Writing Task 1

WEEKLY QUIZES

Scores (%)

100
80
60
40
20
0

1 2 3 4 5

NUMBER OF QUIZES

● week 1
● week 2

Verbs	Example
soar	the use of water **soared** in March
leap	the prices **leapt** to 90% in one year
climb	populations **climbed** to over one million by 1980
rocket	use of cars **rocketed** in the first decade
surge	a **surge** of migration is seen in November

Up Verbs:

1. "Soar "and "rocket" are both very strong words that describe large rises. "Rocket" is more sudden. You probably do not need to qualify these verbs with adverbs.

2. "Leap" shows a large and sudden rise. Again, you probably do not need to qualify it with an adverb.

3. "Climb" is a relatively neutral verb that can be used with the adverbs below.

Verbs	Example
sink	The cost of housing **sunk** after 2008
slip back	Use of electricity **slipped back** to 50 in May
dip	Divorce rate **dipped** in the 60s
drop	A **drop** in crime can be seen last year
plummet	Tourists to the city **plummets** after September

Down Verbs:

1. "Plummet" is the strongest word here. It means to fall very quickly and a long way.

2. "Slip back" is used for falls that come after rises

3. "Drop" and "Dip" are also frequently used as nouns: "a slight dip" "a sudden drop"

This is a great resource for trend vocabulary:

https://www.aehelp.com/blog/2014/04/08/academic-ielts-task-1-useful-vocabulary-for-graphs-and-diagrams/

Expert Writing:

1. The **Academic writing paper** tests your ability to write academic texts. You will be required to interpret and describe visual information in Task 1, which we are practicing today.

2.

Writing Task:

1. Test time: 1 hour

2. Recommended time: 20 minutes for Task 1

3. Word Count: 150 words

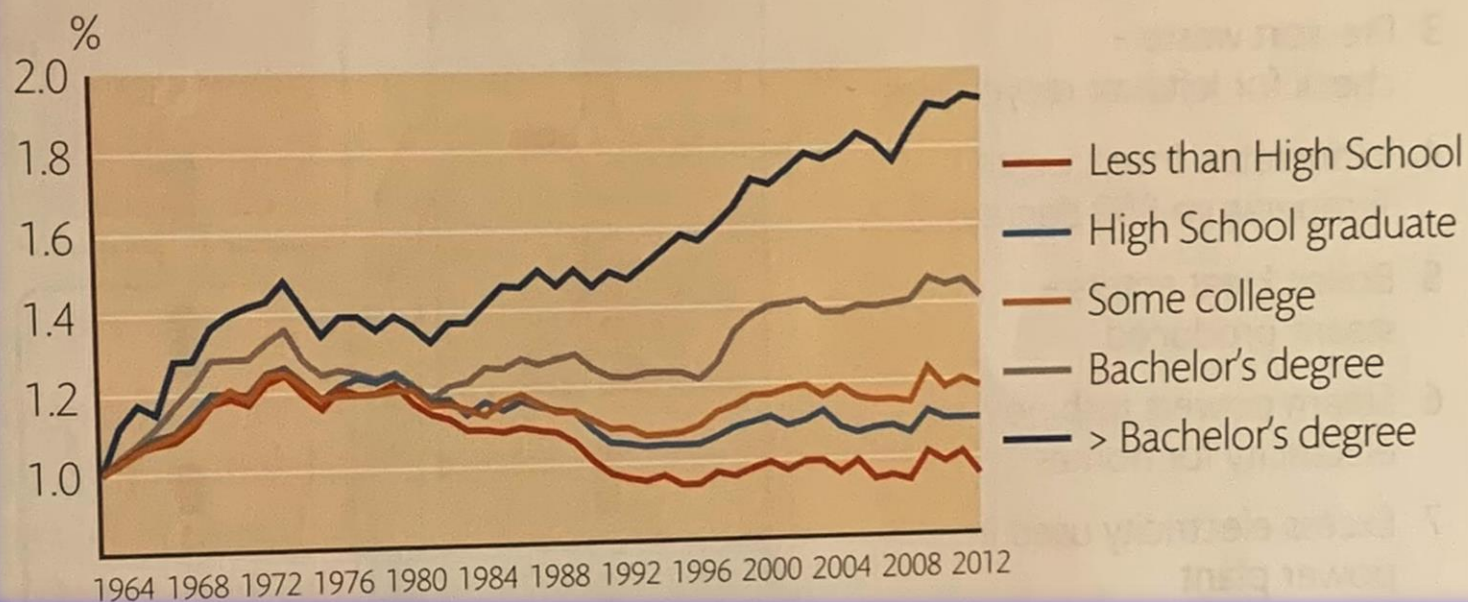4. Type of writing: Factual, not opinion based.

