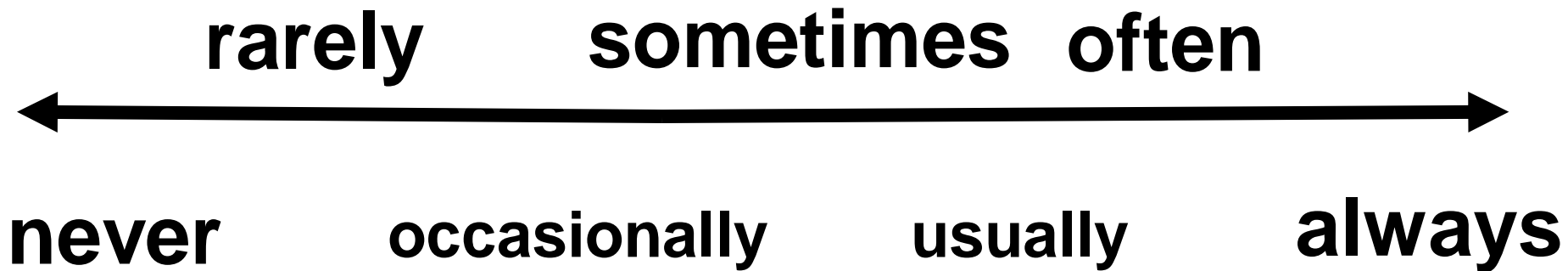
Activity 3: *expanding lexis*

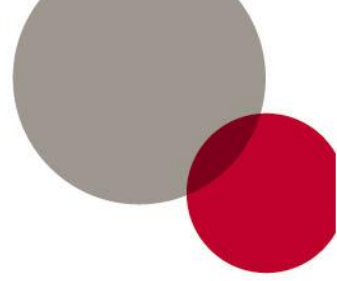


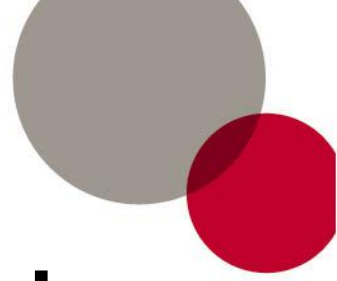
* Handout 8



Cline: degrees of meaning







Cline: degrees of meaning

hot mild cool chilly

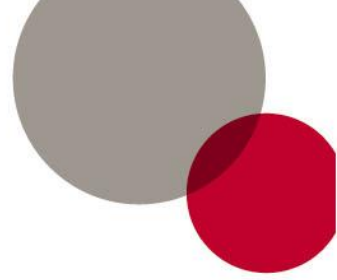


boiling

warm

cold

freezing



“Clines”

- Signify difference in degrees
- Adverbs of frequency
- Formal to informal

Running dictation

Step 1

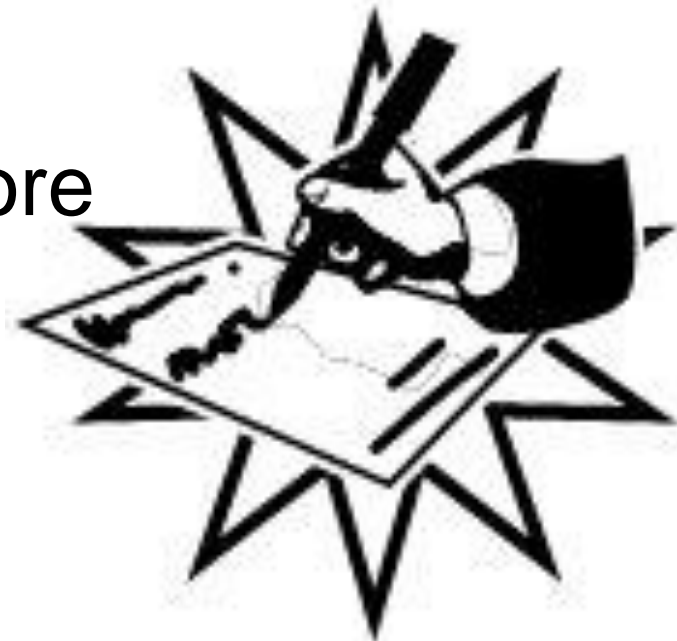
- Dictate sentence one by one to your team
- Only ONE member can be running at any one time
- Do not look at handbook!
- **First group with 8 full sentences wins!**

