

# Chapter 5

## Task 1: Lexical Resource

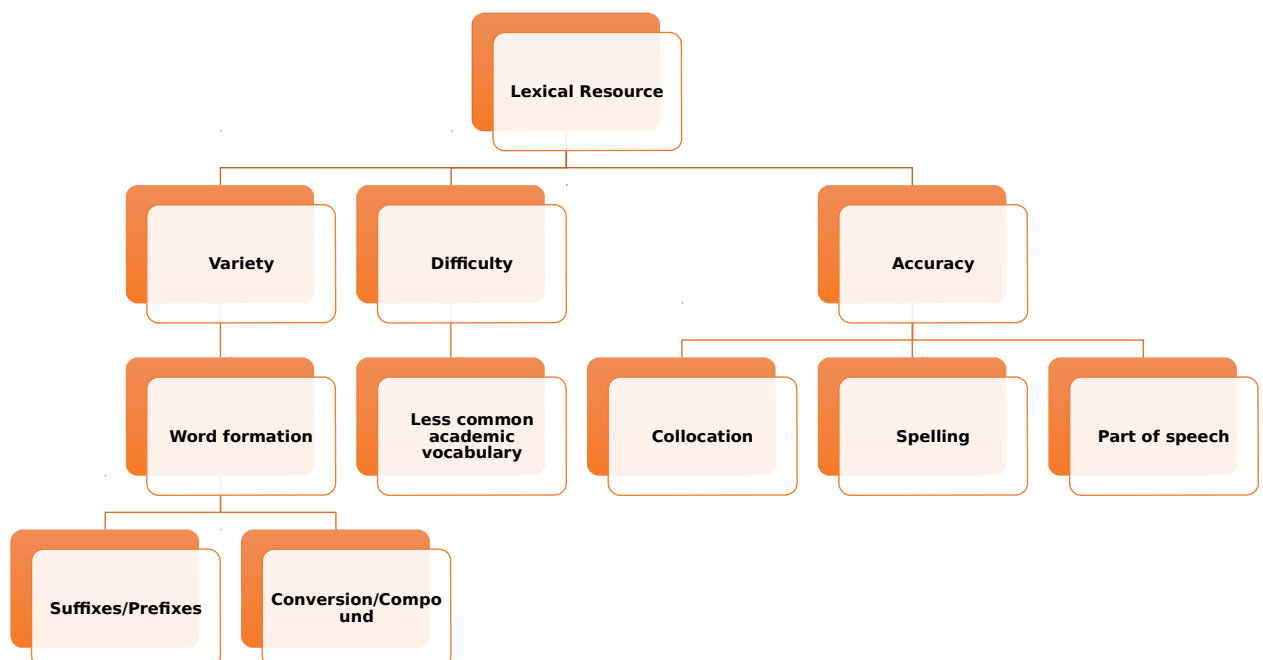
### In this unit, you will:

- develop a better understanding of the various requirements related to the domain “Lexical Resource”,
- read and discuss writing exemplars using the assessment standards of “Lexical Resource”,
- evaluate and improve writing exemplars following the assessment standards of “Lexical Resource”.

**NOTE:** *Exemplars included in this chapter are written by university students and teachers. These exemplars are sometimes edited for the purpose of illustrating certain aspects of the IELTS writing assessment standards. Nevertheless, these exemplars are not edited to be error-free.*

### Activity 1 Understanding the assessment standards of “Lexical Resource”

- Read the concept map which summarizes the assessment standards of “Lexical Resource”.
- Discuss with your partner the meanings of these keywords. Note down any differences in your understanding.



The term “lexical resource” is used in the IELTS writing assessment standards to denote “vocabulary”. Three aspects of use of vocabulary are considered by IELTS writing examiners, which include: (1) variety of vocabulary, (2) difficulty of vocabulary, and (3) accuracy of vocabulary.