Task

The chart below shows the changes in wage levels of full-time U.S. male workers by education for 1964–2012.

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

Write at least 150 words.

Changes in Wage Levels of Full-Time U.S. Male Workers by Education, 1964–2012

Model answer

The line graph shows how the salaries of male full-time workers in the USA have changed from 1964 to 2012 by type of education.

The graph shows that during the 1960s and 1970s the percentage rise in wages and the difference in wage levels by education were reasonably small. Although men with higher than a Bachelor's degree earned more than men with lower education levels, the difference was less than 0.2 percent.
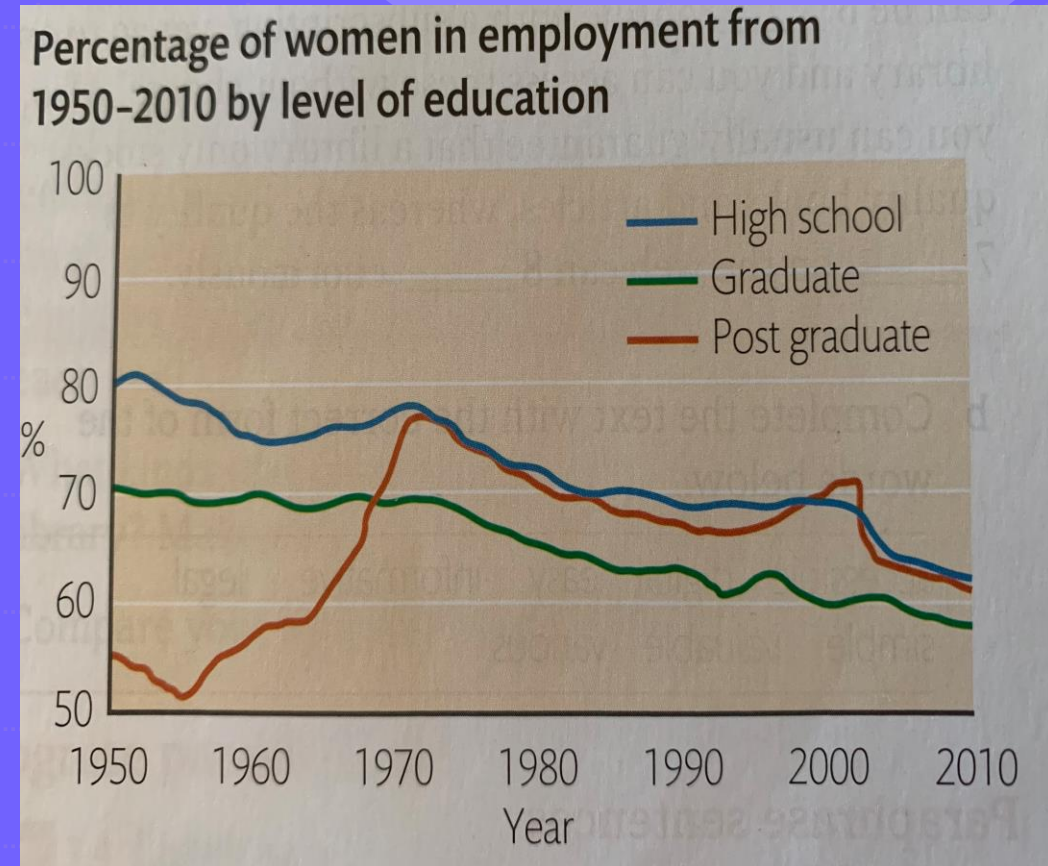
This trend started to change during the 1980s. From this point in time, it can be seen that the wages for men with less education started to decrease and those for men with a postgraduate qualification increased significantly.

Between 1984 and 2012 the latter group experienced an increase from 1.4 percent to almost 2.0 percent. On the other hand, those men with the two lowest levels of education experienced a reduction in their wage level. At the end of the period, they were being paid 0.5 percent less than they were in 1964.

Overall, it can clearly be seen that differences in salaries for men in full-time employment in the USA have become more pronounced relative to qualification levels.

