

Prepare for {IELTS}
Video Lessons



A decorative wavy line in dark blue and light blue colors runs vertically along the left side of the slide.

VOCABULARY FOR IELTS

HOW TO USE
ORGANISATIONAL
NOUNS
PART 1

Prepare for {IELTS}

WHAT YOU WILL LEARN?

- Why are **ORGANISATIONAL NOUNS** so important?
- **ORGANISATIONAL NOUNS** to describe numbers and amounts
- **ORGANISATIONAL NOUNS** to describe problems which people disagree about
- **ORGANISATIONAL NOUNS** to describe ways of dealing with problems
- **ORGANISATIONAL NOUNS** to describe opinions and what people believe
- **ORGANISATIONAL NOUNS** to describe what people know
- **ORGANISATIONAL NOUNS** to describe what people say about the future
- **ORGANISATIONAL NOUNS** to describe how people explain something
- **ORGANISATIONAL NOUNS** to describe things to worry about
- **ORGANISATIONAL NOUNS** to describe why we do things
- Practice

WHY WORRY ABOUT ORGANISATIONAL NOUNS?


- **ORGANISATIONAL NOUNS** refer back to other nouns and ideas (**Coherence and Cohesion**)
- **ORGANISATIONAL NOUNS** stop you from repeating words and phrase (**Vocabulary**)
- **ORGANISATIONAL NOUNS** can be complex (**Vocabulary**)
- **ORGANISATIONAL NOUNS** help the **IELTS** examiner to realise exactly what you are writing about (**Task Achievement/Response**)

IELTS TASK 2 WRITING BAND DESCRIPTORS

Band	Task Response	Coherence and Cohesion	Lexical Resource	Grammatical Range and Accuracy
9	<ul style="list-style-type: none">• fully addresses all parts of the task• presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas	<ul style="list-style-type: none">• uses cohesion in such a way that it attracts no attention• skilfully manages paragraphing	<ul style="list-style-type: none">• uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips'	<ul style="list-style-type: none">• uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'
8	<ul style="list-style-type: none">• sufficiently addresses all parts of the task• presents a well-developed response to the question with relevant, extended and supported ideas	<ul style="list-style-type: none">• sequences information and ideas logically• manages all aspects of cohesion well• uses paragraphing sufficiently and appropriately	<ul style="list-style-type: none">• uses a wide range of vocabulary fluently and flexibly to convey precise meanings• skilfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation• produces rare errors in spelling and/ or word formation	<ul style="list-style-type: none">• uses a wide range of structures• the majority of sentences are error-free• makes only occasional errors or inappropriacies
7	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• uses a variety of complex structures• produces frequent error-free sentences• has good control of grammar and punctuation but may make a few errors

IELTS TASK 2 WRITING BAND DESCRIPTORS

Band	Task Response	Coherence and Cohesion	Lexical Resource	Grammatical Range and Accuracy
6	<ul style="list-style-type: none">addresses all parts of the task although some parts may be more fully covered than otherspresents a relevant position although the conclusions may become unclear or repetitivepresents relevant main ideas but some may be inadequately developed/ unclear	<ul style="list-style-type: none">arranges information and ideas coherently and there is a clear overall progressionuses cohesive devices effectively, but cohesion within and/ or between sentences may be faulty or mechanicalmay not always use referencing clearly or appropriatelyuses paragraphing but not always logically	<ul style="list-style-type: none">uses an adequate range of vocabulary for the taskattempts to use less common vocabulary but with some inaccuracymakes some errors in spelling and/ or word formation, but they do not impede communication	<ul style="list-style-type: none">uses a mix of simple and complex sentence formsmakes some errors in grammar and punctuation but they rarely reduce communication
5	<ul style="list-style-type: none">addresses the task only partially; the format may be inappropriate in placesexpresses a position but the development is not always clear and there may be no conclusions drawnpresents some main ideas but these are limited and not sufficiently developed; there may be irrelevant detail	<ul style="list-style-type: none">presents information with some organisation but there may be a lack of overall progressionmakes inadequate, inaccurate or over-use of cohesive devicesmay be repetitive because of lack of referencing and substitutionmay not write in paragraphs, or paragraphing may be inadequate	<ul style="list-style-type: none">uses a limited range of vocabulary, but this is minimally adequate for the taskmay make noticeable errors in spelling and/ or word formation that may cause some difficulty for the reader	<ul style="list-style-type: none">uses only a limited range of structuresattempts complex sentences but these tend to be less accurate than simple sentencesmay make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader

A decorative wavy line in dark blue and light blue colors runs vertically along the left side of the slide.

