

IELTS - Report writing by Mairi Joanne Anderson

Age: Teenagers / Adults
Level: Upper-intermediate–Advanced
Time: 60 minutes (or longer if worksheet 3 is done in class)

Objective: to familiarize students with the genre of report writing (IELTS Academic Task 1) and, in particular, with the overall organization of the text and specific vocabulary for line graphs

Key skills: writing

Materials: one copy of worksheet 1 for every pair or small group of students, cut up (optional: in addition, one copy of worksheet 1 per student, not cut up); one copy of worksheets 2 and 3 per student

Before the class

Prepare one copy of worksheet 1 for each pair or small group of students by cutting along the dotted lines.

Procedure

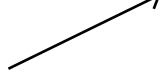
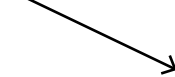
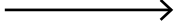
Worksheet 1

- Distribute one cut-up copy of worksheet 1 per pair or small group of students.
- Ask the students to read the cut-up slips of paper and reorder the model answer.
- Check the correct order together. Then, focus on:
 - the content of each paragraph
 - intro;
 - main trends;
 - additional information;
 - conclusion;
 - the style
 - formal;
 - minimal copying from the question.
- If students would like to keep a complete copy of the question and model answer, hand out fresh copies of the worksheet.

Worksheet 2

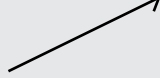
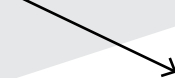

- Distribute worksheet 2 and tell the students you are now going to focus on the kind of vocabulary required to speak about line graphs.
- Ask the class to complete the table with the words in bold from worksheet 1.

Key:

		
<i>jump</i> <i>rocket</i> <i>rise</i> <i>increase</i>	<i>decrease</i>	<i>stay constant</i>

- Check together and discuss the differences in meanings. For example, increase means go up but rocket means go up extremely fast.
- Have your students work together in small groups to complete task 2. Check the answers and that they have understood the nuanced differences in meaning.

Key:

		
<i>jump</i> <i>rocket</i> <i>rise</i> <i>increase</i> <i>recover</i> <i>double</i> <i>shoot up</i> <i>soar</i> <i>surge</i>	<i>decrease</i> <i>drop</i> <i>fall</i> <i>halve</i> <i>plummet</i> <i>plunge</i> <i>decline</i> <i>slump</i>	<i>stay constant</i> <i>level off</i> <i>remain stable</i> <i>plateau</i> <i>remain steady</i>

- Now, tell the class you are going to look at adjective + noun and verb + adverb combinations, which are extremely useful to avoid repetition and demonstrate a wide range of lexis.
- Allow the students to work through tasks 3, 4 and 5, getting feedback after each stage. During this part of the lesson, students will undoubtedly

produce some incorrect collocations such as 'jump rapidly' or 'a rapid jump'. You can demonstrate that any incorrect collocations don't exist by using an online concordancer.

Key:**task 3**

a. *considerably; dramatically; remarkably; significantly; strikingly*

b. *rapidly; sharply;*

c. *marginally; negligibly; slightly*

d. *gradually; steadily*

task 4 (possible answers)

jump dramatically; increase gradually; shoot up rapidly; decrease slightly; fall sharply

task 5 (possible answers)

a dramatic surge; a gradual increase; a slight decrease; a sharp fall; a slight levelling off

Worksheet 3

You could set this worksheet for homework or you could get students to do it in class. If you have a large class, you might like to have them work together – this is the procedure for working in pairs.

11. Give pairs five minutes to write a plan. Encourage them to circle the most important trends and data on the question paper.
12. Tell them they are not allowed to speak to each other while they are writing and that each of them will write only one part of the task. Allocate one student in the pair the introduction and the main paragraph (paragraph 2), and the other student the additional information paragraph (paragraph 3) and the conclusion.
13. Set a time limit of 15 minutes.
14. When the time is up, they can swap answers and proofread each other's work. Allow five minutes and encourage them to make sure the two halves of the report work together.
15. Collect their reports and give them feedback, before setting a similar task for homework.

