

## Delta mock examination – Paper 2 | Key

### Task 1

The text for this task is reproduced below. It is a pre-course test aimed at intermediate-level learners. It is being used in the following situation:

*M is studying in a part-time intermediate class (CEF B1) in Australia. He wants to do an MA in Astronomy in an American or Australian university and so he will need an IELTS Examination score of at least 7.0.*

*His writing ability in English is his weakest area, he says but his reading skills are stronger.*

*He wants to take follow an IELTS academic writing preparation course and the institution has asked him to complete a test.*

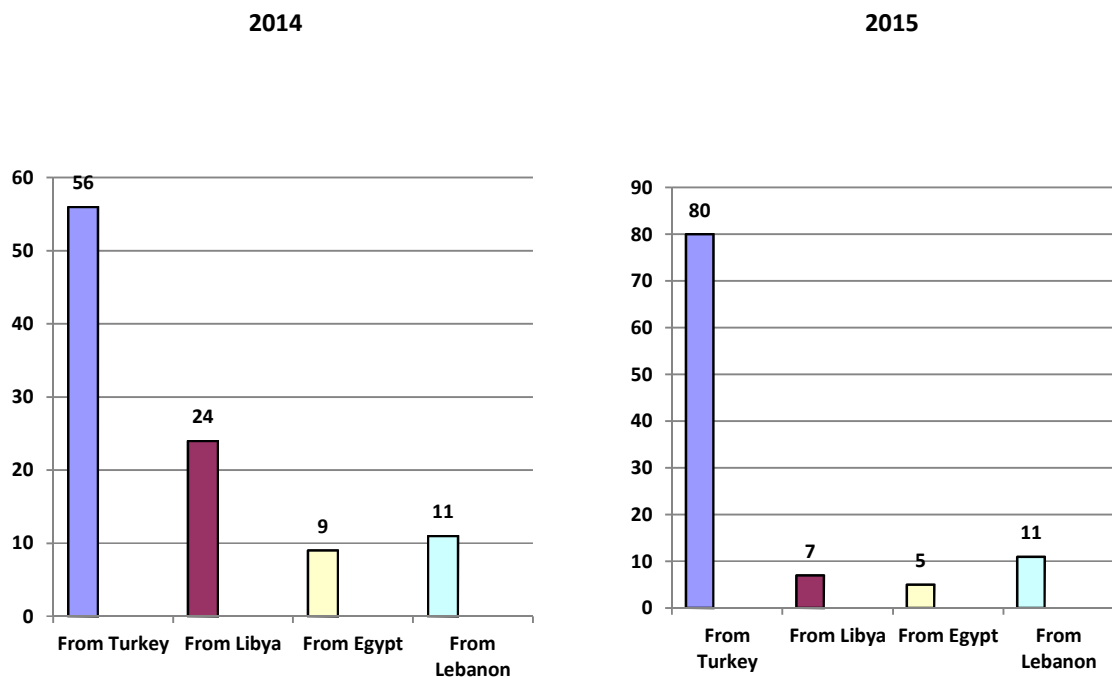
Using your knowledge of relevant testing concepts, evaluate the effectiveness of the test for this learner in this situation.

Make a total of **six** points. You must include both **positive** and **negative** points.

### Academic Writing

Task 1. You should spend 30 minutes on this task.

*The charts below show percentages of the countries from which migrants entered Greece in 2014 and 2015. Write a short report describing the information.*



*You should write at least 150 words.*

Guideline answer:

POSITIVE	NEGATIVE
<p><b>Topic matter</b> is technical (to some degree) and presented pseudo-scientifically. Application to learner: his background as a science student should facilitate his understanding and will appear <b>relevant</b> to him. It enhances face validity and possibly <b>motivation</b> if he thinks this is representative of the course he wants to follow.</p>	<p>No guidance at all is given in terms of staging the response text (topic &gt; similarities &gt; differences &gt; reasons etc.) and in M's L1 the structure may be different. Application to the learner: task achievement (one of the IELTS criteria) is therefore likely to be very poor (the student is at B1 level) so <b>content</b> and <b>predictive validity</b> may be reduced. The task has no relevance to the physical sciences so content validity may be reduced.</p>
<p>The test simulates an IELTS examination task and that adds to face validity for M. Application to learner: <b>level</b> of challenge is high but may be manageable and will show a fair picture of his writing ability. The test has <b>content</b> and <b>predictive validity</b>.</p>	<p>The task is subjectively marked and will need a careful set of criteria to produce <b>reliable</b> results. No mention is made of any <b>criterion referencing</b> but it could be assumed that it will be marked according to the IELTS criteria. Application to the learner: at this stage in his studies, he may be unacquainted with the criteria so won't know what he is being assessed on. This could reduce <b>motivation</b> and <b>predictive</b> and <b>face validity</b>.</p>
<p>The proposed IELTS course will focus on writing skills and this is a <b>direct test</b> of the student's writing. Application to the learner: this has clear <b>content</b> and <b>predictive validity</b>.</p>	<p>The test requires a <b>number of functions</b> to be realised in the writing including describing trends, contrasting, comparing and noting similarities. It also requires the subject to handle past tense structures with confidence for the writing to be successful. It may, therefore, be simply too hard for a student at this level (B1). The test will then lack <b>content</b> and <b>predictive validity</b> and be an <b>unreliable</b> measure of his abilities. If he recognises that he doesn't command the level of structure and organisation in English that he needs, he may be <b>demotivated</b> and perform <b>unreliably</b> below his real ability.</p>
<p>The <b>rubric</b> is clear and not too complicated. Application to the learner: the test should not confuse him concerning what he needs to do (he has strong reading skills) so will be a test of <b>writing skills only</b> and have good <b>construct</b> and <b>content validity</b>.</p>	<p>The test is only of one kind of academic writing which may be tested. (As well as describing charts, IELTS asks students to describe processes, put forward arguments and give opinions.) Application to the learner: the test lacks <b>content</b> and <b>predictive validity</b> for IELTS because it only tests a very <b>narrow range</b>. If M is aware of this, he may feel the test is unfair and lose <b>motivation</b> to perform well, so reducing the <b>face validity</b> and <b>reliability</b> of the test.</p>
<p>The test contains objective data which will appeal to this learner and is relevant to the IELTS academic writing test. Application to the learner: the test has <b>face validity</b> and may be <b>motivating</b>.</p>	<p>The test focuses on some of the harder aspects of writing and is arguably too difficult. Application to the learner: A task asking for some expression of personal ideas, or concerning astronomy may be more <b>appropriate</b> in terms of <b>level</b> and <b>personalised</b> for this learner.</p>

Marking: 18 marks are available so award yourself:

2 marks for each positive or negative point you identified

1 mark for each time you have applied the point specifically to this learner

## Task 2

The text for Tasks Two is reproduced on the following page.

The extract is taken from an intermediate-level coursebook for English for the Tourism Industry.

- a. Identify the purpose of the exercises in the box below in relation to the purpose of the extract as a whole.

Exercises for Task Two

Exercise 1
Exercise 2
Exercise 3
Exercise 4
Research

- b. Identify a total of six key assumptions about language learning that are evident in the exercises in the box above and explain why the authors might consider these assumptions to be important for language learning. State which exercise or exercises each assumption refers to.
- c. Comment on the ways in which exercises 5, 6 and 7 combine with the exercises discussed in a.

Key:

(i)

Exercise 1: This is an exercise encouraging the learners to notice (by underlining) the adjective + noun collocations in the text. The focus of the whole extract is on the ability interestingly and vividly to describe holiday destinations. There are many examples of the combinations in the text including adjectives such as *off-the-beaten-track*, *snow-capped*, *dramatic*, *secluded*, *exotic* etc., some but not all of which can be understood from the context. A good deal of dictionary or other research would need to be done and the teacher will need to provide some definitions as well as scaffold the inferencing skills of the learners.

This is an individual exercise, encouraging autonomy and developing the skill of noticing collocations in texts as it stands, but some re-grouping into pairs to check responses might be expected,

Exercise 2: This is a reinforcement exercise which requires learners to identify which adjectives collocate with which nouns relating to tourist destinations. The purpose is to get the learners to notice collocational patterns, again, and to give them a record of acceptable combinations.

This is a pair work exercise encouraging collaboration and the sharing of ideas.

Exercise 3: This is a dictionary-focused task which requires the learners to look up the meaning of some of the adjectives (such as *winding*, *remote*, *majestic* etc. (with reinforcement / revision of other adjectives more familiar to learners at this level, such as *sandy*, *golden*, *surrounding* etc.

The exercise is to encourage learners to look beyond denotation and discover how dictionaries can help with identifying collocational patterns.

Exercise 4: This is a focus on word stress requiring the learners to identify which of 6 possible stress patterns the target adjectives fall into. It is followed by a listening task for learners to a) identify where the stress falls and b) check if their answers (guesses) were correct.

Research: This task requires the learners to exercise some autonomy outside the classroom and do their own research and text analysis. The exercise extends the tasks and requires the learners to deploy the skills they have practised in this section.

