

IELTS Academic Writing

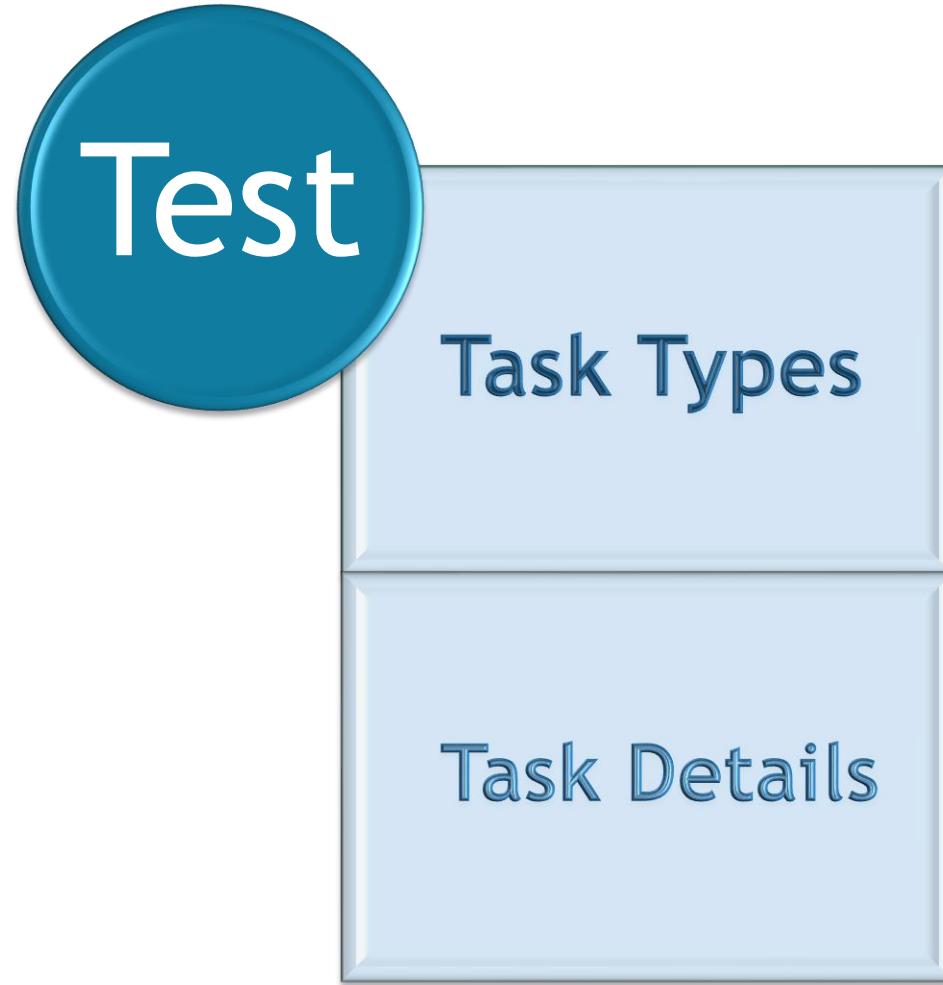
Objectives

- To understand Test Format of Academic Writing
- To improve the writing ability
- To understand the answering techniques
- To study English is the language of communication

Content

1. Test Format
2. Assessment Criteria
3. Answering Technique
4. Writing Task -1
5. Writing Task -2

1. Test Format



Task Types

Task - 1

In task 1 , you are asked to describing some visual information (graph / table / chart / diagram) in their own words.

You need to write 150 words in about 20 minutes.

Task - 2

In task 2, you respond to a point of view or argument or problem.

You need to write 250 words in about 40 minutes.

The writing test takes one hour to complete.

