



UNIVERSITY OF SCIENCE AND TECHNOLOGY OF HANOI

English Department

Course syllabus

2. GENERAL INFORMATION OF THE SUBJECT

Course title	: IELTS WRITING
Term	: Autumn
Number of Credits	: 1
Total hours	: 32
Each session duration	2
Total sessions	: 16
Prerequisite	: Proficiency level equivalent to 4.5 IELTS writing
Teachers in charge	:

3. COURSE DESCRIPTION

Upon the completion of the course, students are expected to be able to achieve at least 5.5 IELTS score. The students have generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.

The proficiency goal of this course is for students to reach a level equivalent to approximately 5.5 IELTS writing level.

4. UNDERSTAND THE WRITING TEST

Write clearly, organise your ideas and use a varied vocabulary.

Purpose of the test

The IELTS Writing test is designed to assess a wide range of writing skills, including how well you

- write a response appropriately
- organise ideas
- use a range of vocabulary and grammar accurately

Timing

The IELTS Writing test takes 60 minutes. Spend 20 minutes on Task 1, and 40 minutes on Task 2.

You will need to manage your own time, so make sure you move on to Task 2 after 20 minutes.

Two tasks

There are two tasks in the IELTS Writing test. You will be asked to write at least 150 words for Task 1 and at least 250 words for Task 2.

IELTS Academic Writing test

Write in a formal style in the IELTS Academic Writing test.

In Task 1 you will be presented with a graph, table, chart or diagram. You will be asked to describe, summarise or explain the information in your own words. This might involve describing and explaining data, describing the stages of a process or how something works, or describing an object or event.

In Task 2 you will be asked to write an essay in response to a point of view, argument or problem. You should find the issues interesting and easy to understand.

Marking

Your Writing test will be marked by a certificated IELTS examiner.

Task 2 is worth twice as much as Task 1 in the IELTS Writing test.

Scores are reported in whole and half bands.

5. COURSE OBJECTIVES

By the end of the program, students are expected to be able to:

1. Write a description of different types of **charts** with focus on: **single** bar chart/ line graph/ table/ pie chart (describing trends, comparing and contrasting).
2. Write an essay to express the writers' opinions with focus on: **advantages and disadvantages, argumentation.**

6. MATERIALS**Course books:**

1. **Book for classroom use:** Sam McCarter and Normal Whitby.(2007). *Improve skills for IELTS*, MacMillan Publisher Limited.
Book of students- without key
2. **Book for homework use:** Sam McCarter. (2007). *Testbuilder 2*. Macmillan Education
Book of students- without key
Note: *Teachers can choose task 1 and task 2 from this book which are relevant to what have been learnt in class to assign as homework. Teachers can also select extra relevant practice tasks.*

Supplementary materials

1. Andrew Guilfoyle. (2015). *Practical IELTS Strategies: IELTS Writing Task One. (Academic Module)*. Bookman Books Ltd.
2. Anneli Williams. (2011) *Collins English for Exam: Writing for IELTS*. HarperCollin Publishers
Book of students- without key
3. **Book for grammar consolidation:** Fiona Aish and Jo Tomlinson (2011). *Collins Grammar for IELTS*. HarperCollin Publishers
Book of students- with key

Note: This book is copied with the answer key. Teachers will assign as homework only. Teachers can select certain exercises to assign.

It is suggested that the teachers just check for completion and do not need to correct every single question. Teachers should focus on the difficult questions only for further explanation.