The vocabulary items for the following activities are taken from an exemplar (Exemplar 5.1) on the following question:

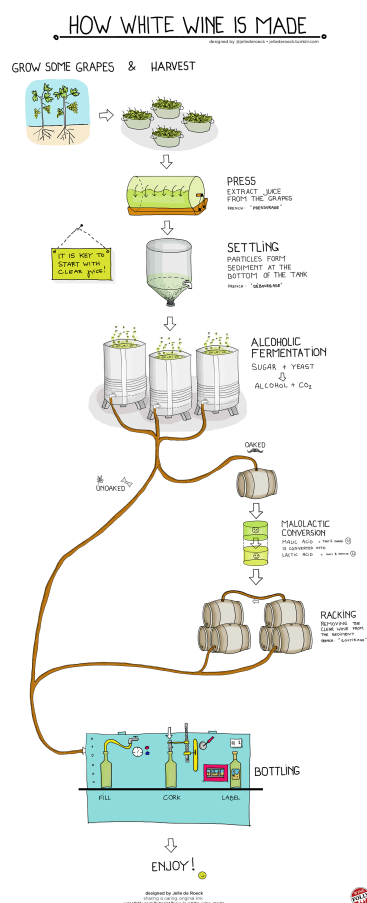
T1-11:

You should spend about 20 minutes on this task.

The diagram below gives information about the process of white wine making.

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

Write at least 150 words.



Source: <https://winefolly.com/tutorial/how-is-white-wine-made/>

*The process of making white wine is growing and harvesting grapes, pressing grapes to extract juice (the must), settling particles at the bottom, fermenting them, converting to malic acid to lactic acid if it is oaked and racking to remove the clear wine from the sediment if necessary, or bottling to consume or sell the final product. Since grapes are important to making white wine, growing grapes in good soil is indisputably the first and foremost step. Secondly, farmers harvest and process their grapes through putting them into huge tanks after grapes are ripen. Thirdly, the harvested grapes are pressed to extraction the pulp of juice and skins also known as the must. For it is key to start with the clear juice, the particles need to form sediment at the bottom of the tanks, also called settling, as the next step. Then, add sugar and yeast as appropriate to result in alcohol and carbon dioxide (CO<sub>2</sub>) for alcoholic fermentation step. After this step, Malolactic conversion process should begin when it is oaked, so as for convert malic acid which makes the wine tart and sharp into lactic acid which makes it soft and round. Afterwards, it should go through racking process to remove the clear wine from the sediment. After this step or if it is oaked in the first place, it is ready to be bottled. In the bottling step, fill wine in the bottles, seal the bottles with corks, and label them accordingly. Finally, the bottles are ready to be sold or enjoy. That is how the white wine is made.*

*Aspect 1: Variety of vocabulary*

Variety of vocabulary is achieved through word formation. There are four major types of word formation: **prefixes, suffixes, compounds, and conversion.**

Write down the type of word formation next to the corresponding definition and example.

<b>Type of word formation</b>	<b>Definition</b>	<b>Example</b>
	It connects two or more base words to form a new word.	foremost
	It is a group of letters that are placed before the root of a word. It usually changes the meaning of the word, but not the part of speech of the word.	in-disputably
	It is the change of a word from one part of speech to another.	process (n.) □ process (v.)
	It is a group of letters that are placed at the end of	second-ly

	the root of a word. It usually changes the part of speech of the word, but not the meaning of the word.	
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*Aspect 2: Difficulty of vocabulary*

Writing in an academic context requires the use of a set of more sophisticated and formal words than we would normally use in our daily life. For examples of commonly used academic vocabulary, you can refer to Coxhead's (2000) Academic Word List<sup>1</sup>.

Complete the following table.

Word in a less academic style	Word in a more academic style
The process of making white wine <b>is</b> growing and harvesting grapes, pressing grapes to extract juice...	The process of making white wine _____ _____ growing and harvesting grapes, pressing grapes to extract juice...
Since grapes are <b>important</b> to making white wine, growing grapes in good soil is...	Since grapes are _____to making white wine, growing grapes in good soil is...
For it is key to start with the clear juice, the particles need to form sediment at the bottom of the tanks, also <b>called</b> settling, as the next step.	For it is key to start with the clear juice, the particles need to form sediment at the bottom of the tanks, also _____ settling, as the next step.
Afterwards, it should <b>go through</b> racking process to remove the clear wine from the sediment.	Afterwards, it should _____ racking process to remove the clear wine from the sediment.

*Aspect 3: Accuracy of vocabulary*

Three types of vocabulary accuracy are mentioned in the IELTS writing assessment standards, including (1) collocation, (2) spelling, and (3) part of speech.

Write down the type of vocabulary accuracy next to the corresponding definition and example.