- (ii) You are asked to identify six assumptions only. Here are 16 to choose from:

Assumption 1: the writers believe that adjective-noun collocational competence is a key skill for this form of ESP (exercises 1, 2 and 3)

Assumption 2: the writers believe that tourism professionals require the ability to sell destinations by describing them in very positive terms (exercise 2, e.g., requires only positive adjectives to be used.)

Assumption 3: the writers believe that noticing exercises (such as exercise 1) are effective at raising learners' awareness of collocational patterns. Obliging learners to discover rather than be told about these patterns is an effective learning tool

Assumption 4: the writers believe that a rising level of challenge (from noticing, exercise 1, through recycling / revising known vocabulary in exercise 2 to extending and challenging more in exercise 3) is an effective way to teach and aid the learning process

Assumption 5: the writers believe that learners have the ability to use a 'feel' for the language to guess correctly where the stress on multi-syllable adjectives will fall (exercise 4)

Assumption 6: the writers believe that the ability correctly to stress multi-syllable words is a communicative skill worth developing (exercise 4)

Assumption 7: the writers believe that guessing first and then matching one's guesses to a tapescript is an effective way to teach / consolidate stress patterns. The cognitive effort involved makes learning more memorable (exercise 4)

Assumption 8: the writers believe that encouraging learner autonomy is an essential task of teaching materials so that learners can continue to develop and improve language skills, learning skills and knowledge outside the classroom (Research and dictionary skills in exercise 3)

Assumption 9: the writers believe that language must be recycled often to aid memorisation (exercises 1, 2, 3 and 4 all focus on the same set of adjectives)

Assumption 10: the writers believe that learners need explicit training in dictionary use to identify collocational patterns (but not, incidentally, stress patterns (exercise 3))

Assumption 11: the writers believe that aspects of general English knowledge and skills must be presented and practised in a context relevant to the learners' professional interests (the whole extract focuses on tourism topics)

Assumption 12: the writers believe that a variety of interaction patterns (individual work, pair work, reports back to the whole class etc.) will maintain motivation and engagement levels (exercise 1 is individual, exercise 2 pairwork and report to plenary, Research is independent work)

Assumption 13: the writers believe that language must be presented in context (as well as with co-text) and these are provided in all exercises bar exercise 4

Assumption 14: the writers believe in integrating skills so each exercise involves something different: exercise 1 is reading, exercise 2 focuses on collocational form, exercise 4 on phonology and listening, exercise 7 on reading, speaking and listening etc.

Assumption 15: the writers believe in the importance of presenting language and tasks in a colourful, engaging manner. The page is in full colour with a variety of illustration.

Assumption 16: the writers believe that controlled practice should come before free practice so exercise 1 has clear and checkable, right/wrong outcomes (as do exercises 4 and 5, for example) but later tasks are much freer in form and give the learners more leeway to experiment and deploy language

(iii) Combining. You should find 6 things to say. Here are 8:

Exercise 5 is a consolidation exercise done individually so that the learners and the teacher can check learning. The ability successfully to complete this task will be evidence that the preceding language has been absorbed, at least passively.

Exercise 5 (if done collaboratively and orally) will also require correct pronunciation of the targets and that combines with exercise 4.

Exercise 6 reinforces and extends the language encountered and it brings in some new language not yet met (e.g., *sparkling*, *second to none* etc.) while also recycling what has come before. The same language is now being applied but in a different topic area, developing learners' collocational and lexical competence further.

Exercise 6 also requires the ability to note the dull collocations and is another exercise raising learners awareness of how to spot adjective + noun collocations in a text, preparing for the Research task and consolidating work done in exercise 1.

Exercise 7 draws on data from elsewhere and is intended to be done collaboratively in groups of 3. The intention is to draw together the work in the unit, including what has been covered in the extract here.

Exercise 7 is a speaking task so correct pronunciation of the target language is being reinforced (following on from exercise 4).

All three exercises raise the level of challenge but recycle the same language covered in exercises 1 to 4.

The research task is supported by, in particular, exercises 1, 5 and 6 all of which require the skill of identifying collocations.

