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A Mark Academic Writing Task 1

Module #1 Homework Pack

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Welcome Students!

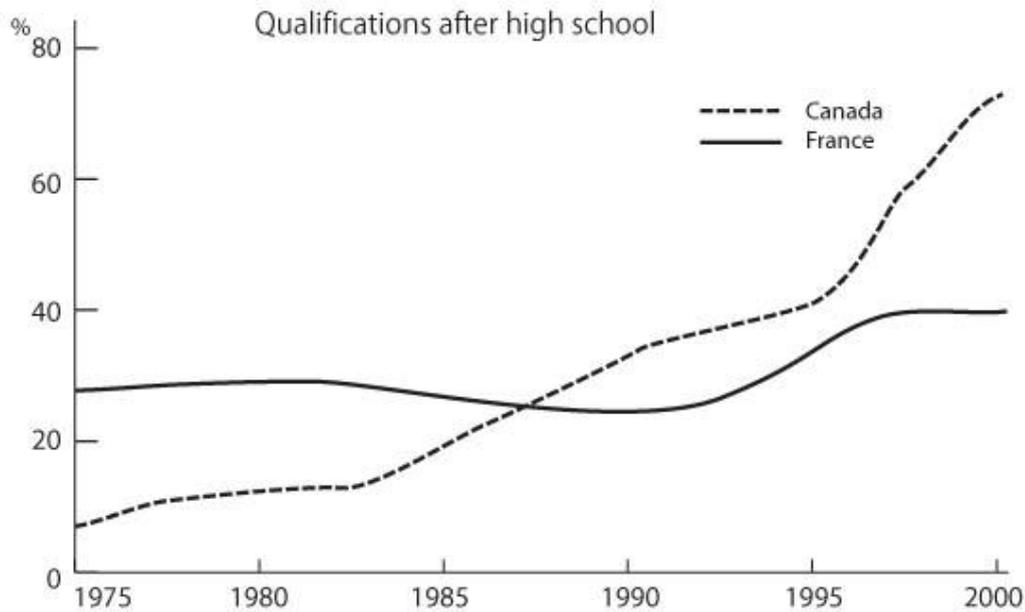
1. Prepare for your class with the online lessons at www.amarktraining.ca
2. Request feedback about assessment tasks that you would like to practice during class.
3. Receive an assessment from your teacher in the live training session.



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The graph provides information about the proportion of the population with post-school qualifications in Canada and France between 1975 and 2000.



Rep #1. What is an accurate preparation point sentence for this line graph?

- a) 30 percentage of students had post-school qualifications in 1975 in France.
- b) 30% of students who were in France had post-school qualifications in 1975.
- c) 30 % of the population in France had post-school qualifications in 1975.

Extra Notes

1. %, amount, number?
2. What is X? (this is main word in the subject of the point sentence)
3. Choose any point
4. Write the subject of the point sentence:
_____ % of X
5. Leave a space for later:
_____ % of X _____
6. Figure out the verb. Why are we writing about the population? Decide if that verb should be simple past or



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simple present for your point.

___ % of X _____ VERB

7. What is the object?

___ % of X _____ VERB OBJECT

8. Is there a time for your point?

___ % of X _____ VERB OBJECT in _____

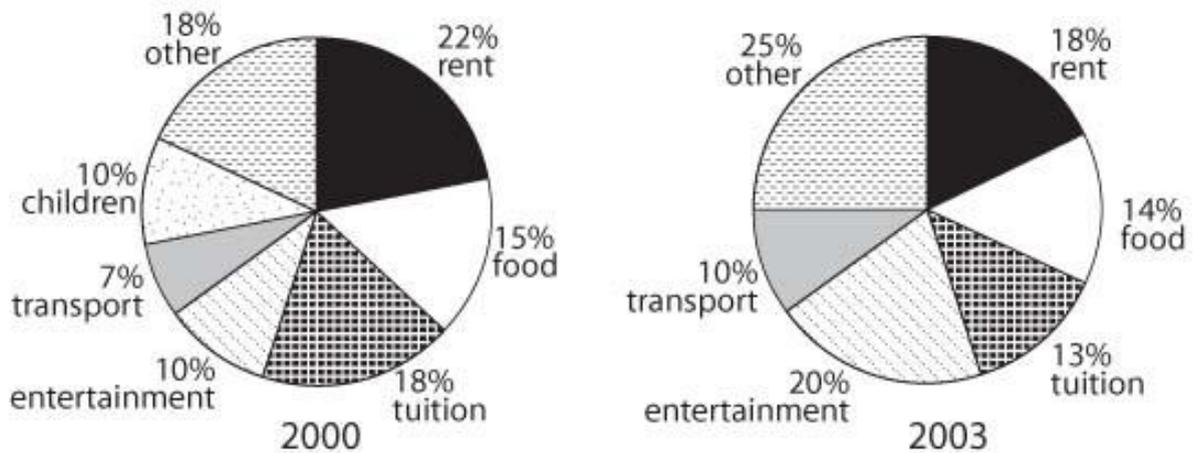
9. Do you have to write what kind of X? If yes write something in the space. If no, write nothing in the space.