Task Details

Task -1

You are asked to describe facts or figures presented in one or more graphs, charts or tables

Be given a diagram of a machine, a device or a process

Be asked to explain how it works



You should write in an academic or semiformal style and include the most important and the most relevant points in the diagram

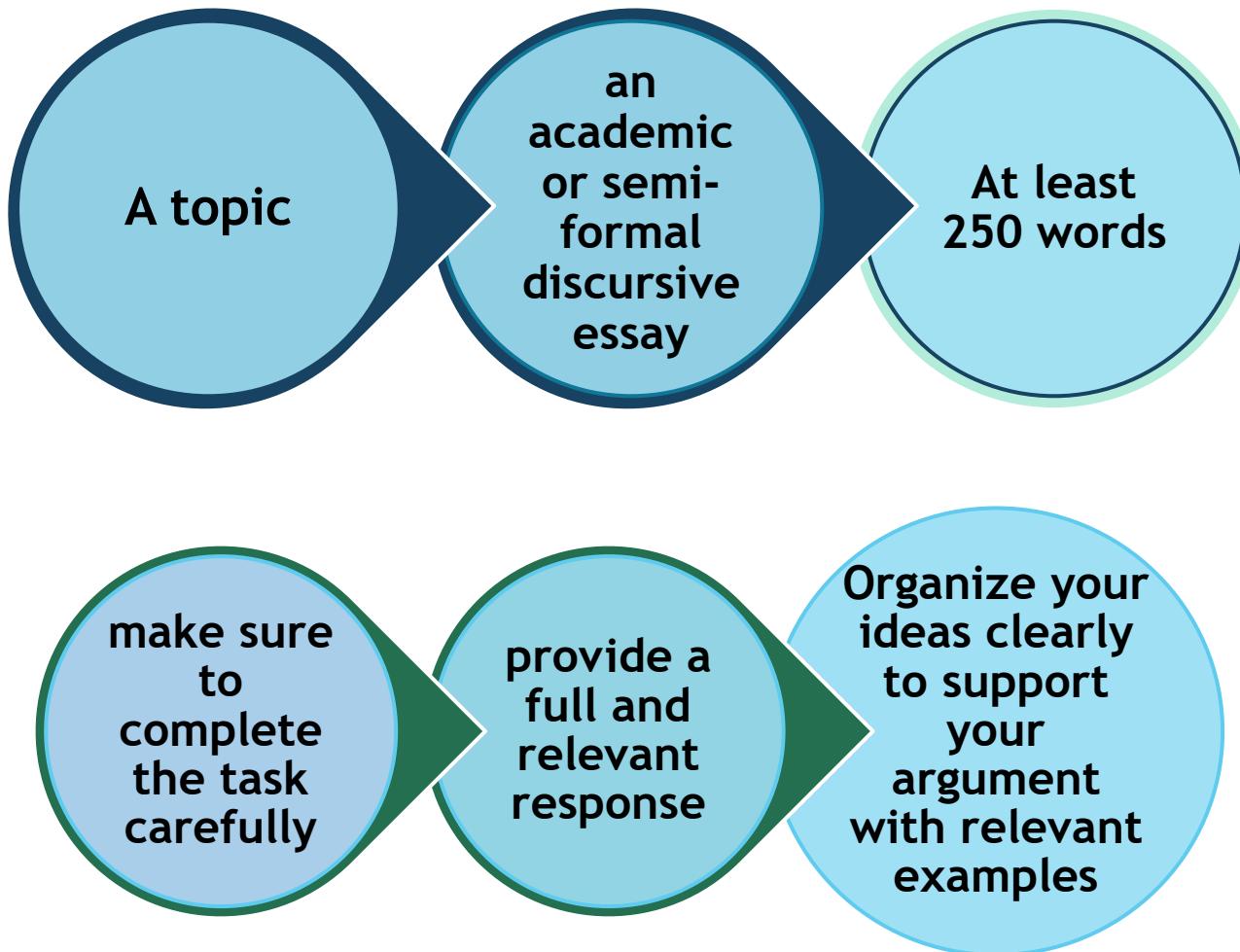


You should spend no more than 20 minutes and are asked to write at least 150 words.

You will be penalized if their answer is too short

A longer answer may mean that you have less time to spend on Task 2

Task -2



2. Assessment Criteria

□ Task 1

This assessment how appropriately, accurately and relevantly your respond fulfils the requirements set out in the task , using the minimum of 150 words.

