

Prepare for {IELTS}
Video Lessons





VOCABULARY FOR IELTS

HOW TO IMPROVE
YOUR SPELLING

PART 1

Prepare for {IELTS}

WHAT YOU WILL LEARN?

- Why is **SPELLING** so important?
- Strategy: **Double letters**
- Strategy: **Vowels**
- Strategy: **Looking for patterns**
- Strategy: **Roots of words**
- Strategy: **Pronunciation**
- Strategy: **Prefixes and suffixes**
- Strategy: **English or American**
- Which words do **IELTS** candidates usually spell incorrectly?
- Practice

WHY WORRY ABOUT SPELLING?

- The **IELTS** examiner looks at your **SPELLING** for signs of accuracy (**Vocabulary**)
- The **IELTS** examiner looks at your **SPELLING** for signs of complexity (**Vocabulary**)
- **SPELLING** makes your writing more formal and academic (**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 |

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WHAT SPELLING
STRATEGIES ARE
GOOD FOR IELTS?

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STRATEGY 1: DOUBLE LETTERS

- Many words used by IELTS candidates contain double letters – essentially; immediate; accommodation.
- Remember the letters which can be doubled: stubborn, accurate, sudden, street, stuff, staggeringly, wonderfully, immediately, annoying, foolishly, inappropriate, terrorism, assessment, attention, puzzling.
- The red ones are common The blue ones are more unusual
- Why are letters doubled?

STRATEGY 2: VOWELS

- Be careful when there are two vowels together.
- Know which vowels can combine - str**ai**ghtaway, extra**ao**rdinary, tre**ea**tment, fee**ee**lings, dece**ei**ve, stere**eo**type, **ao**uthoritarian, belie**ie**, emancipation**io**n, **oa**n, mo**oi**sture, wo**oo**den, **oo**tstanding, gradu**uo**ation, cru**ue**lty, flu**ui**idity, incongru**uo**ous, vacu**uu**m.
- **The red ones are common** **The blue ones are more unusual**

STRATEGY 3: LOOK FOR PATTERNS

There are rules which often work!

- 1. happy – happily (healthy – healthily; steady – steadily)**
- 2. hopeful – hopefully (powerful – powerfully; helpful – helpfully)**
- 3. require – requirement (commit – commitment; govern – government)**
- 4. refer – referred (deter – deterred; commit – committing)**
- 5. suppose – supposing (propose – proposing; leave – leaving)**
- 6. deny – deniable; (rely – reliable; justify – justifiable)**
- 7. question; quizzical; inquiry; quantify**
- 8. piece; belief; receive; deceive**

STRATEGY 4: USE ROOTS OF WORDS

When we add to a root word, we usually leave most of the root word unchanged. If there are changes, they are usually at the end of the word.

- 1. waste - wasteful; wastefulness**
- 2. important - importance; unimportance**
- 3. possess - possessive; possessiveness; possession**
- 4. create – creative; creativity**
- 5. acquire – acquisition; acquisitive**
- 6. necessary – unnecessary; unnecessarily; necessitate**

STRATEGY 5: PRONUNCIATION

Often (but not always!) how you pronounce a word (and especially whether the vowel sounds are long or short) will tell you how to spell it.

Look for longer or shorter vowels!

- 1. forbid; forbade; forbidden**
- 2. transmit; transmitter; transmitted**
- 3. hesitate; hesitant; hesitancy; hesitation**

STRATEGY 6: PREFIXES AND SUFFIXES

Prefixes and suffixes do not usually change the root word

- **im**mature; **im**moral; **un**noticed; **dis**satisfied; **und**errated; **over**rated
- force**ful**; fear**ful**; stress**ful**
- use**less**; point**less**; pain**less**
- manage**able**; notice**able**

BUT

lazy - laz**i**ness; mystery – myster**i**ous

beauty – beaut**i**ful; eighty – eight**i**eth

BUT

fame**e** – famous; criticis**e** – criticism; believ**e** - believable

STRATEGY 7: AMERICAN OR ENGLISH

It doesn't matter...but be consistent!

- **organization** – **organisation**
- **specialize** – **specialise**
- **criticize** – **criticise**
- **color** – **colour**
- **honor** – **honour**
- **favorite** – **favourite**
- **theater** – **theatre**
- **center** – **centre**
- **program** – **programme**

WHAT SHALL I DO NOW?

- **Study the language in this lesson**
- **Study the next part of this unit**
- **Study related topics on the course**
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WHICH WORDS
DO IELTS
CANDIDATES GET
WRONG?

