

## Structures, lexis, functions and skills to be covered on the IELTS course

Please note – all examples are intended as a guide to the level of skills, structures and text types that are appropriate to introduce at this level. The examples are not intended to be exhaustive – actual examples will depend on the needs of the groups.

### Structures

Revision and extension of all previously covered structures according to the students' needs.

New structures to include	Please tick the items you have covered	Examples
Past Perfect Simple	<input type="checkbox"/>	By 2003 sales had risen threefold.
Present Perfect Simple	<input type="checkbox"/>	Since 2003 unemployment has halved.
Present Perfect Continuous	<input type="checkbox"/>	Production has been growing for three months running.
Present Simple for unchanging facts	<input type="checkbox"/>	Water freezes at 0° C.
Present Continuous for trends	<input type="checkbox"/>	People are now working longer hours than ten years ago.
Owing to/due to/as a result of/ in consequence/because of/on account of/on the back of	<input type="checkbox"/>	The temperature in large cities is higher because of large expanses of concrete and asphalt surfaces, which reflect sunlight.
Substitution with 'one' and 'that'	<input type="checkbox"/>	Everyone should replace their car with one that consumes less petrol. The rate of nonsmokers is double that of smokers.
Ellipsis in text	<input type="checkbox"/>	Parents should learn when to keep an eye on their children and when not to <del>keep an eye on them</del> .
Noun collocations	<input type="checkbox"/>	Drug abuse; team effort; crime rate
Tense simplification	<input type="checkbox"/>	You can communicate in English wherever you go (not will go)
Pronoun phrases	<input type="checkbox"/>	The person to <i>whom</i> I wrote was my supervisor.
Relative clauses (defining)	<input type="checkbox"/>	Cities whose populations exceed one million are categorized as megapolises. Students whose results are mediocre will find it challenging to get a place at university.
Relative clauses (non-defining)	<input type="checkbox"/>	In London, which has a population of over 7 million, the problem is much worse.
Infinitive replacing the relative clause	<input type="checkbox"/>	Men to score 60 points and over all show a higher than average degree of satisfaction.
'False' infinitive of purpose	<input type="checkbox"/>	In June shares plummeted to level off in late July.
Passive voice	<input type="checkbox"/>	Meat is then sliced and seasoned with herbs.
As .... As in comparative structures	<input type="checkbox"/>	Three times as many people commute to work as commute.
Sequencers	<input type="checkbox"/>	Initially / Next / At the next stage
Unreal past (subjunctive, 2 <sup>nd</sup> )	<input type="checkbox"/>	It is high time world governments took action.

conditional, etc)		Suppose you had to choose between career and family, which would you choose?
Participle clauses: -ing and -ed	<input type="checkbox"/>	Having been fitted with
Determiners and quantifiers	<input type="checkbox"/>	30 % fewer cars were sold the following year.
Predictions with 'set/anticipated/projected'	<input type="checkbox"/>	Sales are set to grow in the second half a year.

## Pronunciation

Pronunciation should be integrated and systematically taught throughout all lessons. Ensure when presenting new target language you pay sufficient attention to related phonological issues.

The schwa sound	<input type="checkbox"/>	
Final consonants	<input type="checkbox"/>	
Word stress	<input type="checkbox"/>	Philanthropy, biology, extraterrestrial, etc.
Sentence stress	<input type="checkbox"/>	
Contrastive stress	<input type="checkbox"/>	Reference letters <u>are</u> taken into consideration.
Diphthongs	<input type="checkbox"/>	E.g. in <i>coin, loud, side</i>

## Writing skills

Functions	Please tick the items you have covered	Examples
Paraphrasing statements	<input type="checkbox"/>	There has been gradual growth in sales. // Sales have seen a modest recovery.
Brainstorming	<input type="checkbox"/>	
Paragraphing	<input type="checkbox"/>	
Formulating topic sentences	<input type="checkbox"/>	
Developing topic sentences	<input type="checkbox"/>	
Ordering purpose and result	<input type="checkbox"/>	
Ways of describing data	<input type="checkbox"/>	
Refuting opposing arguments	<input type="checkbox"/>	
Giving and refuting opinions	<input type="checkbox"/>	
Writing introductions	<input type="checkbox"/>	
Writing conclusions	<input type="checkbox"/>	To sum up, it appears we all have responsibility for the future climate on our planet.
Avoiding absolute statements – using tentative language	<input type="checkbox"/>	There appears to be a gap between men's and women's salaries.
Separating other people's opinions from our own.	<input type="checkbox"/>	As is widely believed, nuclear power plants are the future in energy production. However, for my part, I cannot go along with this view.