USING ORGANISATIONAL NOUNS TO IMPROVE YOUR IELTS GRADE

Prepare for {IELTS}

ORGANISATIONAL NOUNS: USES

1. to describe numbers and amounts
2. to describe problems which people disagree about
3. to describe ways of dealing with problems
4. to describe opinions and what people believe
5. to describe what people know
6. to describe what people say about the future
7. to describe how people explain something
8. to describe things to worry about
9. to describe why we do things

ORGANISATIONAL NOUNS: TO DESCRIBE NUMBERS AND AMOUNTS

- **The statistics/ figures indicate** that house prices fell last year.
- **There is no discernible trend.** Sales of domestic appliances seem to have risen and fallen randomly throughout the period.
- **The pattern shows** that as food prices fell, the amount of food purchased gradually rose.
- **The percentage of the population without access to a qualified dentist is at an all-time high.**
- **The proportion of youngsters who have not been vaccinated against diseases like malaria is falling steadily.**

ORGANISATIONAL NOUNS: TO DESCRIBE NUMBERS AND AMOUNTS

- The **level** of productivity has certainly risen since manufacturing began.
- The **amount** of plastic found in our oceans has more than quadrupled in just under two decades.
- The **quantity** of information which we are expected to process these days is astronomical.
- The **number** of householders who possess at least two motor vehicles has sharply risen.

ORGANISATIONAL NOUNS: TO DESCRIBE PROBLEMS

- For many years, the **issue** of whether celebrities and the rich and famous should have the right to privacy or whether media organisations should be allowed to publish intimate photographs and stories about their private lives has divided public opinion.
- There has been a long-running **debate** about the rights and wrongs of bringing up children in a bilingual environment.
- **Heated arguments** about the merits and demerits of a country possessing a nuclear deterrent continues to rage. It seems unlikely that a consensus will ever be reached on this matter..
- How to deal with young offenders continues to be a major problem facing most societies. It is difficult to see how this **matter** will ever be fully resolved.

ORGANISATIONAL NOUNS: TO DESCRIBE PROBLEMS

- Thousands of city-dwellers experience unacceptable levels of poverty, with limited access to electricity, water and other public services. Clearly, this **situation** cannot be allowed to continue.
- The question of whether to legalise abortions is one of the most tricky **dilemmas** which governments have to confront. Obviously, this is a tremendously divisive issue with strongly-held views on both sides.
- Whether to restrict the sale of junk food is a **question** which policy-makers have wrestled with for some time. Governments usually want to give their citizens some freedom of choice. Yet, at the same time, the authorities also feel a duty to protect members of the public and safeguard their health.
- The **controversy** over whether it should be legal for company bosses to earn salaries more than twenty times higher than those of their staff is set to continue for the foreseeable future.

ORGANISATIONAL NOUNS: TO DESCRIBE WAYS OF DEALING WITH PROBLEMS

- The **decision** of educators to ban smartphones from classrooms has proved deeply divisive. Some recognise that this measure will probably improve the concentration levels of children. Yet others feel that technology can enhance learning and that this is a retrograde step.
- In some countries, the authorities have implemented a radically-different **approach** to healthcare: they have begun to refuse to treat patients with unhealthy lifestyles until they reduce their weight, take up exercise or give up excessive smoking or alcohol consumption.
- Many parents who consider themselves to be modern and enlightened do not smack their children under any circumstances. However, others criticise this **strategy** as ineffective. They believe that making a child associate pain with an inappropriate behaviour is likely to improve that child's attitude and conduct.
- The government's **policy** of charging motorists to enter city centres has proved extremely effective. Air quality within the city has improved and traffic congestion is now a thing of the past.

ORGANISATIONAL NOUNS: TO DESCRIBE WAYS OF DEALING WITH PROBLEMS

- Politicians have proposed a number of **measures** to reduce crime, including offering youths a financial incentive to stay out of trouble and making sure that inner-city teenagers have a range of facilities and activities to keep them off the streets and out of trouble.
- The **scheme** to rejuvenate the capital city in my country has proved effective. Giving the area a facelift has led to significant increases in the number of tourists visiting. This clearly has positive implications for the local and national economy.
- A number of **solutions** have been proposed but none have proved terribly effective. The vast majority of undergraduates studying science is still male and females seem as unwilling to go down this career path as ever.
- A number of **alternatives** have been tried but the approach currently being used has proved most successful.

ORGANISATIONAL NOUNS: TO DESCRIBE OPINIONS AND WHAT PEOPLE BELIEVE

- It is my fervently-held **opinion** that the elderly should be allowed to make a greater contribution to society. They have an awful lot to contribute.
- The idea that men are more ambitious but less caring than women is widely believed. However, this **hypothesis** is extremely difficult to test and little if any convincing evidence on the subject exists.
- Although sending a manned space mission to the planet Mars would be horrendously expensive and risky, it would allow us to finally test the **theory** that the planet could sustain life.
- From the **perspective** of many, the death penalty is entirely justified in cases where criminals have committed heinous crimes.
- The **assertion** that wealth-creation and economic development should be the goal of all governments has been challenged by some forward-thinking economists.