Type of vocabulary accuracy	Definition	Example
	The accurate use of word forms in sentences e.g. noun, verb, adjective, adverb.	( ) Thirdly, the harvested grapes are pressed to <b>extraction (n.)</b> the pulp of juice and skins also known

<sup>1</sup> Coxhead, A. (2000). A new academic word list. *TESOL Quarterly*, 34(2), 213-238.

		<p>as the must.</p> <p>(✓)Thirdly, the harvested grapes are pressed to <b>extract (v.)</b> the pulp of juice and skins also known as the must.</p>
	The accurate alphabetical formation of words.	<p>( ) For it is key to start with the clear juice, the particles need to form <b>sentiment</b> at the bottom of the tanks, also called settling, as the next step.</p> <p>(✓) For it is key to start with the clear juice, the particles need to form <b>sediment</b> at the bottom of the tanks, also called settling, as the next step.</p>
	The accurate combination of words.	<p>( ) After this step, Malolactic conversion process should begin when it is oaked, so as <b>for</b> convert malic acid...</p> <p>(✓) After this step, Malolactic conversion process should begin when it is oaked, so as <b>to</b> convert malic acid...</p>

### Activity 2 Using a variety of vocabulary

- Read the following question (T1-14) and read Exemplars 5.2 to 5.4.
- Evaluate how well the exemplars are written in terms of using a variety of vocabulary by referring to the definitions and examples of the related terms. If necessary, use the following guiding questions to help your evaluation:
  - Did the student form new words through the use of prefixes?
  - Did the student form new words through the use of suffixes?
  - Did the student form new words through the use of conversion?

- Did the student form new words through the use of compounding?

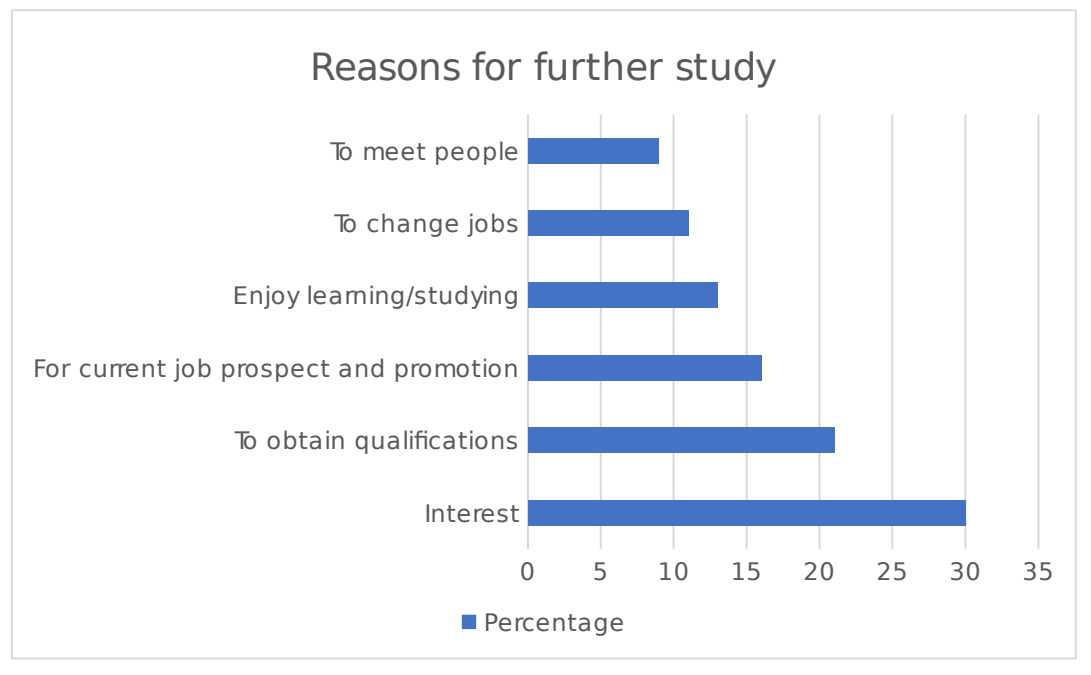
T1-14

You should spend about 20 minutes on this task.