Marking: 42 marks are available so award yourself:

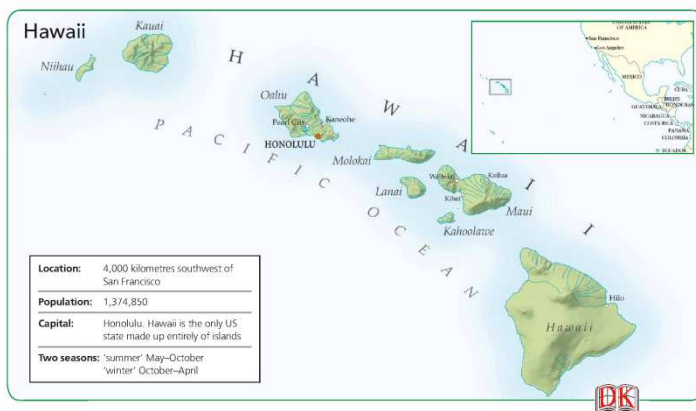
2 marks for each exercise purpose you identified

2 marks for each way you suggested the exercises combine

1 mark for each assumption you identified

1 mark for each time you explained what the assumption means (i.e., why they think this)

1 mark for each time you referred explicitly to the exercise which demonstrates the belief



**Location:** 4,000 kilometres southwest of San Francisco  
**Population:** 1,374,850  
**Capital:** Honolulu. Hawaii is the only US state made up entirely of islands.  
**Two seasons:** 'summer' May–October  
'winter' October–April

## Vocabulary

### DESCRIPTIVE ADJECTIVES AND NOUNS

- 1 Read the text from a brochure about Hawaii. Find and underline all the combinations of descriptive adjective + noun.

### Your First Trip to Hawaii

The Hawaiian archipelago is a tropical paradise: the snow-capped mountains, dramatic cliffs and exotic wildlife on Kauai, the clear blue waters of Waikiki Beach on Oahu, the unspoiled tranquillity of Lanai and Molokai, and the spectacular Kilauea volcano on Hawaii's Big Island. It won't be easy choosing which island to visit on your first trip but you'll find there are no wrong answers.

Explore off-the-beaten-track destinations, from secluded beaches to isolated villages that you won't find on a postcard. Learn to surf, snorkel or kayak and earn your Hawaiian suntan. You'll find the itineraries on Hawaii are endless. From romantic escapades to family fun, from whale-watching to walking on a volcano, you can do it all or you can simply sit back and do nothing. Explore Hawaii's six unique islands and you're sure to find your first trip to Hawaii won't be your last.

- 2 Work in pairs. Think of at least TWO more adjectives to describe the following nouns from the text. The adjectives must be positive and you can't use the same adjective for more than one noun. Share your ideas with the class.

1 beach 2 mountain 3 island 4 water 5 suntan 6 village

- 3 Match the nouns in the box with ONE of the sets of adjectives 1–6 below. Use a dictionary to help you.

accommodation beach mountains road village volcano					
1 _____	2 _____	3 _____	4 _____	5 _____	6 _____
sandy	spectacular	active	remote	luxurious	steep
deserted	surrounding	dormant	pretty	comfortable	scenic
golden	majestic	extinct	quiet	spacious	winding

- 4 1.2 Put the adjectives from Exercise 3 into the correct group according to their stress pattern. Then listen and check your answers. Repeat the words.

1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
steep	sandy	extinct			

- 5 The adjectives in **bold** in the text are in the wrong place. Put them in the right places.

A Big Island holiday is truly inspiring. It boasts the world's most <sup>active</sup> **quiet** volcano and more than 80 beaches, some of which are **active** and difficult to access down **luxurious** winding roads. There's a wide choice of accommodation ranging from reasonably-priced condominiums to **surrounding** villas in **steep** villages with stunning views of the **deserted** mountains.

## Writing

### ADDING INTEREST

- 6 The extract below is correct but can be made more attractive to the reader. Replace the words in *italics> with the words in the box. Use each word once only.*

cascading exotic lush luxury perfect scenic second to none  
sparkling spectacular white sandy

### Koh Samui Weddings

Getting married in Koh Samui is a dream come true. This <sup>different</sup> destination, where the <sup>nice</sup> beaches fringed with coconut palms and <sup>decent</sup> hotels offering comfort and hospitality that are <sup>of a high standard</sup> is a <sup>lovely</sup> place for you and your loved one to celebrate your wedding. Swim in the <sup>clear</sup> lagoons, stroll in the <sup>green</sup> tropical gardens and trek out to the <sup>high</sup> waterfalls of Na Muang, and enjoy the <sup>good</sup> views and <sup>pleasant</sup> walks.

## Speaking

### DREAM PACKAGE TOURS

- 7 Work in groups of three. Student A, look at the information below. Student B, turn to File 1, page 102. Student C, turn to File 5, page 104. You are an independent travel consultant. Students B and C are tour operators who want to recruit you as an agent for the package they have on offer. Use the questions below to help you find out more about each package. Choose the one that sounds the best and most attractive.