1. What do the blue, green and orange lines represent?

2. What is the date range shown on the graph?

3. Which group starts with the highest percentage?

4. Which group starts with the lowest percentage?

5. Which group remains the steadiest?

6. Are the groups more similar or different when comparing 2010 to 1950?

Percentage of women in employment from 1950-2010 by level of education

High school
Graduate
Post graduate

Answers:

1. Blue = high school, green = graduate school, red = post-graduate
2. 1950-2010
3. High school
4. Post-graduate
5. Graduate
6. More similar

1. In 1950 a high proportion of high school-educated women worked in comparison to women with a post-graduate qualification. Just over 80 percent of high school women were employed compared to around 55 percent of post-graduates. However, in the 1970's the percentage of women working in these groups converged, at approximately 75 percent.

2. Overall, the graph shows that the level of education attained had a greater impact on women employment in the past than more recently.

3. The graph shows the changes in employment of women with different levels of education from 1950 to 2010. The levels of education are separated into three categories: high school, graduate, and post-graduate, and the data showing how many of each group were in employment is given in percentages.

4. During the given period, the percentage of women in employment from all three groups somewhat converged and then declined uniformly over the latter half of the period.
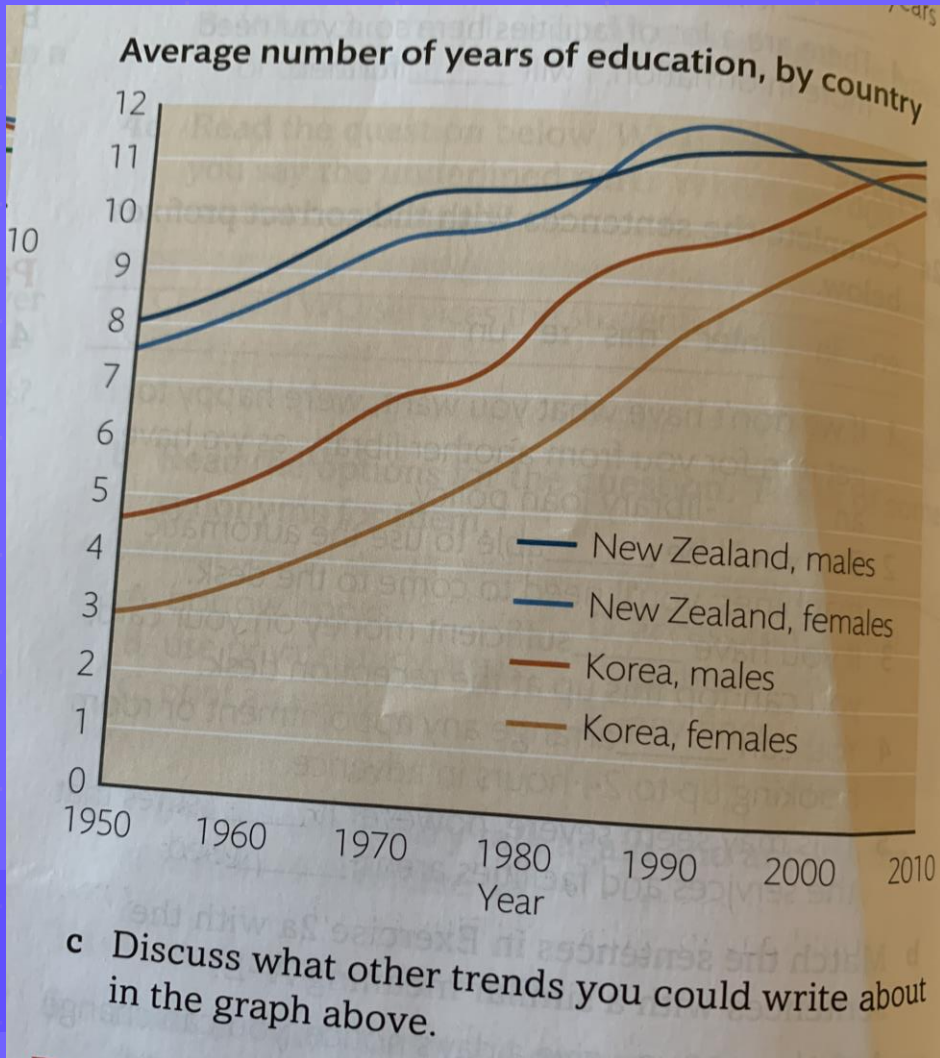
A. Introductory sentences (what the graph shows how it is measured).
B. Description of the overall trends.
C. Explanation of most important feature (with data).
D. Overview (summarising the overall message of the graph.