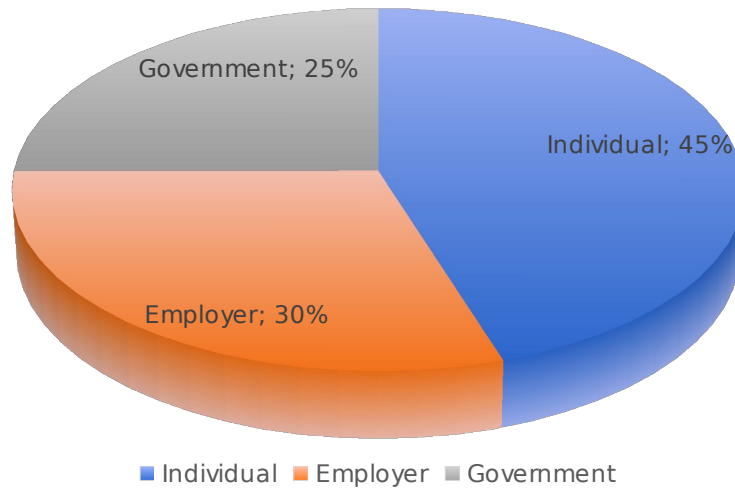
The charts below give information about the survey results about people's views towards further study. The first chart shows the reasons for further study. The second pie chart displays how people think the cost of further study should be covered.

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

Write at least 150 words.



## Who should cover the cost of further study



### Exemplar 5.2

*As shown by the survey results, the main reason of further study is due to people's interest and there are around thirty percent of interviewees agree of it. To obtain qualifications is the second important reason of people to have further study. About one of five people agree of it. For current job prospect and promotion is the third crucial reason for them to continue their study as reflected by the chart. On the other hand, around half of the interviewees agree that people themselves should burden the cost of further study. The second stakeholder to cover the cost is employer and thirty percent of people agree of it. However, government will shoulder the least responsibilities of people further study as only twenty five percent of people agree of it. The percentage of choosing government and employer to cover the cost is quite similar but it is no doubt that individual will be the main stakeholder to cover the cost from charts.*

Guiding question	Yes/No	Example/Suggestion
Did the student form new words through the use of prefixes?		
Did the student form new words through the use of suffixes?		
Did the student form new words through the use of conversion?		
Did the student form new words through the use of compounding?		

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**Exemplar 5.3**

*The graphs illustrate interviewees' opinions on the reasons for further study and the responsibility allocation of the tuition cost.*

*To begin with, in the first chart, it is obvious that most interviewees (30% of interviewees) think that their own interest is the main reason for further study. 'To meet people' and 'Enjoy learning/studying' can also be classified as individual reasons, and they are chosen by almost 9% and 13% of interviewees respectively. It seems that more than half of interviewees make decision towards further study with their personal factors, and it may be the reason of most people (45% of interviewee) think that individual should be responsible for the cost of further study in the second chart.*

*Following this, 'To change jobs', 'For current job prospect and promotion' and 'To obtain qualifications' are chosen by almost 11%, 16% and 21% of interviewees respectively, and they can be grouped as career reasons. Most career reasons have higher rank than those individual reasons, and it can explain why 30% of interviewees think that employer should cover the cost of study.*

*To conclude, more people pursue higher education depends on individual reasons rather than career reasons. Also, they mostly think that the cost of further study should be covered by the individuals themselves.*

<b>Guiding question</b>	<b>Yes/No</b>	<b>Example/Suggestion</b>
Did the student form new words through the use of prefixes?		
Did the student form new words through the use of suffixes?		
Did the student form new words through the use of conversion?		
Did the student form new words through the use of compounding?		

### Exemplar 5.4

*The bar chart illustrates the proportion of six reasons (encounter persons, switch careers, fond of learning, opportunities for advancement, get qualifications and enjoyment) that why people want to go further study.*

*Overall, the most significant percentage of why persons keeping studies was enjoyment, it was the main reason of seeking for further study and it accounted for 30%. To get the qualifications is the second of the main purpose, it made up more than 20%. On the other hand, the proportion of encountering persons was the marked contrast between getting qualifications and having enjoyment. It was the least percentage of the reasons of keeping advance studies and it was less than half the percentage of getting qualifications and having enjoyment.*

*On the other hand, the other pie chart illustrates the proportion of three parties (the executive, oneself and the boss) that should cover the cost of advance study. It shows that oneself is the major party to the responsibility for the studying fee and it reaches to 45%.*

Guiding question	Yes/No	Example/Suggestion
Did the student form new words through the use of prefixes?		
Did the student form new words through the use of suffixes?		
Did the student form new words through the use of conversion?		
Did the student form new words through the use of compounding?		