It is important to:

- Include an overview
- Include all the important features
- Support all the important features with data / numbers/ examples from the graph

□ TASK 2

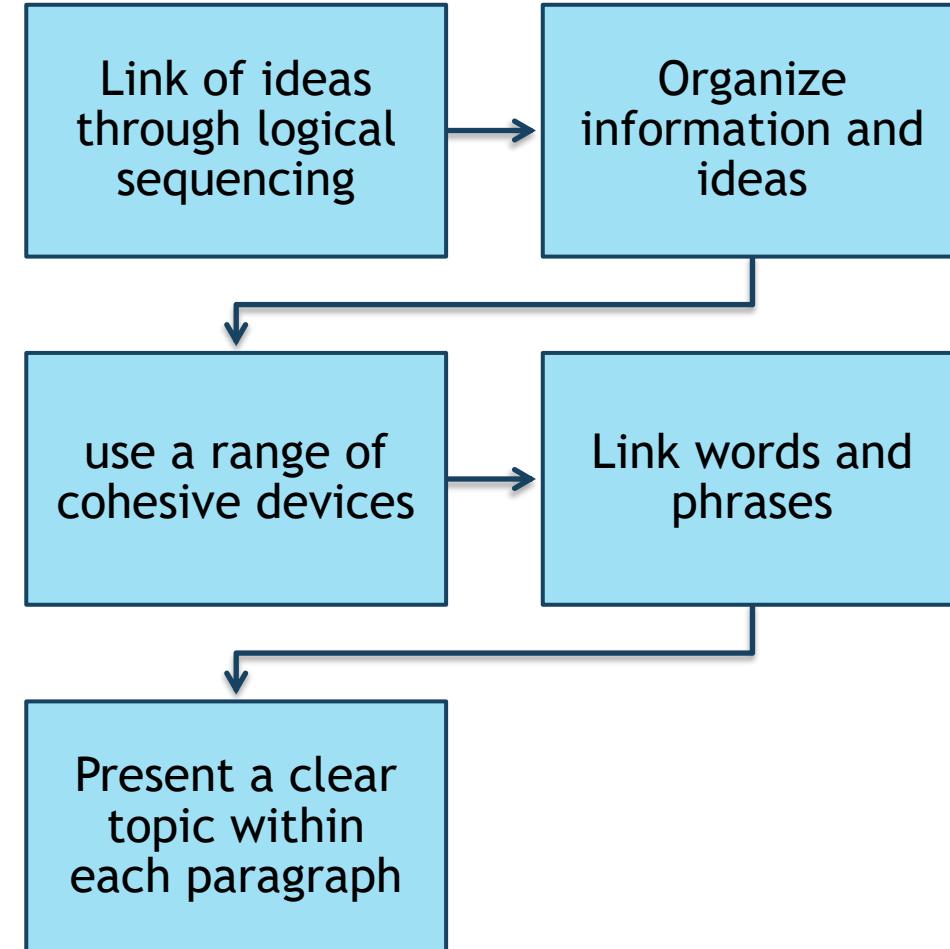
This requires you to develop a position in relation to a given prompt in the form of a question or statement. Ideas should be supported by evidence, and example may be drawn from your own experience.

Remember to:

- Address all parts of the task
- Present a clear position / opinion
- Include relevant and well supported main ideas

Coherence and Cohesion

□ Task -1 and Task -2



3. Answering Techniques

UNDERLINE

- ✓ Key words
- ✓ Place points or vocabulary

Don't worry not to understand every word

It is more important to aware of the topic and how it is developed in the text.

TIME

- ✓ 10 minutes for Task 1
- ✓ 30 minutes for Task 2
- ✓ 5 minutes to check

Task 1

- Use vocabulary (formal or more informal)
- Identify all the stages
- Organize and complete the facts of diagram

Task 2

- Make sure you give your own view clearly and support it effectively
- When using examples from your own experiences, try not to make it too personal
- Indent your paragraphs or leave a line between them.
- Give structure to each paragraph with topic sentence, transitions and supporting ideas.
- While playing attention to structure, it is more important to answer the question.

Summary

- ❑ Test Format
 - ✓ Task type
 - ✓ Task details
- ❑ Task 1
 - ✓ To describe diagram
 - ✓ At least 150 words
 - ✓ 20 minutes
- ❑ Task 2
 - ✓ To response point of view or argument or problem
 - ✓ At least 250 words
 - ✓ 40 minutes

Quiz

1. How long is the IELTS writing test?
2. How many test takes are there?
3. What is the MINIMUM word count for task 1 ?
4. What is the MINIMUM word count for task 2 ?