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1. DOUBLE LETTERS

- **CC** = accommodate; accommodation; accumulate; occurred; occurrence; successful; acceptable
- **SS** = necessary; necessitate; unnecessary; possible; possibility, impossible; essential; essentially; profession; professional; useless; repercussions; assessment; assist; assistance
- **PP** = appropriate; inappropriate; opposite; opponent; appearance; apparently; suppose; supposedly; support
- **FF** = effective; efficient; different; difference; difficult; difficulty; affluence; staff
- **RR** = referred; transferred; preferred; referring; transferring; arrangement; correlation; correct; irresponsible; irrational
- **MM** = commit; community; communication; immoral; immortal; immature; immediately

2. VOWELS

- receive; deceive; believe; achieve; achievement; weight; height; their
- reveal; release; realise; research; colleague
- though; although; thought; through; throughout; breakthrough; thorough; neighbour
- efficient; sufficient; deficient
- undeniable; unreliable; justifiable
- claim; retain; retail
- choice; choose; chose
- true
- eight; eighty; eighteen; eighteenth

3. MISSING LETTERS OUT

- advertisement; improvement; management; manageable; knowledgeable
- government; environment; judgement
- personally; economically; socially; occasionally
- undoubtedly; doubtful; doubtless
- hygiene; nowadays; noteworthy; therefore; comfortable; temperature

4. PUTTING EXTRA LETTERS IN

- significantly; considerably
- possibly; reasonably
- powerful; helpful; hopeful

5. SOUND PROBLEMS

- **statistics; social; percentage; ancient; Asian; scientists; scientific; advice; advise; consequences; consequently; recession**
- **relevant; responsibility; proportion; independent; dependent; definitely; performance; resistance; existence**
- **except; exceptional; exceedingly; excessive**

6. STRANGE PATTERNS

- knowledge
- **psychology**
- physics
- **acquire; acquisition; acquaintance**
- business
- **bureaucracy; entrepreneur**
- **courageous; incongruous**
- **eccentric**

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PRACTICE WITH SPELLING

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LOOK AT THE FOLLOWING EXTRACT. HOW MANY SPELLING MISTAKES CAN YOU FIND?

The statitics reveel that more than eihgty persent of those living in rented accommodation complane about the level of hygene in there property. It is notworthy that, given the oportunity, aproximately eighty in every hundred respondants would move. This proportion is significanttally higher in Europeen than in Ansian countries.

ANSWERS

The **statistics reveal** that more than **eighty percent** of those living in rented accommodation **complain** about the level of **hygiene** in **their** property. It is **noteworthy** that, given the **opportunity**, **approximately** eighty in every hundred **respondents** would move. This proportion is **significantly** higher in **European** than in **Asian** countries.

LOOK AT THE FOLLOWING EXTRACT. HOW MANY SPELLING MISTAKES CAN YOU FIND?

The government has proposed the introduction of new laws which would improve the enviromental situation. Sientists working for the authorities beleive that althought these measures might have negative repercussions for some individuals, they are economicly and socally justifiable.

ANSWERS

The **government** has proposed the introduction of new laws which would improve the **environmental** situation. **Scientists** working for the authorities **believe** that **although** these measures might have negative **repercussions** for some individuals, they are **economically** and **socially** **justifiable**.

LOOK AT THE FOLLOWING EXTRACT. HOW MANY SPELLING MISTAKES CAN YOU FIND?

Psychologists have studied how we aquire knowlege. Researchers have carried out usefull tests and achived considerable sucess. Their data indicated a slite corelation between the heihgt and weght of an individual and that person's performance on memory tests, resistance to stressfull conditions, and inteligence. These results were signicantly different from prevous findings. The study has been described as exeptional

ANSWERS

Psychologists have studied how we **acquire knowledge**. Researchers have carried out **useful** tests and **achieved** considerable **success**. Their data indicated a **slight correlation** between the **height** and **weight** of an individual and that person's **performance** on memory tests, **resistance** to **stressful** conditions, and **intelligence**. These results were **significantly** different from **previous** findings. The study has been described as **exceptional**.

LOOK AT THE FOLLOWING EXTRACT. HOW MANY SPELLING MISTAKES CAN YOU FIND?

Although it is undeniable that comunication in the form of words is esential, it is now thowght that non-verbal interaction is vital. It is nesessary and aproppriate to investigate further the connexion between body language and meening. Obviously, we use a variety of methods to communicate efficiently and efectively. Transmiting information trough gesture is a regular ocurence

ANSWERS

Although it is **undeniable** that **communication** in the form of words is **essential**, it is now **thought** that non-verbal interaction is vital. It is **necessary** and **appropriate** to investigate further the **connection** between body language and **meaning**. **Obviously**, we use a variety of methods to communicate **efficiently** and **effectively**. **Transmitting** information **through** gesture is a regular **occurrence**.

LOOK AT THE FOLLOWING EXTRACT. HOW MANY SPELLING MISTAKES CAN YOU FIND?

Even thogh the retale sector is occassionally refferred to as ‘the beating heart of our economy’ many buisnesses are struggling to atract customers into their shops and persuade them to spend.

Advertisments encorage shoppers. However, this is a crisis and is begginning to have serious reppercussions. Many employes have been made redundant and their coleagues are definately worryng about future consequences of the recesion.

ANSWERS

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Advertisements encourage shoppers. However, this is a crisis and is **beginning** to have serious **repercussions**. Many **employees** have been made **redundant** and their **colleagues** are **definitely worrying** about future **consequences** of the **recession**.

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