**Purdue English Writing 2577  
ISTM Spring Semester 2023 Class date: Feb 15/ Week 1  
Instructor: Mark Custance**

**Classroom procedures**

In order to succeed in this course please follow these procedures:

1. Cell phones and the like **must not be used in class except for using dictionary apps etc**. Wait until the end of class to check messages (and please do not text under the desk, etc.).
2. **No food** may be consumed during lessons.Water may be consumed in class, quietly. If you have **food in the class, you will be asked to leave.**
3. Participate in all classroom activities and if you don’t understand anything ask your classmates or me. Do any homework assignments on time.

**IELTS – International English Language Testing System**

**Writing Test: 1 hour- Two tasks-Task One and Task Two**

**Task One writing (about 20 minutes)**

In Task One you have to **describe/write a report in 150 words, using** the **information provided in a graph, chart, table, maps or diagram**. There may be more than one of these in the task. In this lesson we will look at examples of some of the **charts/graphs/tables** you could get. In future lessons, we will study **diagram and map** tasks.

**How is Task One writing marked?** You receive 4 individual scores for the writing features below. You receive an average of these 4 scores.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Band** | **Task Achievement (TA)** | **Coherence and Cohesion (CC)** | **Lexical Resource(LR)** | **Grammatical Range and Accuracy (GRA)** |
| **7** | **• covers the requirements of the task**  **• (Academic) presents a clear overview of main trends, differences or stages**  **•(Academic) clearly presents and highlights key features/bullet points but could be more fully extended** | **• logically organises information and ideas; there is clear progression throughout**  **• uses a range of cohesive devices appropriately although there may be some under-/over-use** | **• uses a sufficient range of vocabulary to allow some flexibility and precision**  **• uses less common lexical items with some awareness of style and collocation**  **• may produce occasional errors in word choice, spelling and/or word formation** | **• uses a variety of complex structures**  **• produces frequent error-free sentences**  **• has good control of grammar and punctuation but may make a few errors** |
| **6** | **• addresses the requirements of the task**  **• (Academic) presents an overview with information appropriately selected**  **•(Academic) presents and adequately highlights key features/ bullet points but details may be irrelevant, inappropriate or inaccurate** | **• arranges information and ideas coherently and there is a clear overall progression**  **• uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical**  **• may not always use referencing clearly or appropriately** | **• uses an adequate range of vocabulary for the task**  **• attempts to use less common vocabulary but with some inaccuracy**  **• makes some errors in spelling and/or word formation, but they do not impede communication** | **• uses a mix of simple and complex sentence forms**  **• makes some errors in grammar and punctuation but they rarely reduce communication** |

**Look at the TA box for Band 7: What are the task requirements?**

***Summarise the information by selecting and reporting the main features, and make comparisons where relevant.***

**You should write at least 150 words. You should spend 20 minutes on this task.**

**How do I get Band 6 or above?**

If we study the **TA** requirements from the table above, we can say there are **3 components** that need to be included in your Task 1 report:

* **Introduction**-what **(always),** where, when **(if given)**
* **Overview**-1 or 2 summarising sentences, but no numbers/figures should be included (**Tip: Try to mention 2 things**)
* **Highlight the key features**-most important details-compare, describe changes (if necessary) and include accurate numbers/figures/data

**IELTS Writing Task 1: how to write an introduction**

The introduction to an IELTS writing task 1 essay should explain what the chart/graph shows. To do this, just **paraphrase the graph title** (rewrite it in your own words).