1. Others (to be prepared by the teachers)

7. COURSE POLICY

- Students who are absent for 3 sessions onwards will merit an automatic failure.
- No late submission or task completion is accepted, unless otherwise approved by the teacher at least ONE week before the deadline. Late submission will occur in 20% reduction of the allotted grade for each day late.
- Completion of all assignments is required as the condition to sit for the final test

8. ASSESSMENT

Components	Description	Grade Allotment	Note
Attendance/ Homework Completion	For all writings of task 1 and task 2, students must be required to write the 1s draft, then ask friends to proofread or teacher to quickly review. Then students must write the 2nd draft- as the final draft to submit to teachers for feedback.	10%	Either absence or incomplete hw= mark zero for that class Homework completion+ participation= 2.5pts/ class

Midterm test	<p>- Class 9- Week 5 Implemented in class, designed by teacher of each class. Format: Task 1 (20 minutes, band 9.0) Marks submitted to the department: both on band 9.0 and converted to band 20</p>	30%	<p>The students must be informed of their results 2 weeks after the test at the latest. The department is NOT responsible for dealing with the students' queries on midterm test.</p>
Final Test	<p>Final test- Date to be confirmed Implemented by the department Format: An IELTS Writing full test (Task 1 and Task 2, band 9.0)</p>	<p>60% Result= [Task 1 + Task 2*2]/ 3</p>	

6. FRAMEWORK FOR IELTS WRITING SKILLS

Week #	Areas/Themes	Contents & Resources (Improve skills for IELTS: Writing)	Homework (Writing= teacher's assignment Grammar= Collins book)	References (Collins book)
1	Unit 1: Change & consequences	Task 1 Describing trends Related verbs and nouns Understanding data	Practice task 1: teachers' choice Grammar: Unit 1- Simple tenses	Chapter 1 Understanding visual prompts Chapter 2 Line graph
2	Unit 1: Change & consequences	Task 2 Understanding questions Expressing solutions Linking phrases Using trigger words	Practice task 2: teachers' choice	Chapter 11 Learning how to correct errors Practising proofreading
3	Unit 2: The importance of the past	Task 1 Comparing information Adverbs in comparisons Comparing and contrasting	Practice task 1: teachers' choice Grammar: Unit 11- Comparatives and superlatives	Chapter 3 Describing a chart Comparing quantities & numbers
4	Unit 2: The importance of the past	Task 2 Using it/ they/ this/ these Planning essays Developing ideas	Practice task 2: teachers' choice	Chapter 2 Generating ideas Presenting arguments
5	Unit 4: Education	Task 1 General and specific statements Comparing information Describing proportions	Practice task 1: teachers' choice	
6	Unit 3: Machines, cycles and processes	Task 2 Using <i>which</i> to organize information Expressing result and purpose	Practice task 1: teachers' choice Grammar- Unit 7: Singular and plural nouns/ verbs and determiners	
7	Unit 6: Culture Revision	Unit 6: Task 1 Concluding statements Concession Unit 7: Adverbs Using adverbs to evaluate data Unit 9: Varying vocabulary Checking spelling	Practice task 1: teachers' choice	
8	Unit 4: Education	Task 2 Avoiding overgeneralization	Practice task 2: teachers' choice	Chapter 8 Developing and

		Developing reasons	Grammar: Unit 8- Uncount and count nouns	linking supporting examples
9	Midterm Unit 5: Youth	Task 2: Developing and justifying opinions Writing introduction	Practice task 2: teachers' choice	
10	Midterm Unit 5: Youth	Task 2: Developing and justifying opinions Writing introduction	Practice task 1: teachers' choice	
11	Unit 6: Culture	Expressing advantages & disadvantages Advantage and disadvantage vocabulary Concession	Practice task 2: teachers' choice Grammar: Unit 16- Using reference words to maintain cohesion in writing.	
12	Unit 7: Arts and sciences	Task 2 Discussing other people's opinion Hypothesizing	Practice task 1: teachers' choice	
13	Unit 8: Nature	Task 2 Articles Writing conclusions Task 2 revision	Practice task 2: teachers' choice Grammar: Unit 19- Relative clauses	Chapter 8 Writing the conclusion
14	Unit 9: Health	Task 2 Organizing words S-V agreement Task 2 revision	Practice task 2: teachers' choice	
15	Unit 10: Individual and society	Task 2 Paragraph structure Relevant and irrelevant information Task 2 revision	Practice task 2: teachers' choice Grammar; Unit 20- Construction of noun phrases	Chapter 9 Using cohesive devices Writing topic sentences
16	Revision	Task 1 revision		