KEY

1. 1 hour
2. two
3. 150 words
4. 250 words

Writing Task 1

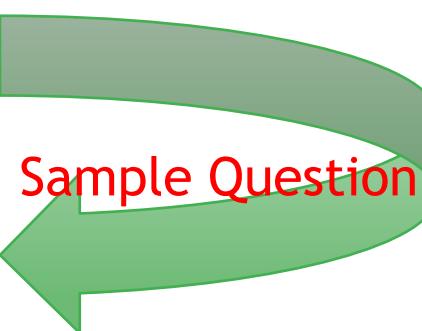
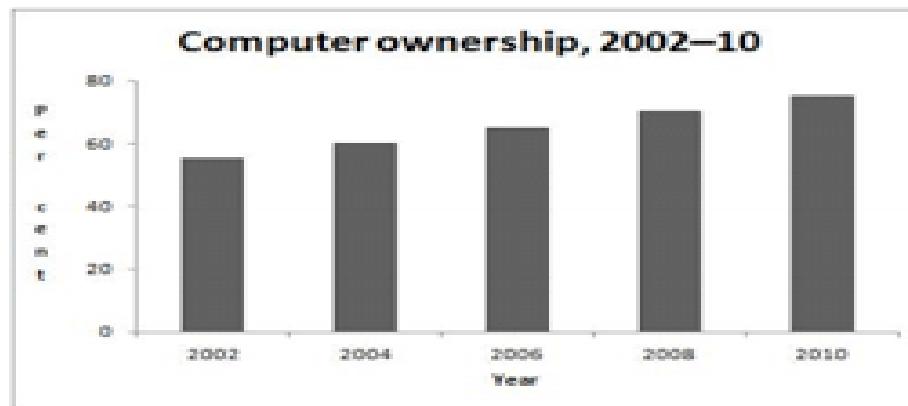
WRITING TASK 1

You should spend about 20 minutes on this task.

The graphs below give information about computer ownership as a percentage of the population between 2002 and 2010, and by level of education for the years 2002 and 2010.

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

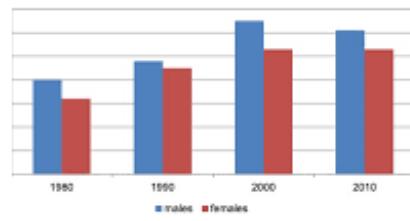
Write at least 150 words.



TYPES

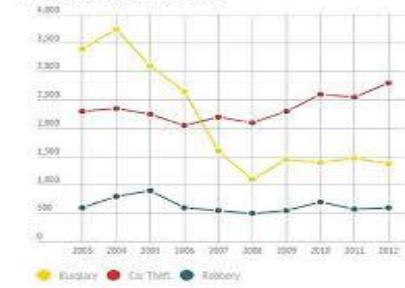
This chart shows the percentage of males and females who were overweight in Australia from 1980 to 2010.

Overweight Australian men and women

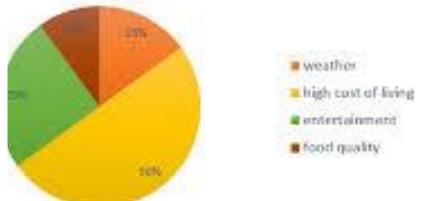


The chart below shows the changes in three different areas of crime in Manchester city centre from 2003-2012.

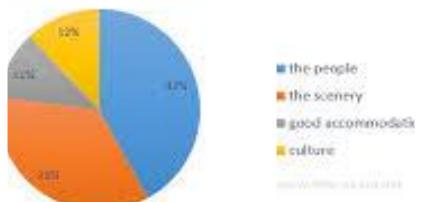
Summarise the information by selecting and reporting the main features and making comparisons where relevant.



Most common disadvantages



Most common advantages



Q1 (26/05/2017): The given charts contain information about the number of students in university in the UK from 1991 to 2000, government spending and the family economic background they have from 1991.



Academic writing

□ Task 1

- ✓ to look at a diagram or some data (graph, table, or chart)
- ✓ to present the information in their own words
- ✓ to assess on their ability to organize, present and possibly compare data
- ✓ to describe the stages of process
- ✓ to describe an object or event or explain how something works

Describing a graph, diagram, chart or table

Summarize the Key Features

- ✓ The ability to summarize various types of Information is an important skill at university- level study.
- ✓ In Writing Task 1 you are expected to highlight the main features of a graph, diagram, chart or table, leaving out minor details and irrelevant information.
- ✓ This means that you will need to spend a couple of minutes at the start deciding which points you are going to include.