ORGANISATIONAL NOUNS: TO DESCRIBE OPINIONS AND WHAT PEOPLE BELIEVE

- It has always been my **view** that our purpose as human beings is to do as much good as we can whilst on this planet
- I find it almost impossible to understand the **viewpoint** that animals only exist to serve man and that they are not entitled to any rights.
- The **notion** that intelligence can be measured by examining the shape of an individual's head is, quite frankly, fanciful. No self-respecting scientist in their right mind would give credence to anyone who suggested this.
- The **belief** that examiners give their candidates higher grades when marking in the morning than when marking in the afternoon is held by many researchers.

ORGANISATIONAL NOUNS: TO DESCRIBE WHAT PEOPLE KNOW

- The developments of the telescope and the microscope gave us access to **knowledge** about the universe which surrounds us. These inventions enabled scientists to make huge leaps forward.
- **Modern students** have access to an almost limitless amount of **information**, thanks to the internet. This represents a significant and welcome change.
- **The assumption** that international tourism is generally beneficial has been challenged. Some now claim that it tends to be exploitative, particularly when multi-national companies from economically-advanced nations open holiday resorts in under-developed countries.

ORGANISATIONAL NOUNS: TO DESCRIBE WHAT PEOPLE SAY ABOUT THE FUTURE

- The **prediction** that our planet's climate would begin to show significant alternations in the twenty-first century seems to be coming true. Rainfall patterns and temperatures appear to be altering and the number of severe weather events is on the rise.
- Although economists regularly make **forecasts** about levels of inflation, unemployment and economic growth, their success rate is not especially high. it should be realised that economics is not an exact science and that any forecast depends on unpredictable variables.
- The **estimate** that the number of city-dwellers would one day exceed the number of people living in the countryside turned out to be accurate.
- There is an **expectation** amongst researchers that how long people live will continue rising for the foreseeable future. Although diseases such as cancer and diabetes are likely to become more prevalent, improvements in general health and medical procedures will probably mean that the average person in a developed country soon lives well into the nineties.

ORGANISATIONAL NOUNS: TO DESCRIBE WHAT PEOPLE SAY ABOUT THE FUTURE

- The **likelihood** of polar bears becoming extinct rises every year as the period when the Arctic contains sea-ice shortens. Polar bears require this sea-ice in order to hunt for seals and its disappearance means that more of them are starving.
- There is a distinct **possibility** that some cities will become uninhabitable as the quality of air worsens and a large proportion of the population begins to suffer from chronic respiratory illness.
- Some experts feel that there is a real **probability** that our planet will be struck by a meteorite. Such an event could result in the eradication of most species on the planet, including our own.

ORGANISATIONAL NOUNS: TO DESCRIBE HOW PEOPLE EXPLAIN SOMETHING

- Human behaviour is so complex and determined by so many factors that finding a plausible **explanation** for many of the things we do is almost impossible.
- When governments are criticised for spending too much on bureaucracy, they often offer the **justification** that making reductions in the size of the civil service is a lengthy and time-consuming operation.
- Politicians always have to face **criticism** from the electorate, the media and their political opponents.

ORGANISATIONAL NOUNS: TO DESCRIBE THINGS TO WORRY ABOUT

- Despite the repeated **warnings** from members of the scientific community, few of us seem ready to radically alter the way we live in order to cut carbon emissions and save the planet.
- Far from having diminished, the **threat** from terrorism has probably risen as the world has become an increasingly unstable place.
- There is a growing **concern** that juvenile delinquents are getting out of control in some cities. Reports of drug-taking, knife-wielding youths roaming through the city committing crime fill our newspapers and websites.
- The **worry** that we are becoming increasingly obese and consequently die younger does not seem to have led to changes in diet or levels of physical activity.

ORGANISATIONAL NOUNS: TO DESCRIBE WHY WE DO THINGS

- The main **reason** why youngsters misbehave in the classroom is probably connected with boredom: if the lesson lacks stimulation, young students' minds tend to wander and they seek stimulation in other areas.
- The **causes** of economic deprivation are many: poor education is certainly a major factor.
- Most human behaviour has a limited range of **motivations**.
- For most youngsters, going to university has several **purposes**: it permits them to study an academic area they are genuinely interested in, it enables them to develop social contacts and it allows them to mature as adults.
- The main **aim** of most governments is to get re-elected.

WHAT SHALL I DO NOW?

