23 Academic Writing Task 1

Data, graphs and tables, diagrams and processes

Data, graphs and tables

Test Tip

Before you start writing, look carefully at the information you are given. Pay particular attention to any headings or information about the types of measurement used, e.g. millions / percentages. You should write about the most significant changes and differences. Don't copy words and phrases directly from the question. Use your own words. Try not to repeat the same words and phrases.

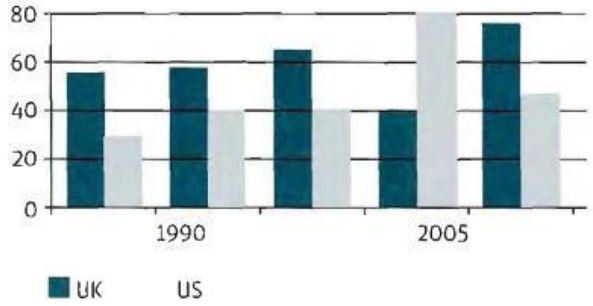
Error warning!

Make sure you spell these words correctly: *pie chart* NOT ~~*pie / pie chat*~~; graph NOT ~~*graft*~~.

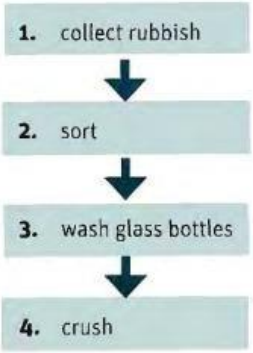
1.1 **Match the labels to the correct illustrations.**

1 pie chart 2 table 3 bar chart / bar graph 4 graph 5 diagram 6 flowchart

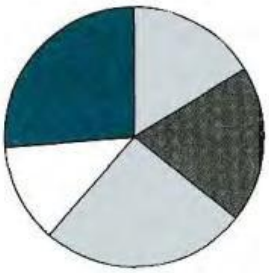
A



B



C



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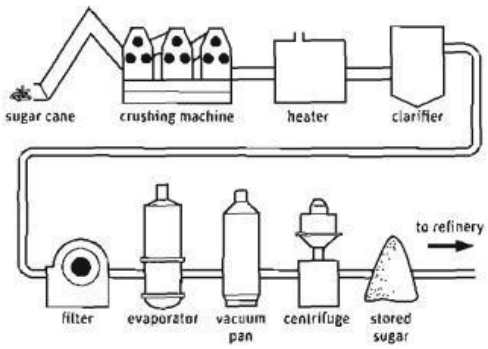
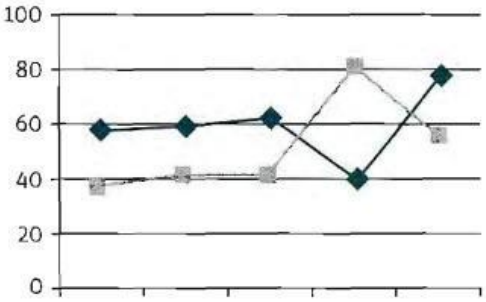


E



F

Sydney	*3.6*
Melbourne	*2.9*
Brisbane	*2.6*
Canberra	*1.8*

LIVEWORKSHEETS

1.2 **Look at this writing task. Which data do you think is the most significant?**

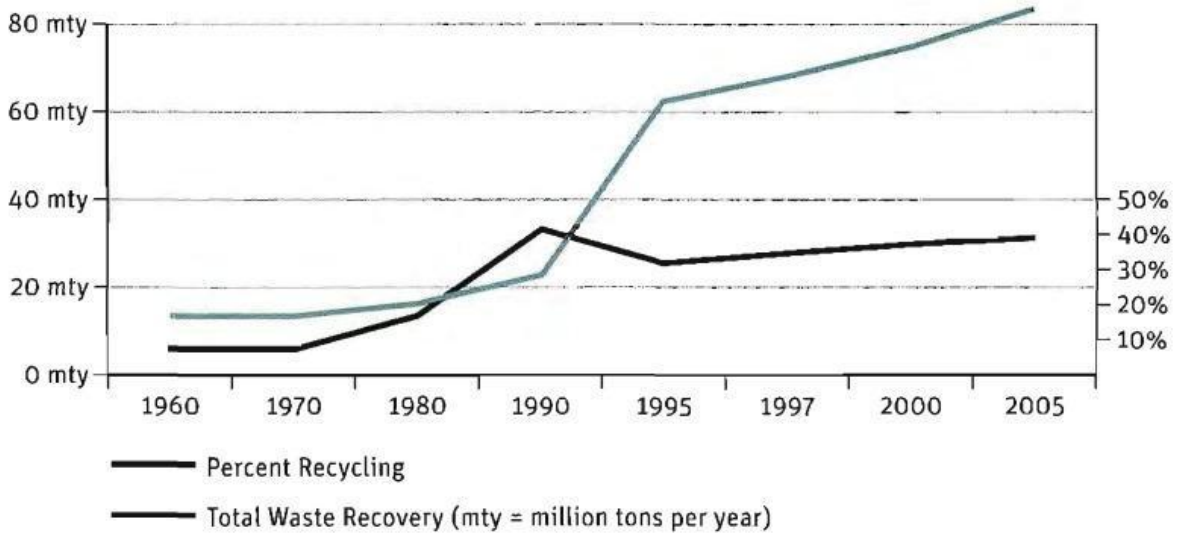
You should spend about 20 minutes on this task.