### Activity 3 Using academic vocabulary

- Read the following question (T1-15) and read Exemplars 5.5 to 5.6.
- Evaluate how well the exemplars are written in terms of using academic vocabulary by referring to the definitions and examples of the related terms. If necessary, use the following guiding question to help your evaluation:

- Did the student use a set of more sophisticated and formal words than we would normally use in our daily life?

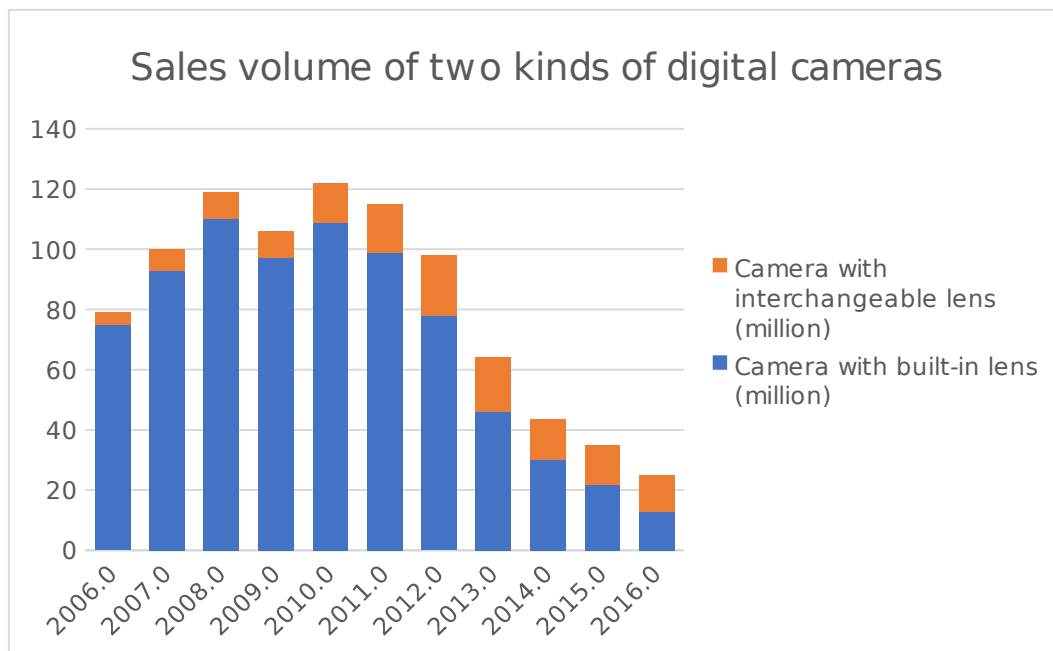
T1-15

You should spend about 20 minutes on this task.

The chart below gives information about the respective sales volume of two kinds of cameras provided by camera manufacturers from 2006 to 2016.

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

Write at least 150 words.



### Exemplar 5.5

*The bar chart illustrates the sales volume of two different kinds of digital cameras, namely, Camera with interchangeable lens and Camera with built-in-lens. Generally, the trend of two kinds of digital cameras increase in the first three or four years and then decrease gradually.*

*For the Camera with interchangeable lens, it rose for 40 million from 2006 to 2008, and dropped in 2009. After peaking at around 120 million the following year,*

*it turns to a steady decline until 2012, followed by a significant decrease to 2013. In the period of 2014 to 2016, the sales volume drops continuously. On the other hand, the sales volume of Camera with built-in-lens share similar trend with the Camera with interchangeable lens. The main difference is both peaks in different years.*

*To sum up, the graph shows the trend of the sales volume of two kinds of digital cameras, and it is likely that the trend of the sales volume of these two digital cameras would decline in the future.*

Categorize the following words into “word/expression in a less academic style” and “word/expression in a more academic style” by putting a tick (✓) in the appropriate boxes. Suggest a more formal and sophisticated word for the latter.