Here is an example description from an IELTS Task 1 question: **(Look at the screen for the graph)**

**The graph below shows the proportion of the population aged 65 and over between 1940 and 2040 in three different countries.**

By **rewriting this description with a few changes,** I can quickly create a good introduction:

**The line graph compares the percentage of people aged 65 or more in three countries over a period of 100 years.**

**IELTS Writing Task 1: how to write the 'overview'**

**A big question for Task 1 is: Do I need to write a conclusion?**

**Watch this video on writing the overview and answer the questions:**

<https://www.youtube.com/watch?v=zjzuxyVlkR8>

**1. Do I need a conclusion for Task 1?**

**2. What is an overview?**

**3. Is the overview important? What is the highest Band Score you can get if you don’t write an overview?**

**4. Can I write an overview and a conclusion?**

**5. Where can I put the overview?**

So here are some more tips on how to write a good overview:

1. Always try to write two sentences. This forces you to describe ***two*** main or general features of the graph, chart or diagram.
2. **Don't put any numbers** in your overview. Save specific numbers for the 'details' paragraphs.
3. If the graph or chart shows a time period (e.g. years), look for the overall change from the beginning to the end of the period (e.g. from the first year to the last year).
4. If no time period is shown, you can't look for trends. Instead, look for ***differences and similarities*** between items.
5. Start your overview with a simple phrase that clearly shows the examiner that this is your summary paragraph e.g**. It is clear that... , It is noticeable that... , Overall we can see that...**

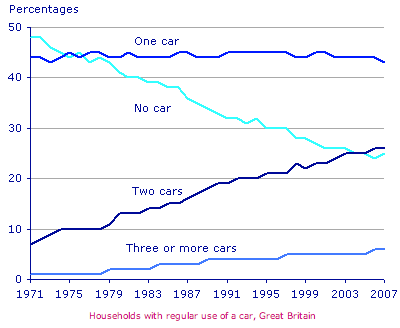
**IELTS Writing Task 1: line/bar graph key features 'details' tips**

After writing your introduction and overview paragraphs, you need to describe the information in detail. Here are my tips for describing line graph details:

1. Try to write **two paragraphs**. This isn't a 'rule', but it's a good idea because it forces you to group the information, and this should improve the organisation and coherence of your report. One big paragraph full of numbers can look messy, whereas two separate paragraphs will look neater and be easier to read.
2. Aim for just **two or three sentences in each 'details' paragraph**. Some of your sentences will be quite long, because you'll be comparing several numbers, so two sentences can sometimes be enough.
3. Always **compare** the lines/bars; never describe each line/bar separately.
4. Select **key numbers only**. You won't have time to describe every number in every year.
5. Start at the beginning, with the first year on the left of the x axis. Compare the numbers (i.e. all lines/bars) in that year.
6. Then choose **an interesting point towards the middle of the graph**, and compare the figures at that point.
7. Compare all the numbers/figures for the last/final time given.

**Model answer and analysis**

***The graph below shows information on car ownership in Great Britain from 1971 to 2007.***

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**Exercise 1:** Complete the introduction and overview for this line graph using the words: **without, per, between, over,**

**Paragraph 1: Introduction: paraphrase of the graph title: what, where, when: Overview-2 things mentioned**

The graph shows changes in the number of cars (1)\_\_\_\_\_\_ household in Great Britain (2)\_\_\_\_\_\_ a period of 36 years. **Overall,** car ownership in Britain increased (3)\_\_\_\_\_\_ 1971 and 2007. In particular, the number of households with two cars rose, while the number of households (4)\_\_\_\_\_\_ a car fell.

**Exercise 2:** Now complete the main features for **Graph 2** with the following words**: onwards, by, almost, to, figures, with,**

**Paragraphs 3 and 4: Main/Key features including important figures**

**In 1971**, (5)\_\_\_\_\_\_\_\_ half of all British households did not have regular use of a car. Around 44% of households had one car, but only about 7% had two cars. It was uncommon for families to own three or more cars, (6)\_\_\_\_\_\_ around 2% of households falling into this category.

The one-car household was **the most common** type from the late 1970s (7)\_\_\_\_\_\_, although there was little change in the (8)\_\_\_\_\_\_ for this category. **The biggest change** was seen in the proportion of households without a car, which fell steadily over the 36-year period (9)\_\_\_\_\_\_ around 25% in 2007. **In contrast**, the proportion of two-car families rose steadily, reaching about 26% in 2007, and the proportion of households with more than two cars rose (10)\_\_\_\_\_\_ around 5%.

