Speaking and writing

Find someone who...
Find someone who...

... has a daughter

- ask someone the question …
- if A say “yes”, then …
- if A says “no”, then …

IMPORTANT:

- get as many different names as possible
- write down some details if you find someone!

---

In your handout...

<table>
<thead>
<tr>
<th>Find someone here who...</th>
<th>Name</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 has a daughter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 has won a medal for something</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 ......</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 ......</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Welcome to the workshop!

Main aims

By the end of this workshop, you’ll have...

• a stronger understanding IELTS criteria for assessing Speaking and Writing
• practical ideas to help Chinese students improve based on some direct feedback from our IELTS Examiners in China
• useful, up-to-date official IELTS information and resources.
A few workshop “rules”

IELTS Speaking: understanding the band descriptors
In this session, you’ll...

Pre-workshop task #1
What are the four criteria used to assess Speaking?
IELTS Speaking

Group work: matching

Step 1:

<table>
<thead>
<tr>
<th>Fluency and coherence</th>
<th>Lexical resource</th>
<th>Grammatical range and accuracy</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Group work: matching**

**Step 2:**

<table>
<thead>
<tr>
<th>Fluency and coherence</th>
<th>Lexical resource</th>
<th>Grammatical range and accuracy</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Pre-workshop task #2:**

**Key Terms**

<table>
<thead>
<tr>
<th>Terms</th>
<th>Definition</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>collocation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>paraphrasing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cohesion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>coherence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>discourse markers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Paraphrase

It went reasonably ok, not too good but not too bad.

It’s not very warm here, is it?

You’re right. It’s ________!
Range of vocabulary

Less common lexical items = be precise:

► It’s **very hot** today!
  ► sweltering
  ► scorching
  ► boiling
  ► sizzling
  ► blistering
Collocation

<table>
<thead>
<tr>
<th>Type</th>
<th>Phrase</th>
<th><strong>Verb</strong></th>
<th><strong>Noun</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>verb-noun</td>
<td>make progress</td>
<td>do progress</td>
<td></td>
</tr>
<tr>
<td>verb-prep.</td>
<td>make progress in</td>
<td>make progress about</td>
<td></td>
</tr>
<tr>
<td>prep.-noun</td>
<td>in agony</td>
<td>with agony</td>
<td></td>
</tr>
<tr>
<td>adj.-noun</td>
<td>excruciating pain</td>
<td>excruciating agony</td>
<td></td>
</tr>
</tbody>
</table>

Cohesion

Firstly I am very happy to receive this award. Additionally, I would like to thank my colleagues -- without them I wouldn't be standing here accepting this.
Cohesion

Firstly I am very happy to receive this award. Additionally, I would like to thank my colleagues -- without them I wouldn't be standing here accepting this.

Discourse markers

...thank you. Now, can I get you anything else?

Well, do you have those brown ones in the same size as these?

Actually, we sold the last pair just this morning, I’m afraid.
Pre-workshop task #3: pronunciation features

1) Chunking
Talking for a few seconds followed by a pause of a second, then another burst of speech, is an effective way to deliver a talk or speech.

2) Elision
The omission of one or more sounds (such as a vowel, a consonant, or a whole syllable) in a word or phrase, producing a result that is easier for the speaker to pronounce. A common example is in contractions.

3) Connected speech
Spoken language in which the words join to form a connected stream of sounds. Some sounds in words may be left out or may be pronounced in a weak way.

4) Schwa
A very short unstressed vowel sound, also known as weak forms

Any Talking Wall Questions?
Speaking assessment challenge!
In this session, you’ll:

• see all three parts of the speaking test
• explore the band descriptors by identifying different candidates’ proficiency levels
• compare your ideas with the official comments to help you ‘tune into’ the band descriptors.

Your challenge

1) Listen to each student. Use the band descriptors to help you describe each student’s language use.

2) Decide on their strengths and their area for improvements.
Candidate 1: Part 1

On your handout...Step 1

➢ rationale (considering all 4 criteria)

Candidate 1: Part 1

Your task – step 2

➢ exchange ideas with group
➢ report back briefly
On your flipchart...