Write a report for a university lecturer describing the information below.

Write at least 150 words.

The graph below shows how much waste is collected and recycled in the US.

National Recycling Rates, 1960 to 2005



1.3 **Which two of the following sentences do NOT refer to significant information on the graph?**

1 The amount of waste being recycled rose from 30% to 32% between 2000 and 2005.

2 The amount of waste material being recycled reached a peak in 1990.

3 The amount of garbage being collected annually rose from approximately 10 million tonnes to 55 million tonnes between 1990 and 1995.

4 The amount of garbage being produced each year rose from 5.6 to 8 million tonnes between 1960 and 1970.

5 The percentage of rubbish being recycled rose from 6.8% to 33.2% between 1970 and 1990.

1.4 **Put these words and phrases into the correct column according to the trend they can be used to describe. Some of the words can be used to describe more than one pattern.**

unchanged	fall	rise	drop	remain steady	reach a high
fluctuate	plunge	upward trend	downward trend	plateau	sharp
steep	unpredictable	static	significant	wildly	constant
reach a low	steadily	rapidly	fixed	peak	

↘	↗	→	↘ ↗ ↘ ↗
fall	rise	unchanged	fluctuate

LIVEWORKSHEETS

1.5 **Correct the preposition mistakes in these sentences. You will need to refer to the writing task in 1.2.**

1 The amount of garbage being recycled rose ~~by~~ 32% between 1995 and 2005. .....to.....

2 The amount of garbage being recycled rose significantly in 1970 and 1990. .....

3 The percentage of garbage being recycled rose from 3% between 1970 and 1980. .....

4 The amount of garbage being produced rose to 16.2 million tonnes between 1995 and 2005. .....

1.6 **Change the sentences below from *adjective + noun* to *verb + adverb*, or vice versa. Use your notebook.**

1 There was a significant increase in the number of birds in 1994.

2 The number of people attending fell considerably in 2002.

3 The percentage of female students rose dramatically in 1990.

4 There was a noticeable drop in temperatures between 1880 and 1885.

5 The figures changed constantly between 2001 and 2006.

6 There was a slight increase in temperatures in 1909.

Error warning!

When comparing statistics we usually say: ***Comparing*** *the figures for 1999 and 2000, we can see an increase of 20%.* NOT ~~*Compared the figures for 1999.*~~ We use ***compared to*** or ***compared with*** as follows: ***Compared to*** *the number of males, the number of females is relatively low.* NOT ~~*Comparing with the number of females.*~~ Or: *The number of males is quite large* ***compared to/with*** *the number of females.* NOT ~~*comparing to the number of ...*~~

Vocabulary note

Note the way we use prepositions with numbers and dates:

35%	10%
1995	1997

In *1997 the number fell* ***to*** *10%;* ***In*** *1997 the number fell* ***by*** *25%;* ***In*** *1997 the number fell* ***from*** *35%.* NOT ~~*in 35%*~~; *The number dropped* ***to*** *10%* ***between*** *1995 and 1997.* NOT ~~*reduced to*~~; ***By*** *1997 the number had fallen* ***to*** *10%.* See also units 7 and 13.

Vocabulary note

You can use a combination of verb + adverb, or adjective + noun, to avoid repeating the same phrases and to add extra meaning: *There was a* ***significant increase*** *in the numbers. The numbers* ***increased significantly***. Notice that you need a preposition when you use the noun form: *There was an* ***increase in*** *attendance; There was a* ***drop of*** *10%.* NOT ~~*There was an increase attendance. There was a drop 10%.*~~

1.7 **Complete the description of the graph in 1.2 with the correct form of the words in the box. Some words can be used more than once.**

between	static	compare	rise	peak
dramatic	from	to	increase	steady
fall	in	gradual	by	

The graph shows the amount of garbage collected and recycled annually in America [1].....between..... 1960 and 2005. From 1960 to 1970 the amount of waste being recycled remained fairly [2]..... at just over 6%. However, this figure [3]..... significantly from 1970 to 1990 when it [4]..... at approximately 32% of the total waste collected. On the other hand, the amount of waste being produced increased [5]..... at around the same time, growing [6]..... approximately 10 million tonnes per year [7]..... 55 million tonnes within five years. Following this sharp [8]..... the amount of waste collected has risen [9]..... , while the percentage of waste being recycled actually [10]..... from 32% to 26% [11]..... 1995. Fortunately, recycling has [12]..... increased and [13]..... 2005 it had again reached the same figure as in 1990. However, this figure is still disappointing [14]..... to the total amount of waste that is thrown away.