<b>Word/expression</b>	<b>Word/expression in a less academic style</b>	<b>Word/expression in a more academic style</b>	<b>Suggestion (if any)</b>
illustrates			
For...			
rose			
drops			
shows			

### **Exemplar 5.6**

*In this report, it concludes the trend of digital camera with interchangeable lens and camera with built-in lens, as well as compares the difference between them.*

*For the trend of total sales volume of two cameras, it increased steadily from nearly 80 million to approximately 12 million between 2006 and 2008. Then it decreased during 2009. After one year, the sales volume increased to the highest sales volume with slightly more than 120 million. The sales trend started to decrease from 2011 to 2016. While for the year 2012 to 2013, it dropped significantly from slightly less than 100 million to more than 60 million. In 2016, the total sales volume was at the lowest point which was about 22 million.*

*Compared camera with built-in lens and interchangeable lens, the former would be the larger proportion of sales volume. In 2006, the sales volume of camera built-in lens captured the majority of sales. The proportion of selling camera built-in lens have decreased from year to year. The share became half for selling camera built-in lens and half for selling interchangeable lens.*

Categorize the following words into “word/expression in a less academic style” and “word/expression in a more academic style” by putting a tick (✓) in the appropriate boxes. Suggest a more formal and sophisticated word for the latter.

Word/expression	Word/expression in a less academic style	Word/expression in a more academic style	Suggestion (if any)
difference			
nearly			
Then			
decreased			
the lowest point			

#### Activity 4 Using accurate vocabulary

- Read the following question (T1-17) and read Exemplars 5.7 to 5.9.
- Evaluate how well the exemplars are written in terms of using accurate vocabulary by referring to the definitions and examples of the related terms. If necessary, use the following guiding questions to help your evaluation:
  - Did the student use collocations accurately?
  - Did the student spell words accurately?
  - Did the student use parts of speech accurately?

T1-17

You should spend about 20 minutes on this task.

The diagrams below show floor plans for the first floor of a house before and after the renovation.

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

Write at least 150 words.



Source: <https://www.sopocottage.com/2014/04/the-craftsman-bungalow-floor-plans.html>

**Exemplar 5.7**

*After the renovation, there are two main changes. The first change is the function of the rooms. The bedroom was near the living room before, but it changed to staircase room. This change made bigger living room. Also, the sitting room was replaced by the breakfast room.*

*The second change is the position of the doors. Before the renovation, the door for entry the living was one the right of the entry door, but now, it is opposite of the entry door. The doors near the dining room have been changed also. Before the renovation, you can only go to the living room and kitchen through dining, but now, you can go to three places, and it causes the changes of the doors. The door for the staircase room, which was replaced by the bedroom was an outside door, after the renovation, it becomes an inside door. Moreover, there is a door for the baconly when you are in bedroom.*

*To sum up, doors' position and the functions of the rooms are the two main changes after the renovation.*

Correct the lexical errors you find in the following exemplars. Focus on collocation, spelling, and part of speech. Write 'NA' if there are not such errors.

Type of error	Error	Correction
Collocation		
Spelling		
Part of speech		

**Exemplar 5.8**

*As shown in the floor plan, there are a few modifies in the house after renovation. In general, the basic setting of the house is more or less the same after renovation.*

*Starting from the front porch, once you get through it, you will enter the living room directly. This is the same as before except the fact that the living room is expanded by taking up the space of the bedroom. There are stairs in your left in the living room where you can access to the second floor.*

*The dining room is connected to the living room so you can basically access the dining room from the living room. It remains the same after renovation. However, there is a new entrance on the left where you can enter another room.*

*The function of some rooms is altered but the size remains unchanged. For example, the staircase room on the left is changed to a bedroom, while the sitting room in the back of the house is changed to the breakfast room. The front porch, the*

*room in the middle of the house and the kitchen are unchanged after all.*

Correct the lexical errors you find in the following exemplars. Focus on collocation, spelling, and part of speech. Write 'NA' if there are not such errors.

Type of error	Error	Correction
Collocation		
Spelling		
Part of speech		

### **Exemplar 5.9**

*The diagrams provide layouts for the first floor of a house before and after the improvement.*

*There were six rooms before and five rooms after with the cancellation of staircase room and sitting room and the addition of breakfast room. Comparing the floor plans, staircase room is replaced by bedroom. And the sitting room is replaced by breakfast room with mud bench.*

*The biggest change shall be the relocation of the staircase from staircase room to the front bedroom in the old floor plan. The change creates a larger living room. The size of the staircase changes from vertical to L-shaped.*

*Above are the adjustments, but some features remain the same. At the entrance, there is an enclose front porch with no differences before or after the renovation while dining room, bathroom and kitchen stay at the same location.*

*When comparing the floor plans, it is clear that there is an obvious move and size changing of the staircase.*

Correct the lexical errors you find in the following exemplars. Focus on collocation, spelling, and part of speech. Write 'NA' if there are not such errors.