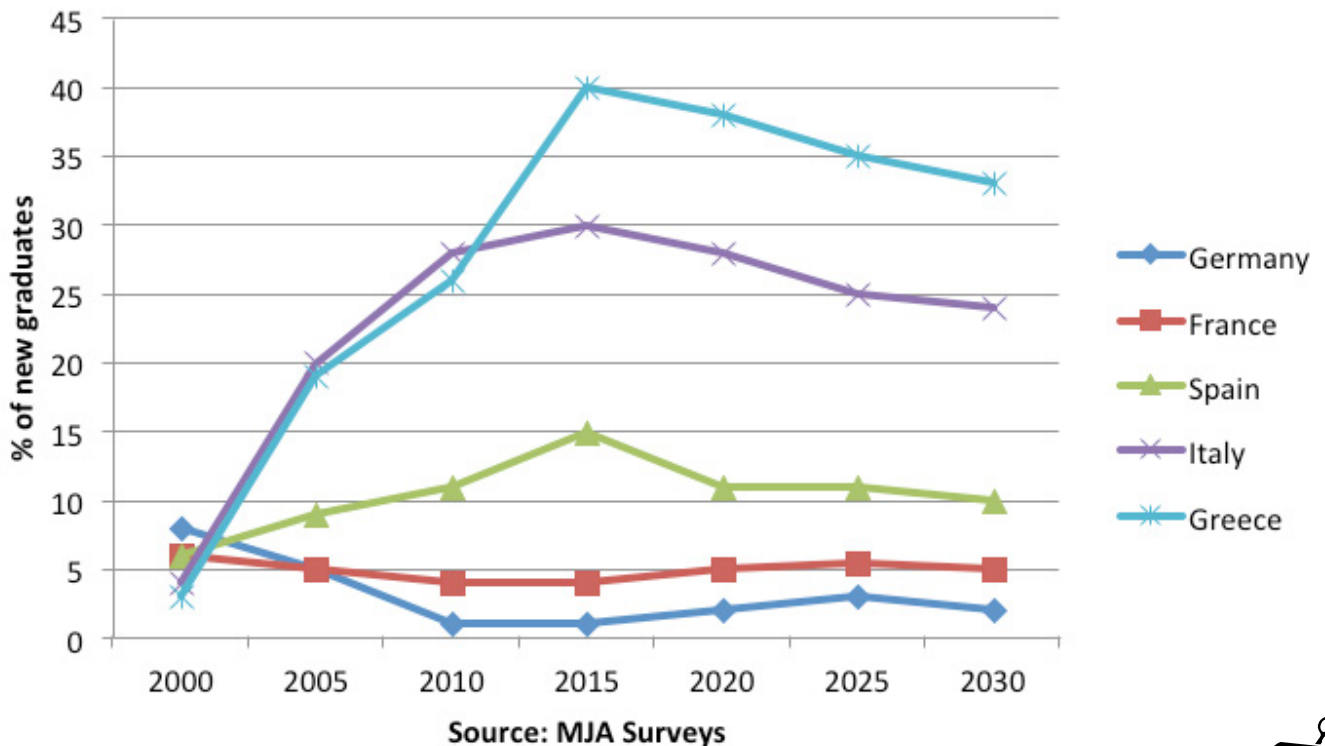
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You should spend about 20 minutes on this task.

The graph below shows the percentages of young people who have left their home countries to go abroad to look for work from 2000 to the present. It also shows projections until 2030.

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

Write at least 150 words.



The line graph shows the number of new graduates who go abroad to seek employment between 2000 and 2030. The data is provided by MJA Surveys and the numbers of French, German, Spanish, Italian and Greek graduates are expressed in percentages.

Overall, it is interesting to note that those abandoning Italy and Greece far outnumber those leaving France, Germany and Spain. The percentages of graduates who left Italy and Greece between 2000 and 2010 were remarkably similar: there was a **jump** from approximately 4% in 2000 to more than 25% in 2010. After this date, graduates leaving Greece **rocketed** from 26% in 2010, reaching a peak of 40% in 2015. However, the increase in the number of Italian students leaving Italy began to slow down after 2010: there was a slight **rise** of just 2% over the same period.

The number of people who left Germany and France marginally **decreased** between the years 2000 and 2010 from 8% to 2% and 6% to 4% respectively. After 2010, the percentages levelled off and **stayed constant** until 2015. The numbers in Spain, on the other hand, **increased** more gradually than in Italy and Greece from 6% to 11% between 2000 and 2010, before shooting up to 15% in 2015. Between 2025 and 2030, figures for all the countries are set to fall slightly.

To conclude, the vast majority of recent graduates seeking employment abroad are from Greece and Italy, and these figures have increased dramatically over time. The figures for Spain, France and Germany are lower and remained more steady.

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Line graphs

1. These are the three basic trends. Write the words in bold from the text on worksheet 1 into the correct column.

↗	↘	→

2. Now, complete the table using these additional verbs. Then, discuss the differences in meaning.

recover	halve	soar	surge
drop	level off	plunge	remain stable
fall	plummet	decline	plateau
double	shoot up	slump	remain steady

3. Which of the adverbs in the box below describe changes that are ...

- a. ... big?
- b. ... fast?
- c. ... small?
- d. ... slow?

considerably	marginally	remarkably	slightly
dramatically	negligibly	sharply	steadily
gradually	rapidly	significantly	strikingly

4. Make some verb + adverb combinations. For example, *increase sharply*.

5. Using the nouns below, can you change some of your collocations from task 4 into adjective + noun collocations? For example, *a sharp increase*.

jump	recovery	drop	fall
increase	surge	decline	levelling off
rise	decrease	slump	