Paraphrases

- ✓ Wherever possible, put any useful terms or phrases that are given in the title or labels into your own words.
- ✓ Use synonyms, but also restructure your sentences so it does not seem that you have simply done a copy-paste from the question sheet.

□ Keep it Impersonal

- ✓ Avoid sentence like :

I / We can see that...

I think it's an interesting features that...

- ✓ Instead , use impersonal pronouns and structures such as the passive voice:

It can be seen that...

A striking feature of the graph is ...

□ Use Appropriate Language

- ✓ Should not use any informal or slang words or expressions
- ✓ Keep the vocabulary formal and academic
- ✓ Use specific vocabulary and structures that will help you manage the task effectively

Vocabulary for Accurate Data in Writing Task 1

❑ Vocabulary for the Introduction Part:

Starting	Presentation Type	Verb	Description
The given	Diagram	Shows	The comparison of
The supplied	Table/ table data	Represents	The differences
The presented	Figure	Depicts	The number of
The showed	Illustration	Illustrates	Information on
The provided	Graph	Presents	Data on
	Chart	Gives	The proportion on
	Flow chart / pie chart	Provides	The amount of
	Bar chart	Describes	Information on
	Picture	Compares	
	Presentation line	Figures	
	Information	Gives data on	

Example :

1. The provided diagram shows data on employment categories in energy producing sectors in Europe starting from 1925 to 1985.
2. The given pie chart represents the proportion of male and female employee in 6 board categories, divided into manual and non-manual occupations.
3. The chart gives information on expenditures of 4 Europe countries on six consumer products namely Germany, Italy, Britain, and France.

Vocabulary for the General Trends Part:

- ✓ In general
- ✓ In common
- ✓ As is presented
- ✓ Generally speaking
- ✓ As is observed

Example :

1. In general the employment opportunities has increased till 1970 and has dropped down afterward.
2. As in observed, the figures for imprisonment in the five mentioned countries no overall pattern of increase or decrease rather shows the considerable fluctuation from country to country.

Vocabulary to Show the Changes:

Trends	Verb Forms	Noun Forms
Increase	rise, increase, go up, uplift, rocketed, climb, upsurge, soar	a rise, an increase, an upward trend, a growth
Decrease	fall, decrease, decline, plummet, plunge, drop, reduce	a rise, an increase, an upward trend, a growth
Steadiness	Unchanged, level out, remain constant, remain steady, plateau, remain the same, remain stable, remain static	a fall, a decrease, a reduction, a downward trend ,a decline, a drop
Gradual Increase	-	a upward trend ,upward tendency , a ceiling trend

Gradual Increase		a downward trend, upward tendency , a descending trend
Standability	leveled off, remained constant, remain unchanged, remain stable, prevailed consistency	-

Example :

1. The overall sale of the Company has increased by 20% at the end of the year.
2. The expenditure of the office remained constant for the last 6 months, but the profits rose by almost 25%.
3. There was a 15% drop in the student enrollment of the University.
4. The population of the country remained almost the same as it was 2 years ago.

Vocabulary to Represent Changes in Graphs:

Type of Change	Adverb Form	Adjective Form
Rapid change	dramatically/rapidly/sharply/ quickly/hurriedly/ speedily/ swiftly	dramatic/rapid/ sharp/ quick/ hurried/ speedy/ swift
Moderate change	moderately/gradually/ progressively/ sequentially	moderate/ gradual/ progressive/ sequential
Slight change	Slightly/ slowly/ mildly/ tediously	Slight/ slow/ mild/ tedious

Example:

1. The economic inflation of the country increase sharply by 20% in 2006.
2. There was a sharp drop in the industrial production in the year 2005.

Vocabulary to represent changes in graphs:

Type of Change	Verb Form	Noun Form
Rapid ups and downs	Wave/ fluctuate/ oscillate/ vacillate/palpitate	Waves/ fluctuations/ oscillations/ vacillations/ palpitations

Example:

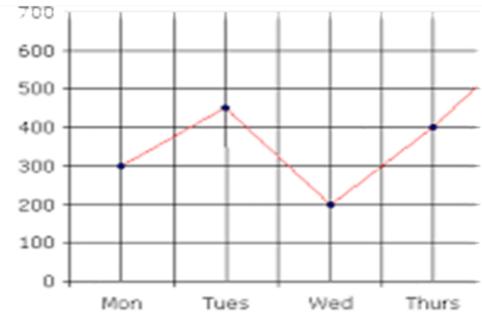
1. The price of the raw materials **fluctuated** for the first three months.
2. The graph shows **the oscillations of the price of fuel** from 1998 to 2002.