<table>
<thead>
<tr>
<th></th>
<th>Cdd 1</th>
<th>Cdd 2</th>
<th>Cdd 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>FC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GRA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pron</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Official comments:

<table>
<thead>
<tr>
<th></th>
<th>😊</th>
<th>😞</th>
</tr>
</thead>
<tbody>
<tr>
<td>FC</td>
<td>responds directly to Qs; some discourse markers used effectively;</td>
<td>not willing to respond at length; many short answers; some hesitations; occasional loss of coherence;</td>
</tr>
</tbody>
</table>

*loud... because... annoying sometimes.*
**Official comments:**

<table>
<thead>
<tr>
<th></th>
<th>![Smiley]</th>
<th>![Sad]</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LR</strong></td>
<td>use vocab effectively for a range of topics; appropriate noun modification; use of less common expressions</td>
<td>only quite simple vocab; some inappropriate use of vocab</td>
</tr>
</tbody>
</table>

*I’ve got my own room; Once in a while; Really unclear; Nearly everyone; It’s always good to…*  
*They’re trying us to speak…*

---

**Official comments:**

<table>
<thead>
<tr>
<th></th>
<th>![Smiley]</th>
<th>![Sad]</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GRA</strong></td>
<td>tends to keep to simple structures with high level of accuracy;</td>
<td>hardly any examples of of complexity; many sentences incomplete;</td>
</tr>
</tbody>
</table>
Official comments:

| Pron | clear throughout | only minor mispronunciation; (because of short response) insufficient evidence of a wide range of phonological features to convey meaning |

Band achieved: Band 5.5

In spite of her confidence, she does not demonstrate the features of performance that are necessary to reach band 6.
Candidate 2: Part 2
A well-known person

Official comments:

<table>
<thead>
<tr>
<th></th>
<th>🧡</th>
<th>😞</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>able to speak at length without loss of coherence; not much repetition; info appropriately sequenced; ideas linked with a range of discourse markers;</td>
<td>Although some hesitations and reformulations,…</td>
</tr>
</tbody>
</table>
### Official comments:

<table>
<thead>
<tr>
<th></th>
<th>😊</th>
<th>😞</th>
</tr>
</thead>
</table>
| **L R** | a wide range of vocab used, incl. less common items; with flexibility and awareness of collocation; *legend, background, inspired, creativity, style*  
*pop icon, fight for their rights* | inappropriate word choices at times (but not impeding comprehension); |

<table>
<thead>
<tr>
<th></th>
<th>😊</th>
<th>😞</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GRA</strong></td>
<td>a wide range of complex structures and clauses embedded with some flexibility; frequent error-free structures;</td>
<td>Although tenses not always accurate…</td>
</tr>
</tbody>
</table>
### Official comments:

<table>
<thead>
<tr>
<th>Pron</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>only mispronounces individual words; speech largely clear;</td>
<td>strong accent; regular ‘f’ for ‘th’; Although stress patterns sometimes distorted by intrusive fillers;</td>
</tr>
</tbody>
</table>

*leegend, founds (funds) ehm*

### Band achieved:

**Band 6.5**

Lack of acceptable phonological features – limiting his rating for pronunciation
Candidate 3: Part 3 Hobbies

Official comments:

<table>
<thead>
<tr>
<th></th>
<th>🎉</th>
<th>😞</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FC</strong></td>
<td>able to keep going; willing to give long answers; a wide range of discourse markers used;</td>
<td>sometimes not directly answering Qs; some hesitations and repetitions; but not always appropriately or accurately used;</td>
</tr>
</tbody>
</table>

*But on the other side; In nearest future;*
### Official comments:

<table>
<thead>
<tr>
<th>L</th>
<th>vocab sufficient to discuss at some length; generally conveys ideas and opinions effectively</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td>In spite of some uncertainty in vocab use; and some inaccurate word choice</td>
</tr>
</tbody>
</table>

*how to say?*

*It's of course not very well for family and for health*

<table>
<thead>
<tr>
<th>G</th>
<th>attempts to use a mix of simple and complex structures; But range of structures sufficient for the higher band;</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td>control of grammar rather variable; omission of words; minor errors quite often; Grammatical control is the weakest aspect in this part</td>
</tr>
</tbody>
</table>

*Towards the end of the test*
Official comments:

| Pron | Generally clear; maintains effective use of stress, rhythm and intonation | Occasional mispronunciation of individual sounds or incorrect word stress; |

Pronunciation is his best feature.

