

## IELTS Academic Writing Task 1 Activity - answer keys

### Key to Procedure steps:

**Step 2:** Students have to spend a maximum of 20 minutes writing at least 150 words describing the main features of the graph, making comparisons and summarising it in their own words.

**Step 3:** The graph shows three time periods and both males and females in full and part time education. The main features are that the number of women in part and full time education increased, as did the number of men in part time education. The number of men in full time education fluctuated.

**Step 6:** The assessment criteria for task 1 are:

**Task achievement** – in the sample task all the main features of the graph are considered, nothing irrelevant is included and there are 179 words.

**Coherence and Cohesion** – The answer has been divided into logical paragraphs and uses cohesive devices e.g. while, overall, as far as women are concerned...

**Lexical resource** – the vocabulary is varied e.g. went up, rose, increased, women, females, gradually, dramatically

**Grammatical range and accuracy** – there is a fairly good range and accurate use of grammatical structures e.g. comparatives – was lower than, adverbs – (increased) dramatically, past continuous – was fluctuating, passives – were involved

### Key to Exercise 1

1. **What four pieces of information do you learn from the four sentences above the chart?**

The time you should spend; the introductory description of the chart; the instructions for the task; and the word count.

2. **Should candidates just copy the information on the question paper for their introductory statement?**

No. Candidates should use their own words at all times. Words and phrases copied directly from the question paper will not be assessed. They should try to paraphrase the information written on the question paper.

3. **Is the information about High School students?**

No. The information is about men and women studying in further education. The information in the first part of the question will help you to find out exactly who or what you are going to describe.

# Ielts Question Paper 201

**Wenbin Ji**

## Ielts Question Paper 201:

*IELTS Practice Exams (with Online Audio)* Lin Lougheed,2020-11-03 This newly updated edition of IELTS Practice Exams with online audio prepares test takers for success on the IELTS an English competency test that s recognized by more than 9 000 organizations in over 145 countries The program presents Six full length Academic Module IELTS practice exams with answers and explanations Six full length General Training Module IELTS practice exams with answers and explanations Audio prompts for all of the tests listening modules Sample responses for the writing and speaking modules Publisher s Note Products purchased from Third Party sellers are not guaranteed by the publisher for quality authenticity or access to any online entitlements included with the product [Communication Skills for Employability Book, VTU Revised Syllabus 2025, Career Enhancement Guide by Dr. Rajashekara M N and Dr. Udayakumar Hiremath Dr. Rajashekara M N,Dr. Udayakumar Hiremath,2025-10-15](#) Master the art of professional communication with this comprehensive guide designed according to VTU s 2025 revised syllabus This textbook authored by Dr Udayakumar Hiremath and Dr Rajashekara M N focuses on developing crucial communication skills essential for career advancement The book covers effective presentation techniques business communication strategies and interpersonal skills that enhance employability Perfect for students and professionals alike it offers practical insights into modern workplace communication demands The content is structured to help readers build confidence in various communication scenarios from corporate presentations to team interactions With clear explanations and real world examples this guide serves as an invaluable resource for those looking to improve their professional communication capabilities and stand out in today s competitive job market

**The Routledge Handbook of Language Testing** Glenn Fulcher,Luke Harding,2021-12-15 This second edition of The Routledge Handbook of Language Testing provides an updated and comprehensive account of the area of language testing and assessment The volume brings together 35 authoritative articles divided into ten sections written by 51 leading specialists from around the world There are five entirely new chapters covering the four skills reading writing listening and speaking as well as a new entry on corpus linguistics and language testing The remaining 30 chapters have been revised often extensively or entirely rewritten with new authorship teams at the helm reflecting new generations of expertise in the field With a dedicated section on technology in language testing reflecting current trends in the field the Handbook also includes an extended epilogue written by Harding and Fulcher contemplating what has changed between the first and second editions and charting a trajectory for the field of language testing and assessment Providing a basis for discussion project work and the design of both language tests themselves and related validation research this Handbook represents an invaluable resource for students researchers and practitioners working in language testing and assessment and the wider field of language education [English Language Proficiency Testing in Asia](#) Lily I-Wen Su,Cyril J. Weir,Jessica R. W. Wu,2019-11-19 As the demand for English language education grows in Asia there has been a parallel growth in the development and implementation of standardized tests at the

local level Offering much needed context on locally produced tests in Asia contributors examine emerging models for English language assessment and the impact these large scale tests have on the teaching and learning of English Chapters address the following well known and developing high stakes tests in different regions across Asia the GEPT the TEPS the VSTEP the CET the EIKEN and TEAP and the ELPA Brought together by world renowned testing assessment scholar Cyril Weir and the Language Training and Testing Center LTTC one of Asia's leading testing institutions based in Taiwan this volume is a useful reference for evaluating developing and validating local tests of English and their societal impact Comprehensive and research based chapters cover historic backgrounds sociocultural contexts test quality international standing and future considerations Ideal for graduate students researchers and scholars in language assessment TESOL TEFL and applied linguistics this book will also be of interest to language teaching professionals language test developers and graduate students in Asian studies and international education intercultural communication and intercultural studies