## Speaking skills

Functions	Please tick the items you have covered	Examples
Making notes ahead of Part 2	<input type="checkbox"/>	- puppy - Birthday - Responsibility
Developing written notes	<input type="checkbox"/>	<i>The best present I have ever got was a puppy, which I'd wanted very badly since I can remember. They gave it to me on my 10<sup>th</sup> birthday, which is actually the only birthday I remember very clearly... Why it was important to me? Well, ...</i>
Structuring what you say using discourse markers	<input type="checkbox"/>	First of all; Secondly
Expressing certainty	<input type="checkbox"/>	I firmly believe that...
Expressing likes and dislikes	<input type="checkbox"/>	I am not a big fan of this type of holiday.

## Listening skills

Listening to multiple speakers	<input type="checkbox"/>	News programmes, TV and radio debates, talks
Making informed prediction based on grammatical and semantic context	<input type="checkbox"/>	

## Reading skills

Functions	Please tick the items you have covered	Examples
Identifying topic sentences	<input type="checkbox"/>	
Guessing words from the context	<input type="checkbox"/>	
Distinguishing fact from opinion	<input type="checkbox"/>	Debate / discursive argument
Identifying relevant information	<input type="checkbox"/>	Summaries/reviews
Style recognition	<input type="checkbox"/>	Formal, informal, humorous etc.
Skimming	<input type="checkbox"/>	
Scanning	<input type="checkbox"/>	
Identifying the writer's purpose	<input type="checkbox"/>	
Editing out repetition and Redundancy	<input type="checkbox"/>	
Matching headings to paragraphs	<input type="checkbox"/>	
Completing tables, diagrams, notes	<input type="checkbox"/>	
Reading for answers to multiple choice questions	<input type="checkbox"/>	

## Writing skills

In addition to the Upper - Intermediate list for writing, exam type skills for advanced level exams to be practised are as follows:

- greater focus on register and style in a variety of text types
- writing at speed under pressure – note taking, identifying key information
- purpose-based planning e.g. developing mind-maps, linear notes, scatter diagrams from brainstorming

Skills and sub-skills	Please tick the items you have covered	Example text types
Informal / formal register	<input type="checkbox"/>	Letters / comparative newspaper articles
Synonyms 7 antonyms	<input type="checkbox"/>	All
Text organisation	<input type="checkbox"/>	All
Development of discursive argument	<input type="checkbox"/>	Discursive composition
Presenting point of view	<input type="checkbox"/>	Discursive composition
Developing summary skills	<input type="checkbox"/>	Summary writing
Narrative development	<input type="checkbox"/>	Narrative composition
Taking notes	<input type="checkbox"/>	Study notes

## Vocabulary

Skills	Please tick the items you have covered	Examples
Prefixes	<input type="checkbox"/>	Anti-, pro-, bi-, auto-,
Adjectival, verbal and substantival suffixes	<input type="checkbox"/>	-ity, -ation, -ogy
Frequent collocations	<input type="checkbox"/>	Alcohol abuse; observe a trend; travel widely

## Suggested vocabulary areas

Religion	<input type="checkbox"/>
Politics	<input type="checkbox"/>
Media	<input type="checkbox"/>
Education and research	<input type="checkbox"/>
The environment	<input type="checkbox"/>
Body and spirit	<input type="checkbox"/>
Social issues	<input type="checkbox"/>
Scientific and medical vocabulary	<input type="checkbox"/>
Science	<input type="checkbox"/>
Describing trends and tendencies	<input type="checkbox"/>
21 <sup>st</sup> century lifestyles	<input type="checkbox"/>
Computer terms, technology	<input type="checkbox"/>
Phrasal verbs	<input type="checkbox"/>
Common collocations/ fixed phrases	<input type="checkbox"/>
Idioms	<input type="checkbox"/>
Colloquial expressions	<input type="checkbox"/>
Degrees of formality	<input type="checkbox"/>
Words easily confused/false friends	<input type="checkbox"/>
Synonyms and antonyms	<input type="checkbox"/>
Discourse markers, fillers etc.	<input type="checkbox"/>
The language of change	<input type="checkbox"/>
The language of cause and effect	<input type="checkbox"/>

The language of comparison and contrast

## **Learner training**

Keeping vocabulary records

Using a monolingual dictionary

Using the Collocations Dictionary

Using a thesaurus

Using other available resources e.g.

- Libraries (books, newspapers, magazines, DVD's, talking books)
- The internet
- Learning support
- London
- YouTube
- Social media (Facebook, Twitter, etc.)
- Mobile phone applications

Defining individual aims

Reflecting on learning

Attitudes to errors

Dealing with unknown vocabulary

Interpreting and using the IELTS writing/speaking band descriptors

### Exam preparation for the IELTS

#### Reading and Writing

- Reading (Parts 1 to 3)

- Writing (Parts 1 and 2)

Listening (Parts 1 to 3)

Speaking (Parts 1 to 3)

Exam strategies and tips