1. In 1950 a high proportion of high school-educated women worked in comparison to women with a post-graduate qualification. Just over 80 percent of high school women were employed compared to around 55 percent of post-graduates. However, in the 1970's the percentage of women working in these groups converged, at approximately 75 percent. **C explanation of most important feature (with data)**

2. Overall, the graph shows that the level of education attained had a greater impact on women employment in the past than more recently. **D overview**

3. The graph shows the changes in employment of women with different levels of education from 1950 to 2010. The levels of education are separated into three categories: high school, graduate, and post-graduate, and the data showing how many of each group were in employment is given in percentages. **A introductory sentences**
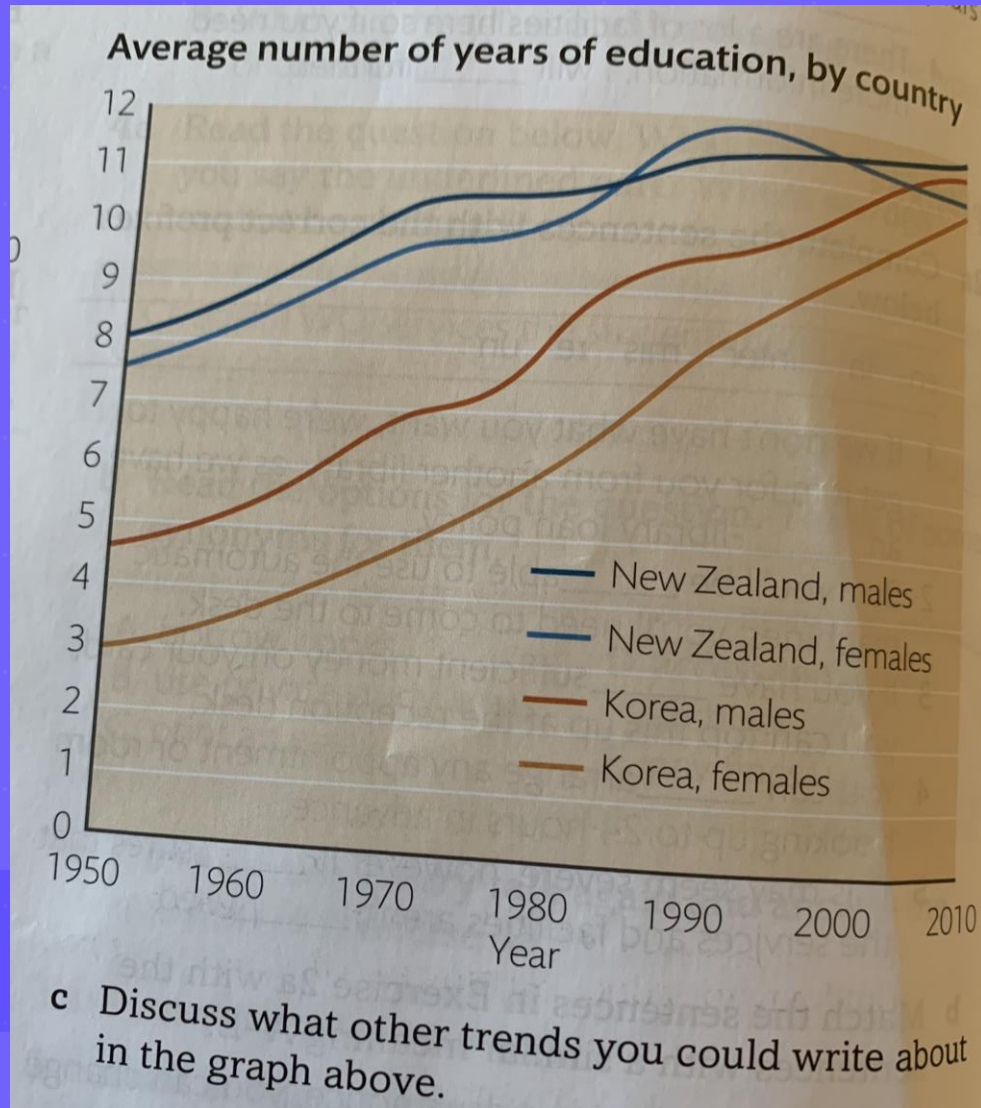
4. During the given period, the percentage of women in employment from all three groups somewhat converged and then declined uniformly over the latter half of the period. **B description of overall trends**

Average number of years of education, by country

Legend:
— New Zealand, males
— New Zealand, females
— Korea, males
— Korea, females

c Discuss what other trends you could write about in the graph above.

Overview:

1. Women do not go to school for as many years as men.

2. The average time spent in education generally increased.

3. Korea is overtaking New Zealand in years spent in education.

Average number of years of education, by country

New Zealand, males
New Zealand, females
Korea, males
Korea, females

c Discuss what other trends you could write about in the graph above.

Overview:

2. The average time spent in education generally increased.

Which sentence is a trend and which is a detail?