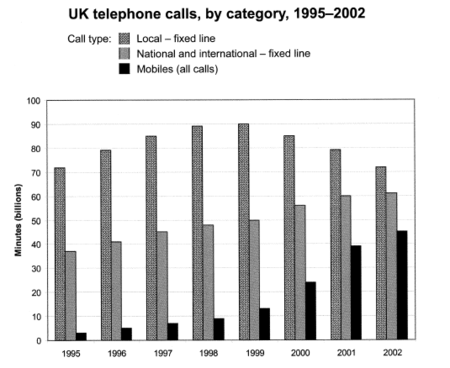
**Practice: Diagnostic writing. Study the graph below and follow the plan to complete the answer. You may use refer to the line graph and the guidelines above to help you.**

**Graph 1**

***The chart below shows the total number of minutes (in billions) of telephone calls in the UK, divided into three categories, from 1995-2002.***

***Summarise the information by selecting and reporting the main features, and make comparisons where relevant.***

**You should write at least 150 words. You should spend 20 minutes on this task.**



Here's my suggested outline for a **3-paragraph report:**

1. **Introduction:** rewrite the question statement in your own words.
2. **Overview:** point out which category was highest in each year, which was lowest, and which saw the biggest changes.
3. **Details:** compare the 3 categories in 1995, then say what happened up until 1999.
4. **Details:** notice what happened to local calls from 1999 onwards, and contrast this with the other 2 categories. Finish with a comparison of the figures in 2002

**\* The introduction and overview should form the first paragraph**

**How is Task Two writing marked?**

You receive 4 individual scores for the writing features below. You receive an average of these 4 scores. These are the criteria for **Band 6 and 7**.

**I’ll use these criteria when grading your assignments.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Band** | **Task Response (TR)** | **Coherence and Cohesion (CC)** | **Lexical Resource (LR)** | **Grammatical Range and Accuracy (GRA)** |
| **7** | **• addresses all parts of the task**  **• presents a clear position throughout the response**  **• presents, extends and supports main ideas, but there may be a tendency to over-generalise and/or supporting ideas may lack focus** | **• logically organises information and ideas; there is clear progression throughout**  **• uses a range of cohesive devices appropriately although there may be some under-/over-use**  **• presents a clear central topic within each paragraph** | **• uses a sufficient range of vocabulary to allow some flexibility and precision**  **• uses less common lexical items with some awareness of style and collocation**  **• may produce occasional errors in word choice, spelling and/or word formation** | **• uses a variety of complex structures**  **• produces frequent error-free sentences**  **• has good control of grammar and punctuation but may make a few errors** |
| **6** | **• addresses all parts of the task although some parts may be more fully covered than others**  **• presents a relevant position although the conclusions may become unclear or repetitive**  **• presents relevant main ideas but some may be inadequately developed/unclear** | **• arranges information and ideas coherently and there is a clear overall progression**  **• uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical**  **• may not always use referencing clearly or appropriately**  **• uses paragraphing, but not always logically** | **• uses an adequate range of vocabulary for the task**  **• attempts to use less common vocabulary but with some inaccuracy**  **• makes some errors in spelling and/or word formation, but they do not impede communication** | **• uses a mix of simple and complex sentence forms**  **• makes some errors in grammar and punctuation but they rarely reduce communication** |

**Task 2: Task requirements include:**

**You should spend about 40 minutes on this task.**

**Give reasons for your answer and include any relevant examples from your own knowledge or experience.**

**Write at least 250 words.**

**Task 2 Writing: How do I get Band 6 or above? Three key components**

Refer to Band descriptors **Task 2 Task Response (TR) page 7**

* Make sure you answer **all parts of the question** in an essay format:

**Introduction**

**Body (main part)**

**Conclusion**

* Present and support a clear position throughout the essay
* Present and support a number of main ideas

**Types of Question:**

* In IELTS there are two basic kinds of question:

1. **Argument questions:**

***agree/disagree***and ***discuss both views and give your opinion*** are common argument questions

2. **Cause/effect or discussion questions:**

you are given a situation/problem and asked to discuss the causes, effects or solutions.