Vocabulary to represent highest and lowest point in graphs:

Type	Verb	Noun
Highest Point	peak/ culminated/ climax/ reach a peak/ hit a peak/ touch the highest point/ reach the vertex	a peak/ hit a vertex/ get a vertex/ get the highest point
Lowest Point	touch the lowest point/ get the lowest point	the lowest point/ the lowest mark/ bottommost point / rock bottom point/ bottommost mark

Example:

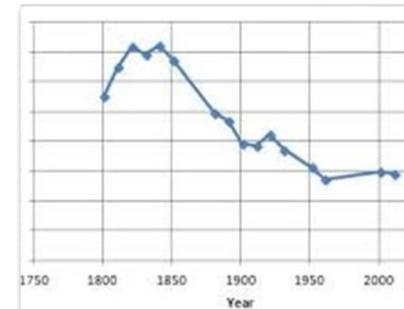
1. The price of the oil reached a peak amounting \$20 in February and again touched the lowest point amounting only \$10 in July.
2. Student enrollment in foreign Universities and Colleges increased dramatically hitting a peak of over 20 thousand in 2004.



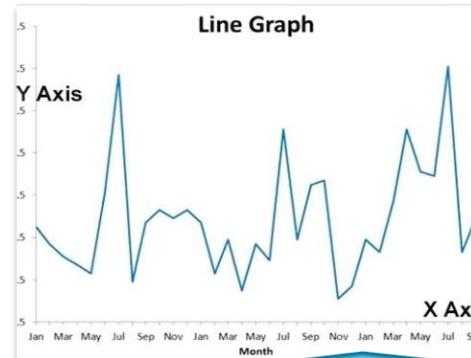
Rapid decrease / increase



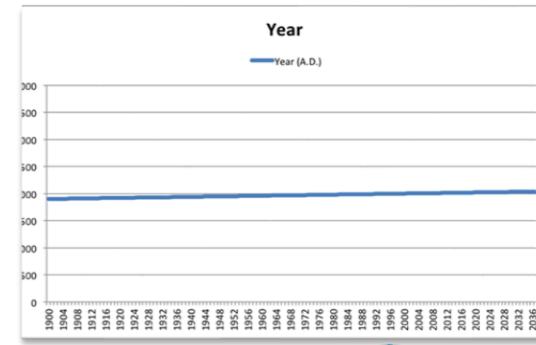
Gradual increase



Gradual decrease

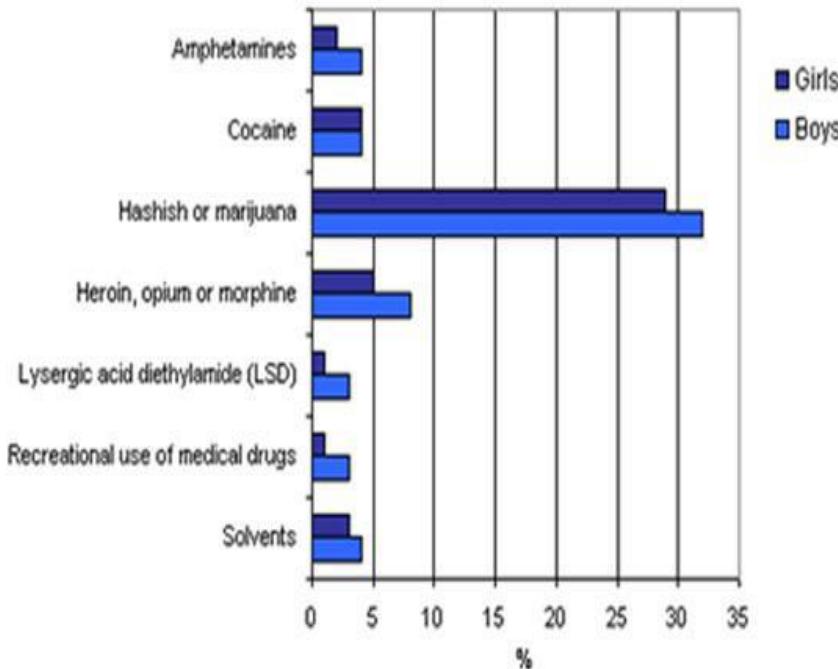


Rapid changes



Steadiness or standability

Quiz



Fill in the blanks.