Type of error	Error	Correction
Collocation		
Spelling		
Part of speech		

### Activity 5 Peer evaluation

Based on your understanding of the assessment standards of “Lexical Resource”, complete the evaluation form for Exemplar 5.10 written by a university student.

In the evaluation, identify problematic aspects of vocabulary use in relation to (1) **variety**, (2) **difficulty**, and (3) **accuracy** by responding to the guiding questions.

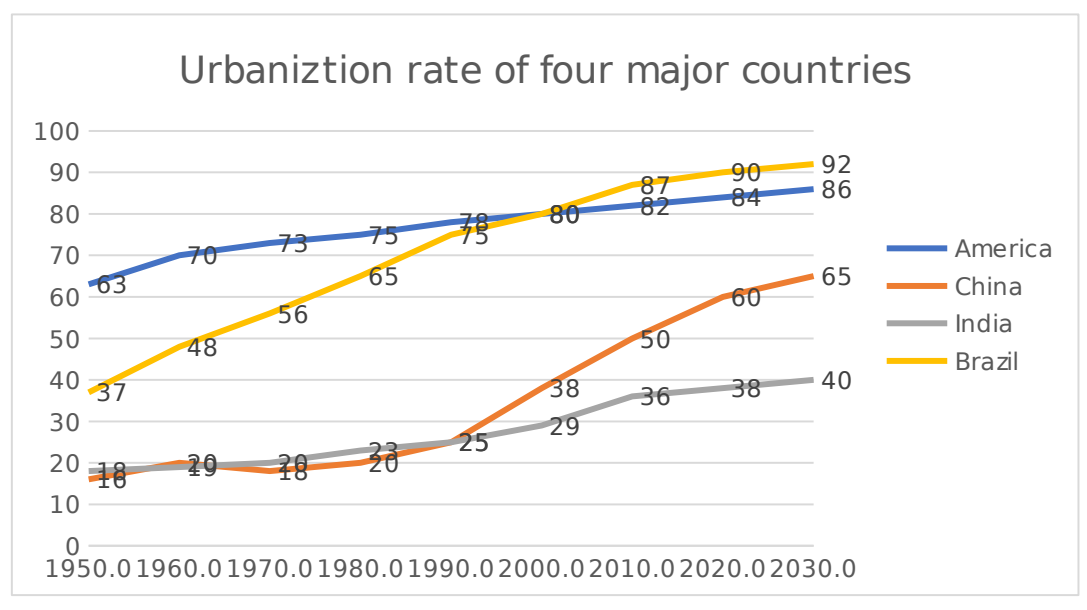
T1-18

You should spend about 20 minutes on this task.

The line graph below shows information about the urbanization rate of four countries from 1950 to 2010 and with forecasts for the year 2020 and the year 2030.

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

Write at least 150 words.



### Exemplar 5.10

*The line graph shows the urbanization rate of four countries, including America, China, India and Brazil from to 2030.*

*From 1950 to 2010, the rate of the country urbanization in the America and India followed the same trend. In 1950 the figures were 63% and 18% respectively, rising to 82% and 36% respectively. Thereafter, their urbanization rates are forecast to steady rise to 84% and 38% until 2020, after which it is expected to increase to*

86% and 40% respectively in 2030.

*Although China's urbanization rate is similar to that of India and share the same endpoint of 25% from 1950 to 1990, it went up dramatically to 50% in 2010. This increase is forecast to continue until 2030 with an estimated rate of 65%.*

*The situation in Brazil differs considerably, with a rapid increase of the urbanization rate between 1950 (37%) and 1990 (75%), followed by a marked rise until 2010 (87%). This rise is projected to continue until 2030, when the urbanization rate of Brazil is expected to reach 92%.*

*The overall trend is a rise in the urbanization rate of four major countries between 1950 and 2030.*

**Question for paragraph 1:**

Q1. What is a more formal and academic word to replace 'shows'?