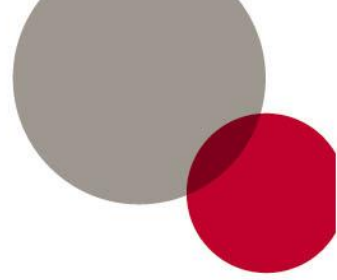


Running dictation

Step 2

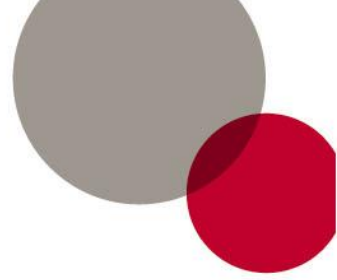
- Decide which assessment criteria each sentence refers to
- Then decide which band score each sentence refers to



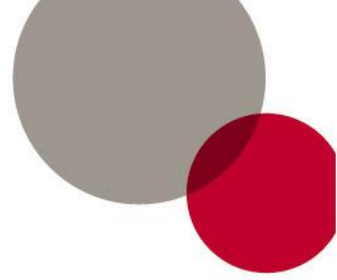


“Running dictation”

- Energiser/Fun activity
- Reinforces team work
- Writing tasks eg re-arrange sentences
- Introduce speaking expressions
- Questions to check/test learning
- Pre-reading sentences



IELTS Writing: Applying Task 2 Band Descriptors



Script 1: Upbringing

Step 1



- overall score
- rationale (considering all 4 criteria)

Step 2

- exchange ideas with group
- report back briefly

** Handout 10, 11*



Official comments:

		
T R	arguments well developed; clear position;	intro copied from rubric; lack of conclusion;

established by paragraph 1

Official comments:





		
C & C	<p>clear progression, good arrangement of opposing arguments; referencing usu. accurate & effective;</p>	<p>better paragraphing needed; better use of linkers would've improved cohesion;</p>

*this is because,
the problem is ...,
this kind of family*

*on the contrary is one
rare good example or the
linker;
could have been better
used - oppose to it*

Official comments:





		
L R	vocab sufficient with some flexibility; less common / idiomatic phrases used; good range of vocab;	word choice not always precise; lack of ability to paraphrase;

*put food on the table,
see the reality and embrace it,
the basic necessity of
compassion, the source of
happiness*

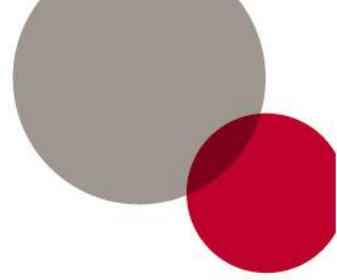
*(children) are raise in a
certain psychological values*

Para. 1: repetition from
rubric

Official comments:

		
G R A	use of a range of structures;	regular errors although not impeding communication;

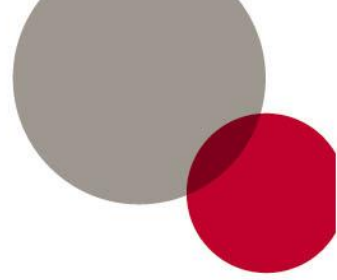
the money is easily gave to them as if everyday are their birthday



Official score:

Band 6



A generally good response to the task, but the weaknesses in organisation and grammatical control limit the rating to band 6.