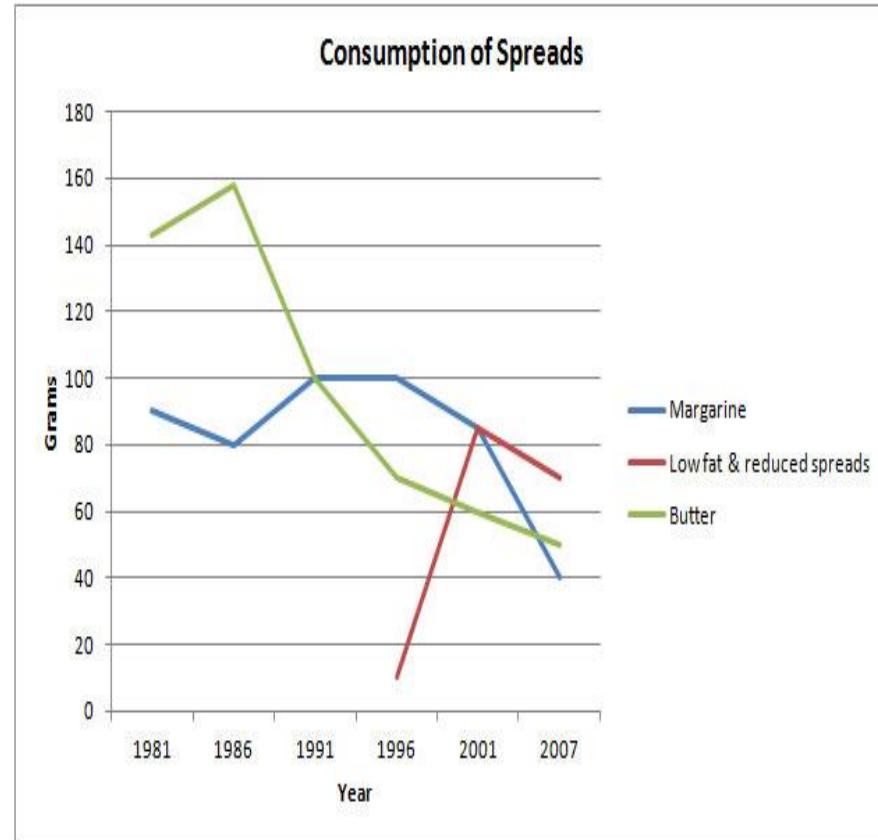
The 1. _____ information on the quantity of drugs 2. _____ in New Zealand take, divided by 3. _____ and measured 4. _____. Overall, it is immediately apparent that hashish or marijuana is used 5. _____ any of the other drugs, whereas LSD is used 6. _____. At first glance we can see that boys take more drugs than girls for 6 out of 7 of the drugs listed, however an 7. _____ number of boys and girls take cocaine.

To begin with, boys use more hashish or marijuana than girls at 8. _____ and 29% respectively. Following this, boys take heroin, opium or morphine 9. _____, but girls 10. _____.

On the other hand, the 11. _____ for amphetamines and solvents 12. _____ for both boys and girls at 2% and 3% for girls and 13. _____ both drugs for boys. Next, the pattern for LSD and medical drugs 14. _____ the same for both genders at 1% for girls and 3% for boys. Finally, boys and girls take cocaine 15. _____, 4%.

ANSWER

1. bar chart illustrates
2. school children
3. gender
4. in percentages
5. more than
6. the least
7. equal
8. around 33%
9. at approximately 8%
10. at only 5%
11. percentages for
12. are similar
13. 4% for
14. is exactly
15. at the same level



Fill in the gaps.

The graph shows the quantity of margarine, low fat spreads and butter consumed between 1981 and 2007. The quantities are measured in grams. Over the period 1981 to 2007 as a whole, there was 1. _____ in the consumption of butter and margarine and 2._____ in the consumption of low-fat spreads.

Butter was the most popular fat at the beginning of the period, and consumption 3._____ of about 160 grams in 1986. After this, there was 4._____ .

The consumption of margarine began lower than that for butter at 90 grams. Following this, in 1991, it 5._____ that of butter for the first time, but after 1996 there was 6._____ in the amount consumed, which seemed set to continue.