1. The number of years in education for Korean men and women increased.

2. In the 1950's Korean men and women spent around three to five years in education. However, in 2010 both groups spent around 11-12 years in education.

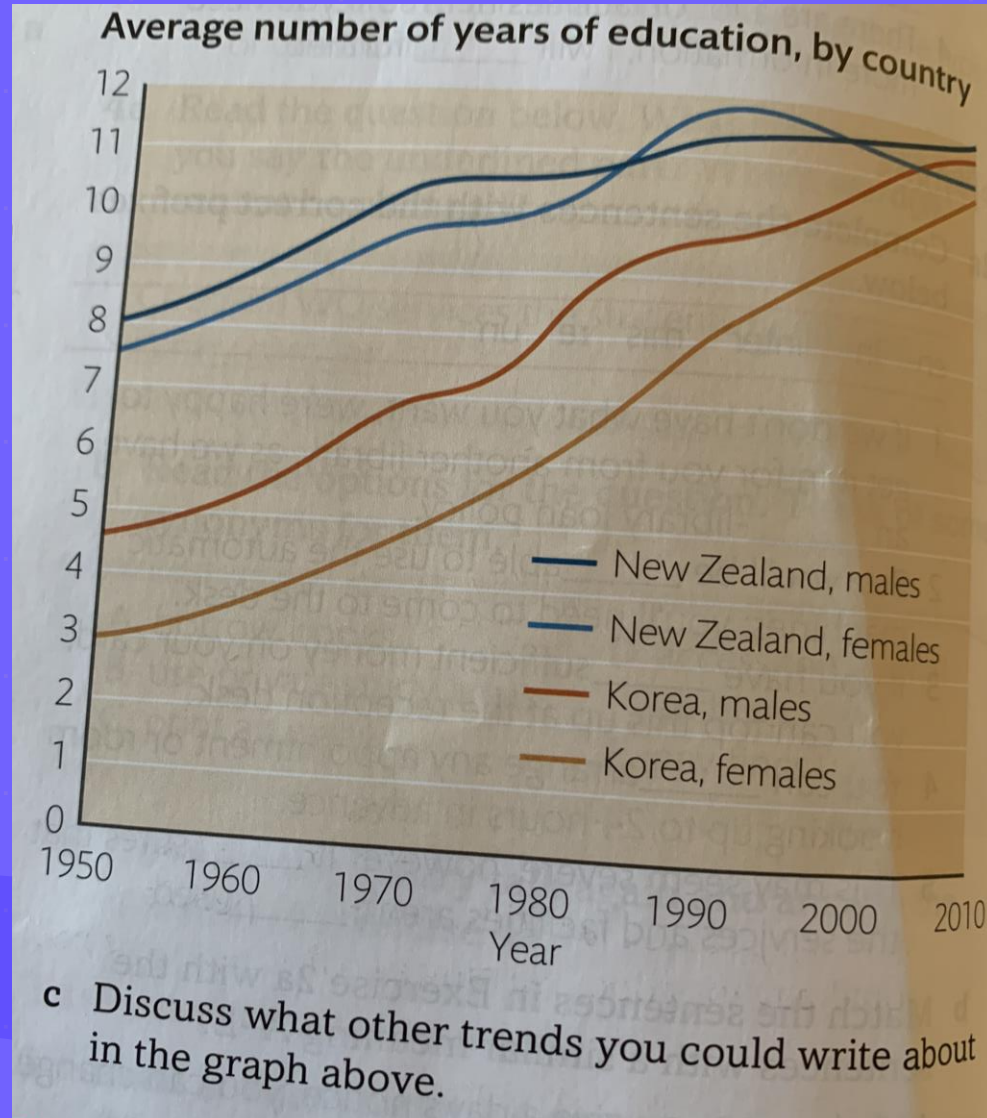# Which sentence is a trend and which is a detail?