## **Research**

**Questions in Language Education and Applied Linguistics** Hassan Mohebbi, Christine Coombe, 2022-01-13 This volume encompasses the range of research questions on language related problems that arise in language teaching learning and assessment The 150 chapters are written by experts in the field who each offer their insights into current and future directions of research and who suggest several highly relevant research questions Topics include but are not limited to language skills teaching language skills assessment and testing measurement feedback discourse analysis pragmatics semantics language learning through technology CALL MALL ESP EAP ERPP TBLT materials development genre analysis needs analysis corpus content based language teaching language teaching and learning strategies individual differences research methods classroom research form focused instruction age effects literacy proficiency and teacher education and teacher development The book serves as a reference and offers inspiration to researchers and students in language education An important skill in reviewing the research literature is following a study's plan of attack Broadly this means that before accepting and acting upon the findings one considers a the research question Is it clear and focused Measurable b the subjects examined the methods deployed and the measures chosen Do they fit the study's goal and have the potential to yield useful results and c the analysis of the data Do the data lead to the discussion presented Has the author reasonably interpreted results to reach the conclusion Mohebbi and Coombe's book Research Questions in Language Education and Applied Linguistics A Reference Guide helps budding researchers take the first step and develop a solid research question As the field of language education evolves we need continual research to improve our instructional and assessment practices and our understanding of the learners language learning processes This book with its remarkable 150 topics and 10 times the number of potential research questions provides a wealth of ideas that will help early career researchers conduct studies that move our field forward and grow our knowledge base Deborah J Short Ph D Director Academic Language Research Training Past President TESOL International Association 2021 22 As a teacher in graduate programs in TESOL I frequently

come across the frustration of students at centering their research interests on a particular topic and developing research questions which are worth pursuing so as to make a contribution to the field. This frustration stems from the fact that our field is so vast and interrelated that it is often impossible to properly address all that interests them. Hence I wholeheartedly welcome this most relevant and innovative addition to the research literature in the field of TESOL and Applied Linguistics. Coombe and Mohebbi have created a real tour de force that stands to inform budding researchers in the field for many years to come. Additionally the cutting edge depiction of the field and all it has to offer will no doubt update the research agendas of many seasoned researchers around the world. The 150 chapters are organized in a most powerful yet deceptively simple way offering a positioning within the topic suggesting questions that might direct inquiry and offering a basic set of bibliographic tools to start the reader in the path towards research. What is more the nine sections in which the chapters are organized leave no area of the field unexplored. Dr Gabriel Daz Maggioli Academic Advisor Institute of Education Universidad ORT del Uruguay President IATEFL Chapter Metacognition in Academic Writing Learning Dimensions is available open access under a Creative Commons Attribution 4.0 International License via link [springer.com](http://springer.com)

**Communicative Language Testing** Cyril J. Weir, 1990 Reflecting the shift which has recently occurred in approaches to languages testing in response to developments in teaching this book highlights the importance of context, purposiveness and realistic discourse in testing as in teaching. **Examining Listening** Ardesir Geranpayeh, Lynda B. Taylor, 2013-03-27 This volume examines the nature of second language listening proficiency and how it can be assessed. The book highlights the need for test developers to provide a clear explication of the ability constructs which underpin the tests they offer in the public domain. This is increasingly necessary if claims about the validity of test score interpretation and use are to be supported both logically and with empirical evidence. It operationalises a comprehensive test validation framework which adopts a socio cognitive perspective. The framework embraces six core components examining and then analysing Cambridge ESOL listening tasks from the following perspectives: Test Taker Cognitive Validity, Context Validity, Scoring Validity, Criterion related Validity and Consequential Validity. **Measured Words** Bernard Spolsky, 1995 This study deals with the historical, sociological, economic and political aspects of language testing in the 20th century. It examines the quest for objectivity and the rise of public and institutional tests as well as future developments in the field of English language testing. **Resources in education**, 1991 **Internationalisation in Vietnamese Higher Education** Ly Thi Tran, Simon Marginson, 2018-06-08 This book focuses on models, strengths, opportunities, constraints and tensions in internationalisation in Vietnamese higher education. It reflects on key concepts from contemporary theories and models of internationalisation and discusses the implications for innovation, flexibility and responsiveness to local needs in Vietnam. Based on empirical research, theoretical knowledge and the experiences of researchers from Vietnam and overseas, the book draws out the distinctiveness and complexity of internationalisation practices and charts a way forward. It examines the key drivers and dimensions of

internationalising Vietnamese higher education and compares internationalisation in Vietnam to that in other countries It clarifies and discusses tensions related to the appropriation of Western internationalisation practice and models and neo liberal ideologies to the local context of Vietnam It provides readers with insights into government policy quality assurance and benchmarking strategies curriculum the impact of international organisations on higher education international student mobility transnational education employability brain drain and brain gain and brain circulation *English as a Medium of Instruction on the Arabian Peninsula* Mark Wyatt,Glenda El Gamal,2023-03-15 Focusing on English as a Medium of Instruction EMI in the Arab Gulf states the authors consider both sociolinguistic and pedagogical perspectives and explore practical implications This edited volume features chapters covering how teachers are negotiating the linguistic challenges posed by EMI issues of ownership choice and agency the scaffolding of academic literacies how to support the development of content teachers pedagogical content knowledge in EMI settings as well as the benefits of a bilingual education Chapter authors all have extensive local experience that they draw upon reflectively in their writing Policy makers teachers and teacher educators wondering how they can best balance the need to develop competence in English in students of all ages on the Arabian Peninsula in a globalizing world together with the concern to nurture Arabic language culture and identity will gain rich insights from this book Postgraduates and researchers exploring issues surrounding EMI both locally and internationally will benefit from the arguments presented in this volume

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