Band achieved:

Band 6
Candidate 4: Part 3 Hobbies

Official comments:

<table>
<thead>
<tr>
<th>F C</th>
<th>can maintain flow of conversation without noticeable effort uses a range of reference markers fluently and naturally</th>
</tr>
</thead>
<tbody>
<tr>
<td>F C</td>
<td>In spite of slow delivery with some hesitation limited topic development; not extending response sufficiently to reach a higher band</td>
</tr>
</tbody>
</table>

*It’s likely that they will…*

*So that helps.*
**Official comments:**

<table>
<thead>
<tr>
<th>L</th>
<th>R</th>
<th>🎨</th>
<th>😞</th>
</tr>
</thead>
<tbody>
<tr>
<td>L</td>
<td>vocab appropriate good collocation and idiomatic usage (but not frequent enough to reach a higher band)</td>
<td>not an extensive range; sometimes not well-integrated; awkward expressions</td>
<td></td>
</tr>
</tbody>
</table>

**the job ladder**

*Everything in excess is not good; Want to go higher, higher on the job ladder*

---

**Official comments:**

<table>
<thead>
<tr>
<th>G</th>
<th>R</th>
<th>🎨</th>
<th>😞</th>
</tr>
</thead>
<tbody>
<tr>
<td>G</td>
<td>a range of structures used high accuracy</td>
<td>not enough complexity to raise band to higher; stays within a safety zone and thus affecting range of structures;</td>
<td></td>
</tr>
</tbody>
</table>

---
## Official comments:

<table>
<thead>
<tr>
<th>Pron</th>
</tr>
</thead>
<tbody>
<tr>
<td>very little L1 impact able to use a wide range of phonological features to convey meaning effectively and to make precise distinctions</td>
</tr>
</tbody>
</table>

*it’s not *that* difficult to play

*more* popular vs. *most* popular

## Band achieved:

Band 7

A high-level candidate who seems to play safe. In doing so, he fails to produce sufficient language for a higher band
Any Talking Wall Questions?

Break for lunch. Be back at 13:15!

BON APPETIT
Welcome back from lunch!

We’ll start at 13:15

IELTS Speaking: Target 6.5
In this session, you’ll…

Three priority areas for Chinese candidates

5.5  ?  6.5
How do you manage expectations for students who are below Band 5?

- Have to be realistic – there’s no magic solution, no shortcuts
- Need to improve communicative ability to do better in IELTS
- Promote what is best for the long-term interests of students.

“From your experience of assessing Chinese L1 candidates, what are the three most common areas they need to develop in speaking in order to get reach band 6.5+ as opposed to 5.5 or 6.0?”
Examiner C

Summary of examiners’ feedback

- Fluency and coherence
- Overall need for flexibility
- Pronunciation
“Why do Chinese students score the lowest in speaking?”

- Don’t develop communicative skills
- Speaking opportunities too limited
- Lack exposure to listening and speaking
- Comes down to practice, no short-cuts

Tips:
improve speaking at length and with natural rhythm
What is “speaking at length”?

Tips: “speaking at length”

- Facilitate practice
- Raise confidence
- Develop strategies
Activities:
improve speaking at length
+
with natural rhythm

Just a minute
“A childhood best friend”

“Your favourite hobby”
Just a minute

- What’s the purpose of this activity?
- How can you facilitate this activity in your classroom? What are the key steps?

Develops confidence
Develops fluency
Mirrors Part 2
Regular activity (e.g. beginning classes)
Gradually increase difficulty e.g. length, topic, preparation etc.
“I don’t know how to control the class while letting students speak a lot. It seems no progress was made.”

- there is no short-cut to practice
- students need to know their role in an activity and what the task/target is
- progress is not always obvious – fluency activities allow for *acquisition* of language

Any Talking Wall Questions?
Watching TV is good for children’s development
Government should ban smoking in public

Hot topic

- What’s the purpose of this activity?

- How can you facilitate this activity in your classroom? What are the key steps?
Hot topic

- Encourages idea development
- Discussion similar to Part 3
- Vary procedure e.g. preparation time
- Choose debating topics
- Do in pairs or small groups

“What’s the best way to develop fluency?”

