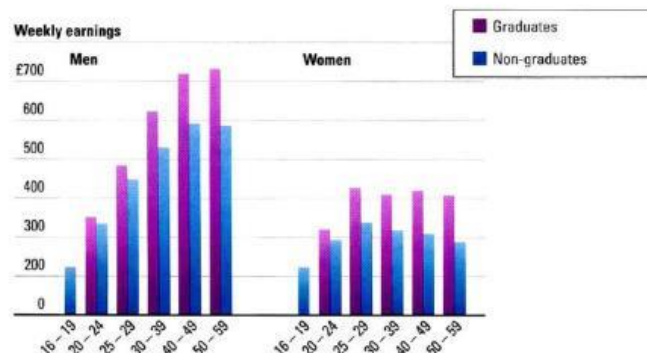


## TASK 1 EXERCISE

The graphs below compare the average weekly earnings of male and female graduates and non-graduates.



The bar charts \_\_\_\_\_ the average weekly earnings of male and female graduates and non-graduates \_\_\_\_\_ five age groups.

Overall, both men and women who graduated earn more than non-graduates \_\_\_\_\_. Earnings also increase with age for all groups, although men consistently earn more than women \_\_\_\_\_ qualification.

Among **graduates**, men have substantially higher earnings than women in every age \_\_\_\_\_. Male graduates aged 20-24 earn \_\_\_\_\_ £350 per week, compared to around £310 for their female counterparts. The gap widens in older ages: men aged 25-29 earn \_\_\_\_\_ £500 weekly, whereas women in the same age group receive \_\_\_\_\_ £400, which is the highest amount for women in this category. Meanwhile, in the 50-59 range, male graduates earn the highest of all groups at roughly £740. This shows a persistent gender income gap \_\_\_\_\_ similar qualifications.

For **non-graduates**, both \_\_\_\_\_ earn less overall, yet a similar pattern persists: men earn more than women in nearly every age group. In the youngest age group, they receive the same amount of roughly £210 in a week, while in \_\_\_\_\_ age groups men have significantly higher amount. Non graduate men earn their highest income the age of 40-49 at almost £600, while non-graduate women \_\_\_\_\_ only about £340 at the age of 24-29 years old.

**Some people believe that artificial intelligence (AI) should be used widely in education, while others think it will reduce the quality of learning.**

*To what extent do you agree or disagree?*

Artificial intelligence is becoming \_\_\_\_\_ common in \_\_\_\_\_ and \_\_\_\_\_. Although some people \_\_\_\_\_ that heavy reliance on AI will harm learning quality, I strongly agree that widespread use of AI can significantly improve education.

To begin with, \_\_\_\_\_ personalised learning that traditional \_\_\_\_\_ cannot provide. Intelligent \_\_\_\_\_ can analyse a student's \_\_\_\_\_ and \_\_\_\_\_ and immediately adjust the difficulty of tasks. For example, language-learning \_\_\_\_\_ already use AI to identify grammar \_\_\_\_\_ that \_\_\_\_\_ struggle with and provide targeted \_\_\_\_\_. This level of individual support can help \_\_\_\_\_ progress much faster than in a one-size-fits-all lesson.

\_\_\_\_\_, AI improves accessibility and reduces teachers' workload. \_\_\_\_\_ in remote \_\_\_\_\_ or with limited resources can now access high-quality digital \_\_\_\_\_ at any time of the day. At the same time, automated \_\_\_\_\_ can handle repetitive tasks such as grading or generating practice materials, allowing \_\_\_\_\_ to spend more time on meaningful interaction and feedback. \_\_\_\_\_, the overall learning experience becomes richer and more efficient.

\_\_\_\_\_, the widespread use of AI in \_\_\_\_\_ should be welcomed. It provides personalised support for \_\_\_\_\_ and makes high-quality education more accessible and efficient. Therefore, \_\_\_\_\_ have to consider the use of it in other \_\_\_\_\_ of education to improve overall learning outcomes.