1. The number of years in education for Korean men and women increased. TREND

2. In the 1950's Korean men and women spent around three to five years in education. However, in 2010 both groups spent around 11-12 years in education. DETAIL
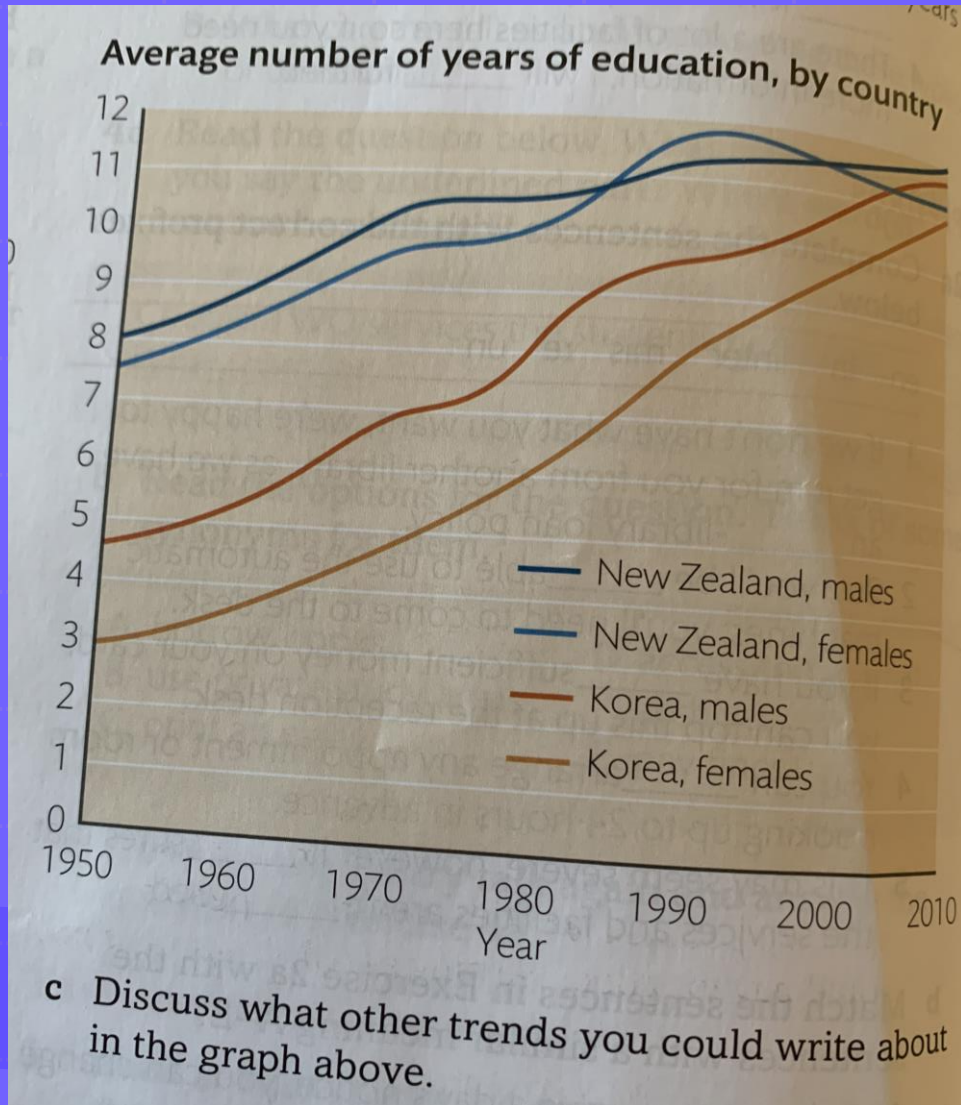
Average number of years of education, by country

New Zealand, males
New Zealand, females
Korea, males
Korea, females

c Discuss what other trends you could write about in the graph above.

Trends:

What other trends could you write about this graph?