- Do some pre-speaking tasks to help weaker students focus on the vocabulary of the topic
- Include free speaking activities and use delayed correction techniques
- Use exercises like Hot topic and Just a minute
- Develop confidence using pair and group work.
“Where do you draw the line with mistakes that might form bad speaking habits?”

- Fluency normally priority over accuracy, especially if developing confidence
- Teachers can still note errors and highlight or discuss after activity to help awareness
- Jump in when major errors obstruct comprehension
Vocabulary

1. accuracy
2. collocation
3. error
4. intonation
5. paraphrase
6. lexis

Vocabulary

1. idiom
2. coherence
3. flexibility
4. fluency
5. conjunction
6. chunking
Hot seat

- What’s the purpose of this activity?

- How can you facilitate this activity in your classroom? What are the key steps?

- Revises/recycles vocabulary
- Natural paraphrase practice
- Decide target vocabulary
- Group vocabulary in themes
Singing English
Singing English

... new vocabulary... and grammar... lots of culture ... and rhythm!!!

What’s the purpose of this activity?

How can you facilitate this activity in your classroom? What are the key steps?
“We can’t do these exercises in big classes.”

- Done in classes of 100+ students
- Set up carefully, do demonstrations
- Teachers monitor, encourage, note errors

“My students refuse to talk. At best, they only say very short answers.”

- Build confidence e.g. praise students for communicating and don’t correct them
- Help them understand that communication is important and they can give their ideas
- Give practice, practice and more practice!
Useful resources for students and teachers

Exam teaching
Diagnostic work
Learner training

IELTS

Resources

流利性与连贯性
内容的丰富性
语法多样化与准确性
发音

口语评分标准视频
关于新版雅思之路

由英国文化协会推出

三个版本：
体验版、冲刺版和完整版

官方在线备考和练习资源

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官方在线备考和练习资源
<table>
<thead>
<tr>
<th>Paper</th>
<th>Content</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Reading</td>
<td>40 questions</td>
<td>60 minutes</td>
</tr>
<tr>
<td>Academic Writing</td>
<td>2 tasks</td>
<td>60 minutes</td>
</tr>
<tr>
<td>General Training</td>
<td>40 questions</td>
<td>60 minutes</td>
</tr>
<tr>
<td>General Training</td>
<td>2 tasks</td>
<td>60 minutes</td>
</tr>
<tr>
<td>Listening</td>
<td>40 questions</td>
<td>approx. 30 minutes plus 10 minutes transfer time</td>
</tr>
<tr>
<td>Speaking</td>
<td>3 parts</td>
<td>11-13 minutes</td>
</tr>
</tbody>
</table>

IELTS Preparation Materials

Details of each paper:
- Academic Reading: 40 questions, 60 minutes
- Academic Writing: 2 tasks, 60 minutes
- General Training: 40 questions, 60 minutes
- General Training: 2 tasks, 60 minutes
- Listening: 40 questions, approx. 30 minutes plus 10 minutes transfer time
- Speaking: 3 parts, 11-13 minutes
IELTS: Resources

IELTS Academic Reading Task Type 4 (Matching Information) Activity
A series of activities to introduce, understand and practice task type 4, focusing on understanding the task, paraphrasing language in the task, doing the task and reflecting about the task after it has been completed.

IELTS Speaking Part 1
An activity to introduce Speaking Part 1, focusing on what this part of the exam involves and the topics covered and to give students

IELTS: Advice for Teachers

Advice for Teachers
Here teachers can find useful advice and information to help them prepare their candidates for this paper.

Developing General Speaking Skills
There are many ways of helping students to develop their speaking skills in English, for example:

- Make sure your students always speak English in the classroom, and as much as possible outside it. Use English yourself at all times with your students.
- When checking answers:
  - when giving feedback;
  - outside the class - before and after class.
- Integrate speaking skills into other class work. This will improve students' confidence and ' loosen their tongues', as well as give them practice in using their grammatical and lexical knowledge in context on a new topic and less from reading and listening.
IELTS

LearnEnglish 网站

learnenglishteen.britishcouncil.org.cn
Top Tips for IELTS

- Written by Cambridge ESOL
- Tips on all 4 skills, plus general
- Examples and explanations to flesh out each tip
- Interactive CD-ROM with sample answers for Writing and Speaking