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

* Handout 3,4
Official comments:

<table>
<thead>
<tr>
<th></th>
<th>😊</th>
<th>😞</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TA</strong></td>
<td>addresses the requirements; key features + overview presented</td>
<td>clearer highlight &amp; more support required; more comprehensive overview → higher band;</td>
</tr>
</tbody>
</table>

*Overall it seems the younger age people, the more going to cinema.*
Official comments:

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

*but, while, overall,*

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

<table>
<thead>
<tr>
<th>LR</th>
<th>vocab adequate for task; good word form &amp; spelling;</th>
<th>vocab range not wide; Clumsy noun phrases → limited flexibility;</th>
</tr>
</thead>
</table>

- Approximately 90%, It is predicted, has been slightly going up, overall.
- Middle age groups people, 35 to 49 years old
Official comments:

<table>
<thead>
<tr>
<th>GRA</th>
<th>attempts to use simple &amp; complex sentences;</th>
<th>control variable; grammatical errors intrusive; limited integration of figures.</th>
</tr>
</thead>
</table>

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:

<table>
<thead>
<tr>
<th></th>
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<th>😞</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TA</strong></td>
<td>Process adequately described;</td>
<td>inappropriate format at times;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>some irrelevant info included;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>no clear overview;</td>
</tr>
</tbody>
</table>

*E.g. letter-style opening and personal comments*
**Official comments:**

| C & C | Info logically organised; clear progression throughout; appropriate use of a range of cohesive devices; | occasional errors in referencing and linking; better paragraphing would’ve helped; |

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:

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>L</td>
<td>a wide range of sophisticated lexis used with precision;</td>
</tr>
<tr>
<td>R</td>
<td>occasional flaws in word choice;</td>
</tr>
</tbody>
</table>

- 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:

| GRA       | 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:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TA</strong></td>
<td></td>
</tr>
<tr>
<td>basic process accurately described;</td>
<td>fails to present overview; 1st sentence causing confusion; key features not adequately covered;</td>
</tr>
</tbody>
</table>

e.g. Step 1
Official comments:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>C &amp; C</td>
<td>clear overall progression; effective user of linkers and sequencers; examples of substitution and referencing;</td>
</tr>
<tr>
<td></td>
<td>mechanical use of linkers and sequencers; sentences not well-linked;</td>
</tr>
</tbody>
</table>

*first of all, then, finally*
## Official comments:

<p>| | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>L</td>
<td>A range of vocabulary is attempted; vocab minimally adequate for task;</td>
<td>inappropriate word choices; Frequent spelling errors</td>
</tr>
<tr>
<td>R</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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,**

**temperature, consumption (consumer)**
Official comments:

<table>
<thead>
<tr>
<th>G</th>
<th>Some attempts at subordination and complex nominalisations;</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td>Generally structures limited with frequent errors; Variable control of complex structures</td>
</tr>
<tr>
<td>A</td>
<td></td>
</tr>
</tbody>
</table>

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

* Handout 7
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

* Official IELTS Practice Material book
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
Cline: degrees of meaning

rarely    sometimes    often

never    occasionally    usually    always
Cline: degrees of meaning

- boiling
- warm
- cold
- freezing

hot — mild — cool — chilly
“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:

<table>
<thead>
<tr>
<th></th>
<th>smiley face</th>
<th>sad face</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>T</strong></td>
<td>arguments well developed; clear position;</td>
<td>intro copied from rubric; lack of conclusion;</td>
</tr>
<tr>
<td><strong>R</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

established by paragraph 1
Official comments:

<table>
<thead>
<tr>
<th></th>
<th>😊</th>
<th>😠</th>
</tr>
</thead>
<tbody>
<tr>
<td>C &amp; C</td>
<td>clear progression, good arrangement of opposing arguments; referencing usu. accurate &amp; effective;</td>
<td>better paragraphing needed; better use of linkers would’ve improved cohesion;</td>
</tr>
</tbody>
</table>

*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:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>L R</strong></td>
<td>vocab sufficient with some flexibility; less common / idiomatic phrases used; good range of vocab;</td>
</tr>
<tr>
<td></td>
<td>word choice not always precise; lack of ability to paraphrase;</td>
</tr>
</tbody>
</table>

**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:

<table>
<thead>
<tr>
<th></th>
<th>Use of a range of structures;</th>
<th>Regular errors although not impeding communication;</th>
</tr>
</thead>
<tbody>
<tr>
<td>G</td>
<td></td>
<td></td>
</tr>
<tr>
<td>R</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*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
Official comments:

<table>
<thead>
<tr>
<th>T</th>
<th>R</th>
<th>smiley</th>
<th>supporting ideas lacking focus;</th>
</tr>
</thead>
<tbody>
<tr>
<td>address both aspects of task; a clear position throughout; main ideas clear &amp; relevant;</td>
<td>as in the opening of paragraph 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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”

[www.chinaielts.org](http://www.chinaielts.org)
Official comments:

<table>
<thead>
<tr>
<th>L</th>
<th>a good range of vocab used with flexibility and precision; good awareness of style and collocation;</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td>occasional awkward expressions/ inappropriate word choice;</td>
</tr>
</tbody>
</table>

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.

www.chinaielts.org
**Official comments:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>G RA</strong></td>
<td>a good range of sentence structures used highly accurately;</td>
</tr>
<tr>
<td></td>
<td>minor systematic errors; punctuation errors at times;</td>
</tr>
</tbody>
</table>

- 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:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>T</strong></td>
<td>topic addressed; relevant position expressed; ideas evidently relevant;</td>
<td>rubrics directly copied as intro leading to underlength; sometimes ideas insufficiently developed or unclear;</td>
</tr>
<tr>
<td><strong>R</strong></td>
<td>as in paragraph 3</td>
<td></td>
</tr>
</tbody>
</table>
## Official comments:

<table>
<thead>
<tr>
<th>🎉</th>
<th>😞</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C &amp; C</strong></td>
<td>some effective use of a range of cohesive devices, incl. referencing;</td>
</tr>
</tbody>
</table>

*But on the other hand,*

*To sum up,*

*Some of them (tourists),*

*They (tourists) need to know that…*
Official comments:

| L | a range of vocab attempted; adequate for a good response; |
| R | 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:**

<table>
<thead>
<tr>
<th>🎉</th>
<th>❌</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>G</strong></td>
<td>a mix of simple and complex structures with frequent subordinate clauses;</td>
</tr>
<tr>
<td><strong>R</strong></td>
<td>control of complex structures variable; errors noticeable;</td>
</tr>
<tr>
<td><strong>A</strong></td>
<td></td>
</tr>
</tbody>
</table>

*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
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.

Introduction

Body: paragraph 1

Body: paragraph 2

Conclusion

Circumstances and reasons why individuals should pay

Circumstances and reasons why government should pay
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.
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.