- **Study the language in this lesson**
- **Study the next part of this unit**
- **Study related topics on the course**
- **Visit our website at www.prepareforielts.com**
- **Find out about our other IELTS courses**
- **Get your IELTS Speaking marked by experts**
- **Get your IELTS Writing marked by experts**
- **See lots of FREE IELTS resources created by experts**



Copyright

Prepare for {IELTS}

Prepare for {IELTS}

Video Lessons



A decorative wavy line in dark blue and light blue colors runs vertically along the left side of the slide.

VOCABULARY FOR IELTS

HOW TO USE
ORGANISATIONAL
NOUNS
PART 2

Prepare for {IELTS}

WHAT YOU WILL LEARN?

- Why are **ORGANISATIONAL NOUNS** so important?
- **ORGANISATIONAL NOUNS** to describe numbers and amounts
- **ORGANISATIONAL NOUNS** to describe problems which people disagree about
- **ORGANISATIONAL NOUNS** to describe ways of dealing with problems
- **ORGANISATIONAL NOUNS** to describe opinions and what people believe
- **ORGANISATIONAL NOUNS** to describe what people know
- **ORGANISATIONAL NOUNS** to describe what people say about the future
- **ORGANISATIONAL NOUNS** to describe how people explain something
- **ORGANISATIONAL NOUNS** to describe things to worry about
- **ORGANISATIONAL NOUNS** to describe why we do things

A decorative wavy line in dark blue and white on the left side of the slide.

PRACTICE WITH ORGANISATIONAL NOUNS

Prepare for {IELTS}

EXERCISES: COMPLETE THE TEXT. THE FIRST LETTER OF EACH MISSING WORD IS GIVEN.

The **st** _____ given refer to the **pr** _____ of individuals who migrated to Canada. During the first few years for which we have **f** _____, there was a clear upward **t** _____. However, the **I** _____ of migration fell later. Turning to the next few years, there is a clear **pr** _____ that more people will want to move to Canada but there is also a distinct **po** _____ that fewer young people will choose to come.

ANSWERS

The **statistics** given refer to the **proportion** of individuals who migrated to Canada. During the first few years for which we have **figures**, there was a clear upward trend. However, the **level** of migration fell later. Turning to the next few years, there is a clear **prediction** that more people will want to move to Canada but there is also a distinct **possibility** that fewer young people will choose to come.

EXERCISES: COMPLETE THE TEXT. THE FIRST LETTER OF EACH MISSING WORD IS GIVEN.

Many people make the **as** _____ that if the cost of alcohol and cigarettes went up, consumption would fall, even though there is little evidence to support this **n** _____. The people who believe this **th** _____ would like the government to implement a **p** _____ of increased taxation. They often hold the **b** _____ that the government could bring in other **m** _____ such as awareness-raising campaigns to persuade youngsters not to drink and smoke. Others say that this **ap** _____ is short-sighted and that the **q** _____ is far more complex.

ANSWERS

Many people make the **assumption** that if the cost of alcohol and cigarettes went up, consumption would fall, even though there is little evidence to support this **notion**. The people who believe this **theory** would like the government to implement a **policy** of increased taxation. They often hold the **belief** that the government could bring in other **measures** such as awareness-raising campaigns to persuade youngsters not to drink and smoke. Others say that this **approach** is short-sighted and that the **question** is far more complex.

EXERCISES: COMPLETE THE TEXT. THE FIRST LETTER OF EACH MISSING WORD IS GIVEN.

There is a heated **c** _____ over whether it should be illegal to smack children. Some politicians and childcare experts make the public **a** _____ that this is morally wrong. **E** _____ of why it might be acceptable are difficult for us to take seriously. We feel we have a degree of **k** _____ and **u** _____ of this **i** _____. Amongst people who oppose the **i** _____ of hitting children, there is a great deal of **c** _____ about what seems to be a cruel action. For many, there is no possible **j** _____ for such vile behaviour. Yet those who think smacking children is acceptable certainly feel they have **r** _____ for doing what they do.

ANSWERS

There is a heated **controversy** over whether it should be illegal to smack children. Some politicians and childcare experts make the public **assertion** that this is morally wrong. **Explanations** of why it might be acceptable are difficult for us to take seriously. We feel we have a degree of **knowledge** and **understanding** of this **issue**. Amongst people who oppose the **idea** of hitting children, there is a great deal of **concern** about what seems to be a cruel action. For many, there is no possible **justification** for such vile behaviour. Yet those who think smacking children is acceptable certainly feel they have **reasons** for doing what they do.

WHAT SHALL I DO NOW?

- Study the language in this lesson
- Complete the **quiz** for this unit
- Study related topics on the course
- Visit our website at www.prepareforielts.com
- Find out about our other **IELTS** courses
- Get your **IELTS Speaking** marked by experts
- Get your **IELTS Writing** marked by experts
- See lots of **FREE IELTS** resources created by experts



Copyright

Prepare for {IELTS}