Script 2: International Tourism



* *Handout 12*

Official comments:

		
T R	address both aspects of task; a clear position throughout; main ideas clear & relevant;	supporting ideas lacking focus;

as in the opening of paragraph 2

Official comments:

		
C & C	ideas well-organised; clear overall progression; a range of cohesive devices used effectively;	minor lapses in progression where points are not well- integrated into the argument under-use of connectives and substitutions & lapses in referencing;

Referencing

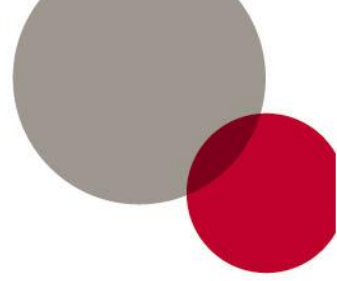
It (tourism) brings cultures and people closer,

This (interaction between cultures) is a good opportunity....,



People travel... → We travel....

e.g. paragraph 2

overuse of “tourism”





Official comments:

		
L R	<p>a good range of vocab used with flexibility and precision; good awareness of style and collocation;</p>	<p>occasional awkward expressions/ inappropriate word choice;</p>

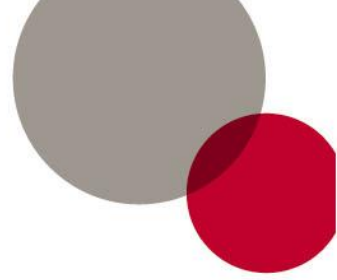
People can adhere to their own beliefs, forcefully influence , increasing usage , times can be allocated, (tourism) is a “win-win” exchange process.

specially → especially, vehicles used for tours and rent

Official comments:

		
G R A	a good range of sentence structures used highly accurately;	minor systematic errors; punctuation errors at times;

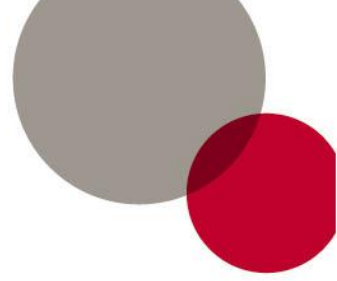
e.g. capital letter
sometimes used after
semi-colon



Official score:

Band 7



Strong lexical resource compensates for flaws in the organisational features, so overall it's a good example of Band 7.



Script 3: International Tourism



* *Handout 13*

Official comments:

		
T R	topic addressed; relevant position expressed; ideas evidently relevant;	rubrics directly copied as intro leading to underlength; sometimes ideas insufficiently developed or unclear;

as in paragraph 3

Official comments:

		
C & C	some effective use of a range of cohesive devices, incl. referencing;	some mechanical over-use of liners; paragraphs sometimes too short and inappropriate;

But on the other hand,



To sum up,

Some of them (tourists),

They (tourists) need to know that...

firstly, secondly, furthermore



Official comments:

		
L R	a range of vocab attempted; adequate for a good response;	vocab control weak; frequent spelling errors;

*function properly,
lie on the beach,
not the only beings on the
planet,
flora and fauna*

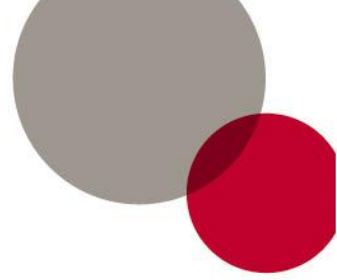
*living garbage,
people just can't pass,
seilomens,*

Official comments:

		
G R A	a mix of simple and complex structures with frequent subordinate clauses;	control of complex structures variable; errors noticeable;

people must realise that there is something else besides them

These countries without support of tourists wouldn't be able to function properly



Official score:

Band 5

Although there are some features of a higher band in this script, flaws in the task response and the use of vocabulary limit this to Band 5.