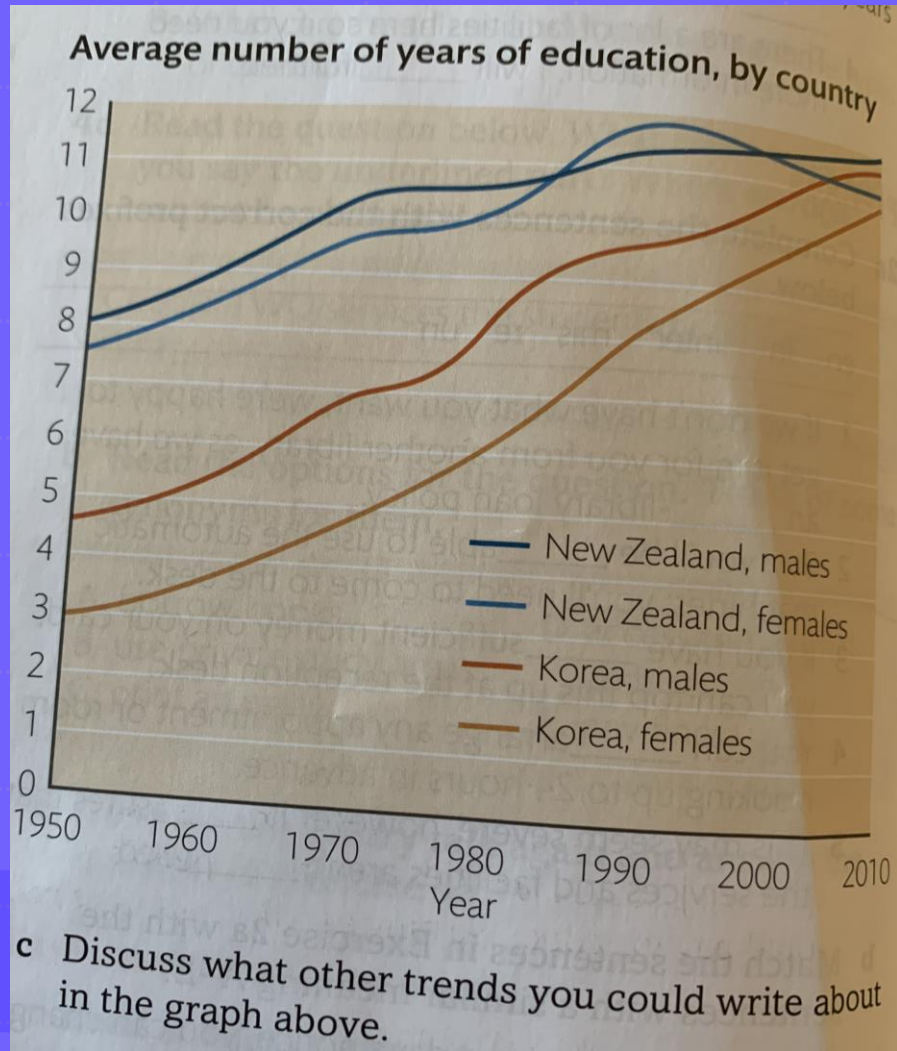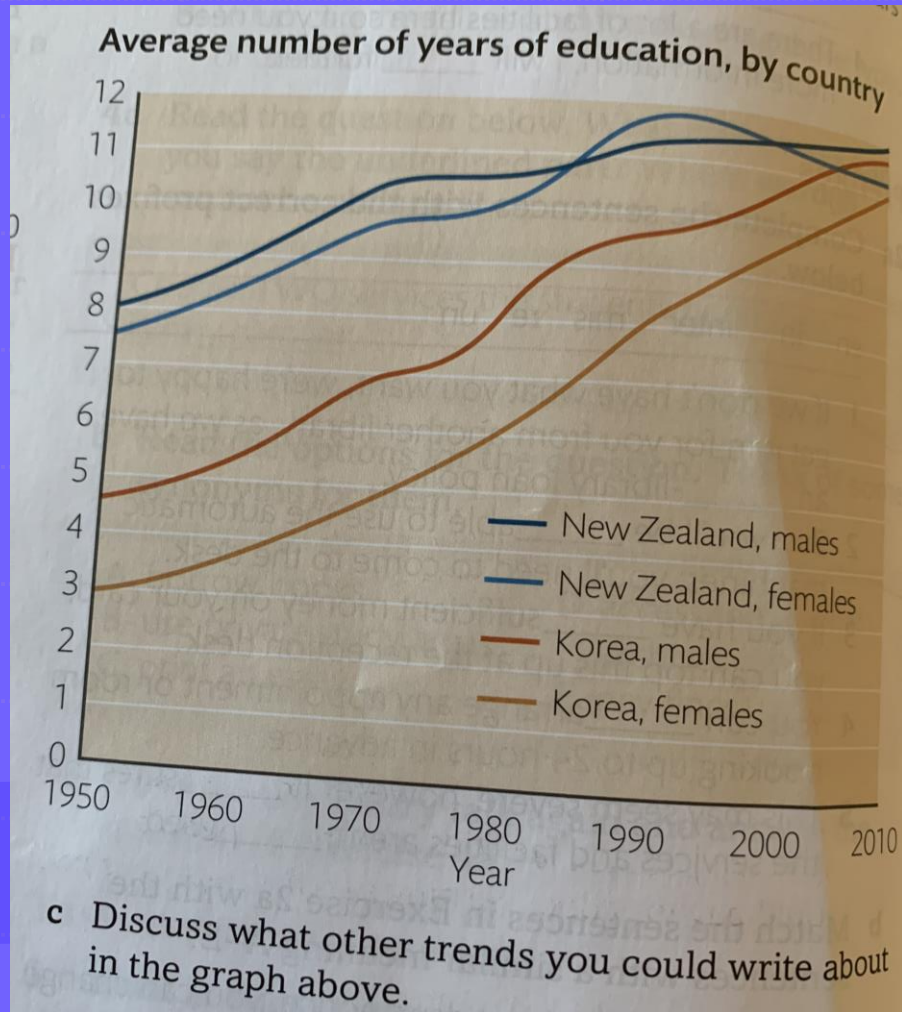Average number of years of education, by country

Trends:

In the case of both countries, females generally spent less time in education. New Zealand students used to spend far more years in education than Korean students.