LIVEWORKSHEETS

Describing a diagram or a process

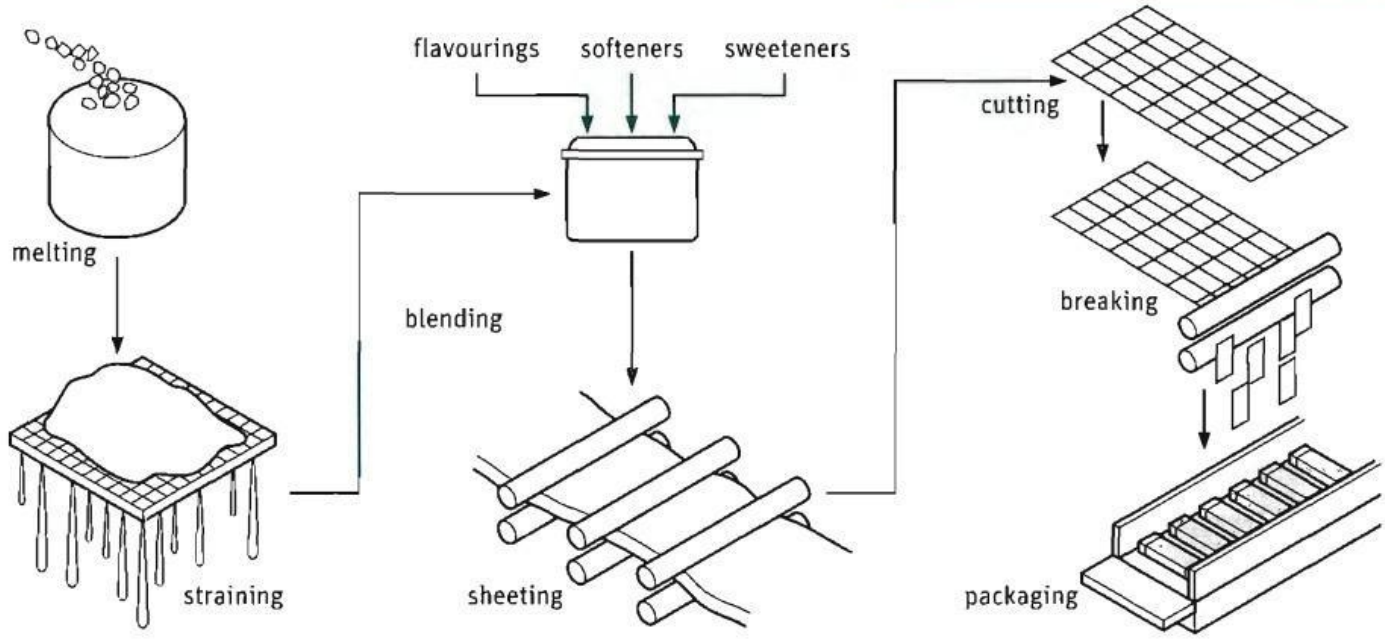
2.1 **Look at the following diagram and answer the questions.**

1 At what stage is something added?
2 At what stage is something separated?
3 How many different stages are there altogether?

Test Tip

When you are describing a process you need to organise the steps logically. To help signal this, you should use words such as: *First, then, next, after this, finally.* If you use the conjunction *when*, be careful to use the simple present tense: *The machine switches off* ***when*** *the bag* ***is*** *full.* NOT ~~*when the bag will be full.*~~

How chewing gum is made



2.2 **Now complete the description of the diagram with the correct form of the words in the box. You will need to use some of the words more than once.**

add	container	first	finally	heat	ingredients	liquid	machine	
mixture	next	pass	pieces	place	shapes	show	then	travel

The diagram (1).....shows..... how chewing gum is produced. (2)..... the (3)..... of gum are put into a (4)..... and (5)..... until they form a single mass . This is (6)..... strained until all of the (7)..... has been eliminated. (8)..... , the gum is (9)..... into another (10)..... and the desired flavourings, sweeteners and softeners are (11)..... . This (12)..... is blended until all of the (13)..... are mixed together. The gum then (14)..... to a different (15)..... which uses rollers to flatten out the gum. (16)....., the thin sheets of gum are cut into rectangular (17)..... and broken into separate (18)..... . (19)....., the gum (20)..... along a conveyor belt where it is enclosed in packaging ready for distribution .

Test Tip

You do not need to write a conclusion in Writing Task 1.

LIVEWORKSHEETS