Summary of examiners feedback

- **Task response**
- **Grammatical range
and accuracy**
- **Lexical resources**



* *Handout 15*

Tips: write effective Task 2 responses

- Analysing the essay question
 - key words/phrases
 - synonyms for each key words /phrases
 - Paraphrasing the question using the synonyms



Tips: write effective Task 2 responses

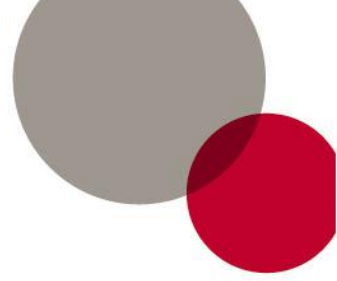
- Including complex sentences
 - Don't repeat words
 - Change words if necessary
 - Add words to connect ideas (e.g. relative pronouns such as *that, who, which*)



Tips: write effective Task 2 responses

- Encourage substitution exercises





Activity 1: *analysing the task*



** Official IELTS Practice Materials 2*

Activity 1: *analysing the task*

➤ key words/phrases?



* *Handout 17*

Activity 1:

analysing the task

Some people think that **strict punishments** for **driving offences** are the key to **reducing traffic accidents**. Others however believe that other **measures** would be more **effective** in **improving road safety**.

Activity 1:

analysing the task

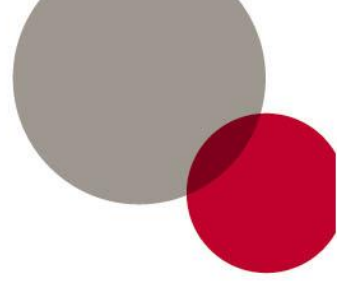
- key words/phrases
- synonyms for each key words /phrases?

* *Handout 17*

Activity 1:

analysing the task

- strict punishments ⇒ severe penalties
- driving offences ⇒ road infringements
- reducing traffic accidents ⇒ lowering the number of car crashes
- effective ⇒ useful
- improving road safety ⇒ reducing the dangers of driving

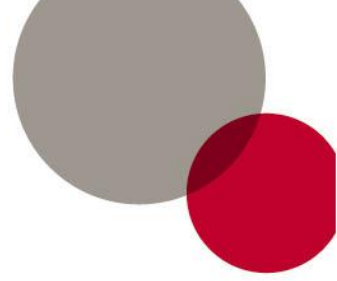


Activity 1:

analysing the task

- key words/phrases
- synonyms for each key words /phrases
- paraphrasing the question using the synonyms?

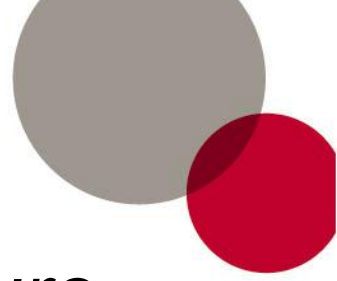
* *Handout 17*



Activity 1:

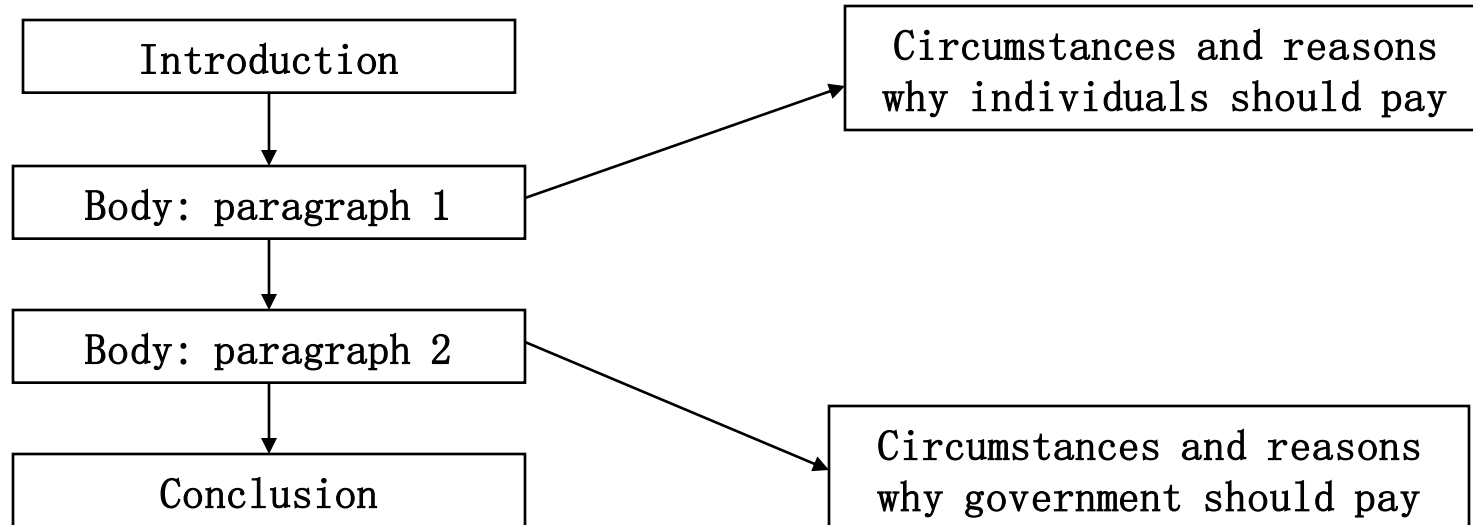
analysing the task

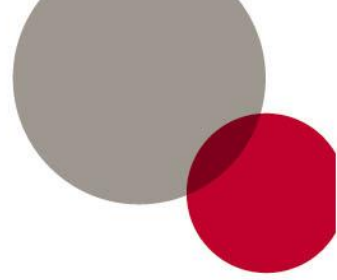
It is possible that severe penalties for road infringements may lead to the lowering of the number of car crashes. On the other hand it could be that alternative policies may be useful in reducing the dangers of driving.



Activity 1: *analysing the task* – *structure*

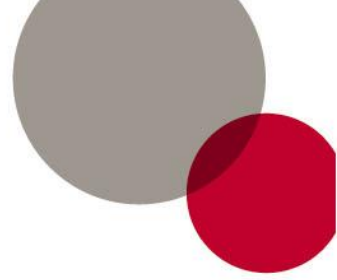
The costs of medical health care are increasing all the time. Governments are finding it difficult to balance the health care budget. Should citizens be totally responsible for their own health costs? Discuss.





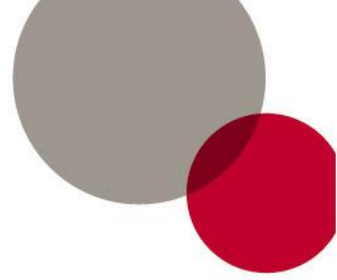
Activity 2: *Developing complex sentences*

* *Handout 17*



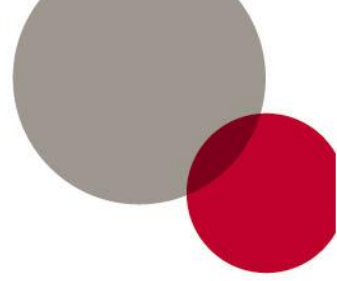
People all over the world like to build their houses, in many shapes and sizes. These houses can be made of a variety of materials, which include grass, wood, steel, stone, plaster or concrete, or other materials. The construction of these may be simple or complex, but often needs adapting to the climate, the materials available and the skill of the workers.

The construction may be simple or complex.
Construction must be adapted to the climate.
Construction must be adapted to the materials available.
Construction must be adapted to the skills of the workers.



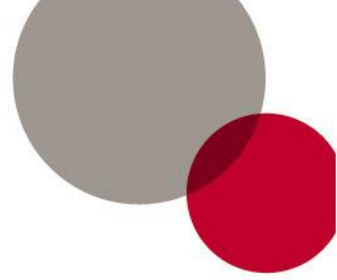
Activity 3: *promoting lexis range using substitutions*

* *Handout 17*



A Nice Story





A Nice Story

It was a **nice** day so Mary decided to go for a **nice** walk in the **nice** park near her house. She thought it was a **nice** idea to phone her friend Jenny so that after their **nice** walk they could go for a nice coffee in one of the **nice** cafés which were near the edge of the town.