Average number of years of education, by country

New Zealand, males
New Zealand, females
Korea, males
Korea, females

c Discuss what other trends you could write about in the graph above.

Group Work:

1. Work in groups to plan for your writing.

2. Discuss details and make notes. Then write on your own.

   a. Introductory sentence (what the graph shows, how it is measured.)

   b. Description of the overall trends.

   c. Explanation of most important feature (with data)

   d. Overview (summarising the overall message of the graph.)

Group Work:

Average number of years of education, by country

- New Zealand, males
- New Zealand, females
- Korea, males
- Korea, females

c Discuss what other trends you could write about in the graph above.

• **Introductory sentence:** The graph shows the amount of time (in years) that men and women spent in education in two countries: Korea and New Zealand.
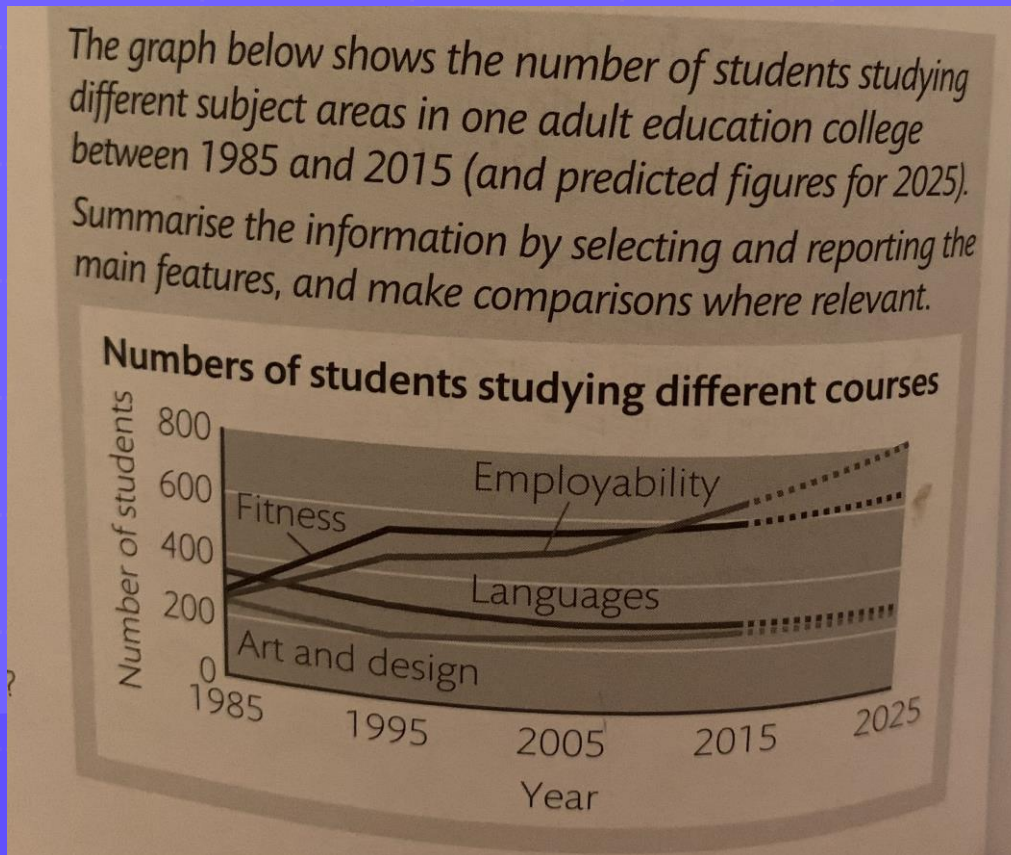
Homework:

The graph below shows the number of students studying different subject areas in one adult education college between 1985 and 2015 (and predicted figures for 2025).

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

Numbers of students studying different courses

Number of students

800
600 — Employability
Fitness
400
200 — Languages
0 — Art and design
1985   1995   2005   2015   2025

Year

I want you to write an overview and three or four sentences describing trends and details on this graph.

Criteria:

Overview is clearly stated.

3-4 sentences clearly stating the trends and details using trend vocabulary.

GOOD LUCK!