Low-fat spreads were introduced in 1996, and they saw 7._____ in their consumption from that time, so that by about 2001 they were 8._____ than either butter or margarine.

Answer

1. a significant decrease
2. a marked increase
3. reached a peak
4. a sharp decline
5. exceeded
6. a steady downward trend
7. a significant rise
8. more popular

	Food and drin k	Housing	Clothing	Entertain ment
France	25%	31%	7%	13%
Germany	22%	33%	15%	19%
UK	27%	37%	11%	11%
Turkey	36%	20%	12%	10%
Spain	31%	18%	8%	15%

Fill in the blanks.

The table 1._____ the amount of household income that five countries in Europe spend per month on four items. Overall, 2._____ all five countries spend the majority of their income on food and drink and housing, but 3._____ clothing and entertainment.

Housing is 4._____ expenditure item for France, Germany and the UK, with all of them spending around one 5._____ third of their income on this, at 30%, 33% and 37%. In contrast, they spend around 6._____ food and drink. 7._____ , this pattern is reversed for Turkey and Spain, who spend around a fifth of their income on housing, but approximately one third on food and drink.

All five countries spend much less on 8._____ two items. Regarding clothes, France and Spain spend the least, at less than 10%, 9._____ the other three countries spend around the same amount, 10._____ 12% and 15%. At 19%, Germany spends the most on entertainment, whereas UK and Turkey spend approximately half this amount, with France and Spain between the two.



□ Answer

1. shows
2. it is evident that
3. much less on
4. the largest
5. respectively
6. a quarter on
7. However
8. the remaining
9. while
10. ranging between

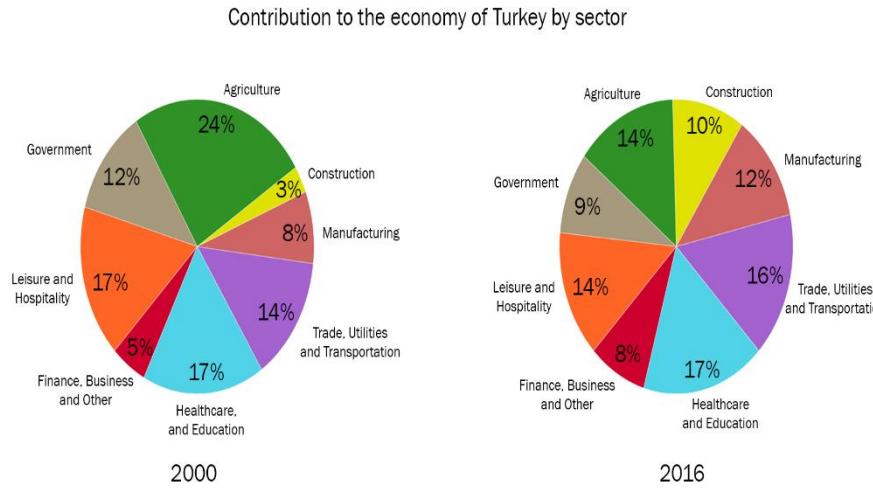
Fill in the blanks.

The two 1. _____ illustrate how different industry sectors contributed to the economy of Turkey percentagewise in the years 2000 and 2016.

2. _____ , at the beginning of the period construction contributed the least to the economy of Turkey and agriculture was the most significant economic sector. In 3. _____ , at the end of the period healthcare and education became the largest economic segment and the lowest contribution was made by financial, business and other services.

Construction sector accounted for 3% of Turkey's economy in 2000 and experienced a more than 4. _____ increase to one-tenth in 2016. Economic income from trade, utilities and transportation was 14% in 2000 and experienced a slight 5. _____ of 2% in 2016. At the beginning of the period, manufacturing and finance, business and other services made up 8% and 5% of Turkey's economy, respectively, and these figures rose to 12% and 8% in 2016.

Agriculture 6. _____, which almost a quarter of Turkey's economy in 2000, fell to 14% in 2016. In 2000 economic outputs from government and leisure and hospitality sectors were at 12% and 17%, 7. _____, and both decreased by 3% after 16-year period. In contrast, contribution from healthcare and education sector remained 8. _____ in both years at 17%.



Answer

1. pie chart
2. Overall
3. comparison
4. threefold
5. growth
6. comprised
7. respectively
8. constant

Summary

- Introduction
- General overview
- Specific details
- Suitable vocabularies
- Grammar