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**Questions for paragraph 2:**

Q1. The word "respectively" has been used a few times. Can you suggest a synonymous expression for the word?

Q2. The parts of speech of "steady rise" are wrong. How will you correct them?

**Questions for paragraph 3:**

Q1. What is a more formal and academic word to replace "although"?

Q2. What is a more formal and academic word to replace "went up"?

Q3. Use the conversion technique to rewrite the sentence: "*This increase is forecast to continue until 2030 with an estimated rate of 65%*" by changing the part of speech of 'forecast' from a verb to a noun.

**Questions for paragraph 4:**

Q1. What is the collocation problem with the phrase "with a rapid increase of the urbanization rate...?"

Q2. The word “rise has been used a few times.” Can you suggest a synonymous expression for the word?

### Activity 6 Exercise

Based on your understanding of “lexical resource”, underline the words which you think are too simple of T1-24. Rewrite the paragraph by replacing the simple words with more sophisticated vocabulary.

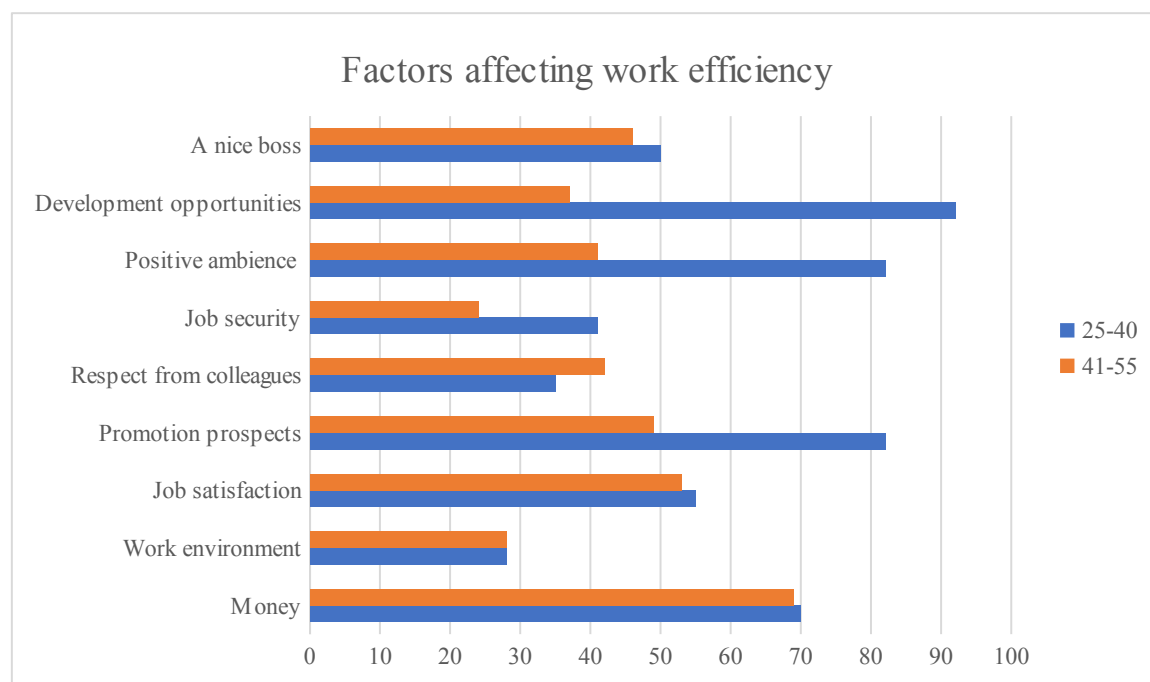
T1-24:

You should spend about 20 minutes on this task.

The bar chart below shows information about the factors that have effects on the work efficiency of two age groups.

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

Write at least 150 words.



This bar chart shows the relationship between different factors affecting work efficiency in two age groups. For the two age groups, they have similar expectations on Money, Work environment and A nice boss. But for the rest factors, they hold different opinions. The 25-40 year-old group people put Development opportunities at the first place...

Answer:

This bar chart reveals the relationship between different factors that determine work efficiency in two age groups. Both age groups are reported to disseminate similar expectations concerning the categories of “Money”, “Work environment” and “A nice boss”. However, they hold different opinions towards the remaining factors. People who belong to the 25-40 year-old age group perceive development opportunities as the most determining factor when choosing their work.