**How can I make sure I answer all parts of the task/question?**

You should **analyse the task carefully (underline key words)** so that you know exactly what you have to write about.

Look at the notes on task **A** and the summary of these in the table below.

**A: *Some people think that parents should teach children how to be good members of society. Others, however, believe that school is the best place to learn this.***

***Discuss both these views and give your opinion.***

Notes: **Opposing views: who should teach-parents or school?**

**Must discuss both views, so think of reasons for both sides**

**Must give an opinion**

|  |  |  |  |
| --- | --- | --- | --- |
| **Task** | **Are opposing views expressed?** | **What are the key words?** | **How many parts must I write about?** |
| **A** | *Yes* | *parents/school/teach children/good members of society* | *Three=* ***parents*** *and* ***teachers*** *and your* ***opinion*** |
| **B** |  |  |  |
| **C** |  |  |  |

**Exercise: Read these tasks and complete the table for B and C.**

B C

|  |  |
| --- | --- |
| ***In many countries parents choose to pay for extra private lessons for their children. This means children have to study much harder than before.***  ***Why do you think this is the case?***  ***Is it a positive or negative development?*** | ***Traffic congestion seems to be increasing.***  ***What do you think are the causes of traffic congestion and what, if anything can be done to reduce the problems?*** |

**Exercise:** **How is task C different from A and B?**

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**Task 2: Writing the introduction**

A good introduction should:

* **Introduce the topic of the essay.**
* **Indicate the overall “plan” of the essay.**
* **Tell the reader what the essay is about**

Basically, the introduction has two parts:

* **General statements**
* **A thesis or position statement**

You should aim for **around 50 words** for the length of your essays.

**How to structure your introduction:**

* Your introduction should be 2- 3 sentences
* **Sentence 1 -2 :** **General statement**. Introduce the topic of the essay.
* **Sentence 3: Thesis or position statement**. Keep it clear, and get to the point.

Specific examples from your own experience shouldn’t be included in the introduction paragraph (they belong in the body paragraphs).

Look at this introduction for Topic B

**Underline the writer’s position in this introduction to task B.**

**In many countries students have to compete to get into colleges and universities when they leave school. For this reason, some parents decide to pay for extra lessons to help their children be more successful. On the whole, I feel that this is a good idea, despite some of the drawbacks of private tuition.**

Now use the model introduction and write an introduction for questions **A and C:**

**A: *Some people think that parents should teach children how to be good members of society. Others, however, believe that school is the best place to learn this.***

***Discuss both these views and give your opinion.***

**C:** ***Traffic congestion seems to be increasing.***

***What do you think are the causes of traffic congestion and what, if anything can be done to reduce the problems?***

**TOEFL**

What Is In the Writing Section?

The *TOEFL iBT*® Writing section is designed to measure your ability to write in English in an academic setting, and you're expected to be able to present your ideas in a clear, well-organized manner.

There are **2 writing tasks.**

* **Integrated writing task (20 minutes)** — read a short passage and listen to a short lecture, then write in response to what you read and listened to.
* **Independent writing task (30 minutes**) — write an essay based on personal experience or opinion in response to a writing topic. **This is very similar to IELTS Task 2.**

**We will learn and practice IELTS task 1 in the class, but if you want to practice the integrated writing task, you can use the link on iLearn and send me some practice tests. (Maximum two per month)**

**IELTS Task Two is very similar to the Independent Writing Task (TOEFL)**

Note: If you are **not** taking **IELTS/TOEFL**, the writing tasks will still be **very useful** as they are similar to some of the tasks most undergraduate students will have to do.

**Homework: Use the link on the iLearn website to practice reading and listening.**