- What is the name of the destination?
- How do visitors get there?
- What are its geographical features?
- Where do visitors stay?
- What is the main leisure activity?
- What are the other attractions?
- What does the package consist of?
- How much does it cost?

## RESEARCH

**INTERNATIONAL OPERATORS**  
Choose a destination from the online brochure of a major international operator, e.g. Thomson, Kuoni, Thomas Cook. Look at some of the holidays available to this destination and list the adjective + noun phrases used to describe the place, facilities and activities on offer.



## Task 3:

The following is an illustration from eltconcourse.com intended to identify the nature of 'expert' teaching. Look at it carefully and answer the questions:



## Question 1:

The areas around the outside are colour coded. What principle lies behind the coding and the direction of the arrows?

Key:

The underlying principle is that expert teaching involves both inputs and outputs – inputs in the form of training and data about the learners, outputs in the form of planning, teaching and outcomes for the learners.

Starting at the top:

The bronze areas refer to inputs (hence the arrow direction) which training and development courses are intended to provide

The green areas concern the areas the teacher needs to mediate when planning or delivering a course. They are also inputs but ones which the teacher is charged with considering rather than those produced by an external agency. In other words, identifying the salient data requires the design of good data-gathering techniques and some analytical skills to extract patterns

The blue areas are outputs from the teacher and concern the logistics and techniques of effective teaching – realistic planning, appropriate and effective techniques and materials and efficient class management

The red areas are a kind of summary of the outputs from all the areas of concern and focus on how a combination of the above inputs and outputs will contribute to a) effective learning and b) the development of learners' skills and knowledge of the language. These are outputs from the whole process, not just the teacher.

## Question 2:

What aspects of learners' needs and aspirations should a teacher focus on when designing course and lesson materials?

Some suggestions (you may have different or better ideas)

- a. Teachers need to carry out some form of language needs analysis which focuses on both language systems and language skills as well as the functions the learners will need to be able to express fluently in the settings in which they will use the language. This can be done via questionnaires, interviews, seminars, focus groups, eliciting data from sponsors or by a combination of all these approaches.
- b. Information is also helpful in terms of preferred learning styles, and the emotional or affective needs of the learners. Very often, however, the information obtained may not be very efficacious in planning a course because individuals vary a great deal. For one-to-one or very small group teaching, however, such information is helpful. The administration of a standard learning styles questionnaire (VARK, Honey-Mumford etc.) may also provide useful data. The application of a multiple intelligences questionnaire (Gardner) may also be of use.
- c. Aims:

Learners of English have three main types of aim – examination aims, professional aims and personal / employment aims.

It is important that teachers are aware of these aims in terms of making sure that materials and procedures engage learners and have face validity for them so that motivation levels are kept high. This may be difficult to attain in heterogeneous groups (where compromises are always needed) but in closed groups for particular purposes it is a vital consideration.

Examination aims will have a backwash effect on the course, professional aims may determine the topics and skills work (for example, writing business emails, giving presentations) in the course and personal / employment aims may affect the learners' motivation (English for study or leisure will have very different characteristics and needs for materials) and the kinds of situations in which they will want to use English.

## Question 3:

What are the essential contents of Subject, Procedural and Methodological knowledge?

Subject knowledge involves primarily

- a. Lexico grammatical knowledge of grammar and structure (tense, aspect, voice, forms of adjuncts, clause structure etc.) and lexical systems (relationships, collocation, connotation and denotation, affixation, word formation etc.)
- b. Semantics including concepts such as form and function relationships, notions in language etc.
- c. Pragmatics including style, register, levels of appropriacy etc.
- d. Phonology (transcription, phonemics, articulation, features of connected speech, intonation, tonic structures etc.)

Procedural knowledge concerns behaviour in the learning-teaching setting and includes at least: monitoring, elicitation, drilling, feedback routines, ways of presenting language and skills, planning different lesson types depending on methodological approach, practice routines and types of appropriate practice, drilling techniques, reinforcement techniques, ways to check learning and concepts etc.

Methodological knowledge involves an appreciation of the principle theories of language and learning, approaches to lesson design (PPP, TTT, TBL, Lexical Approach etc.), alternative approaches, needs analyses, testing, assessment, history of ELT etc.

Marking: 40 marks are available so award yourself:

2 marks for each correct point you made

A mark out of 5 (which you then double) for your view of how deep and complete your answer is. This is a subjective mark so try to be hard but fair on yourself