Yes:

who + verb object

which

The charts give information about total student expenditure in 2000 and 2003.



Rep #2. What is an accurate preparation point sentence for this pie chart?

- a) 20% of total student expenditure _____ - was for entertainment in 2003.
- b) 20% of students _____ spent money on entertainment in 2003.
- c) 20% of money by students _____ was spent on entertainment in 2003.



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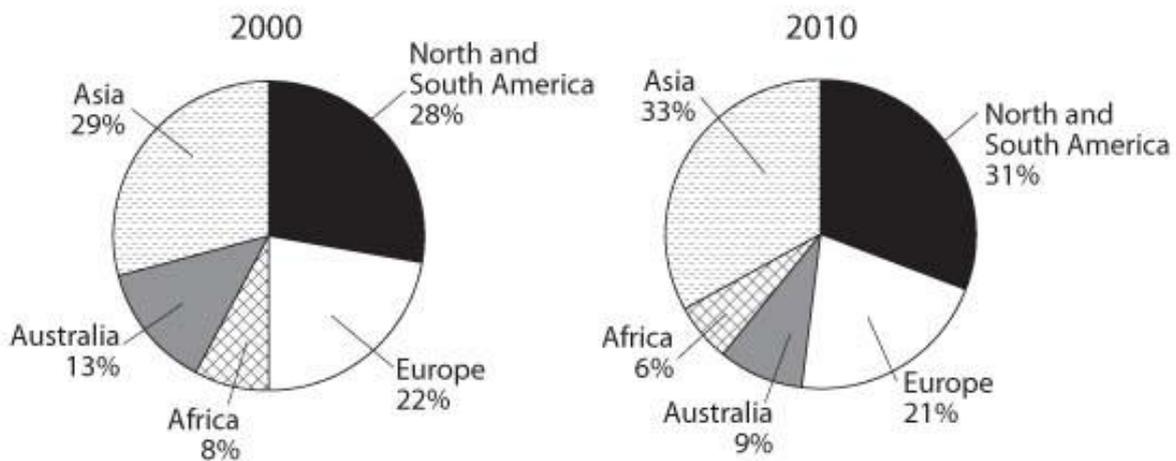
Extra Notes

1. %, amount, number?
2. What is X? (this is main word in the subject of the point sentence)
3. Choose any point
4. Write the subject of the point sentence:
____ % of X
5. Leave a space for later:
____ % of X _____
6. Try to figure out the verb. Why are we writing about the population? Decide if that verb should be simple past or simple present for your point.
____ % of X _____ VERB
7. What is the object?
____ % of X _____ VERB OBJECT
8. Is there a time for your point?
____ % of X _____ VERB OBJECT in _____
9. Do you have to write what kind of X? If yes write something in the space. If no, write nothing in the space.

Yes:

who + verb object
which

The charts give information about how the consumption of natural resources were divided worldwide in 2000 and 2010.



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Rep #3. What is an accurate preparation point sentence for this pie chart?

- a) 8% of Africa's money _____ was spent on natural resources in 2000.
- b) 8% of consumption of natural resources _____ was by Africa in 2000.
- c) 8% of natural resources _____ was consumed by Africa in 2000.

Extra Notes

1. %, amount, number?
2. What is X? (this is main word in the subject of the point sentence)
3. Choose any point
4. Write the subject of the point sentence:
____ % of X
5. Leave a space for later:
____ % of X _____
6. What is the verb?
____ % of X _____ VERB
7. What is the object?
____ % of X _____ VERB OBJECT
8. Is there a time for your point?
____ % of X _____ VERB OBJECT in _____
9. Do you have to write what kind of X? If yes write something in the space. If no, write nothing in the space.

Yes:

who + verb object

which



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- Module #2-7 Homework Packs
- Application form for live classes*

*The A Mark IELTS Speaking Course is a pre-requisite for live classes.

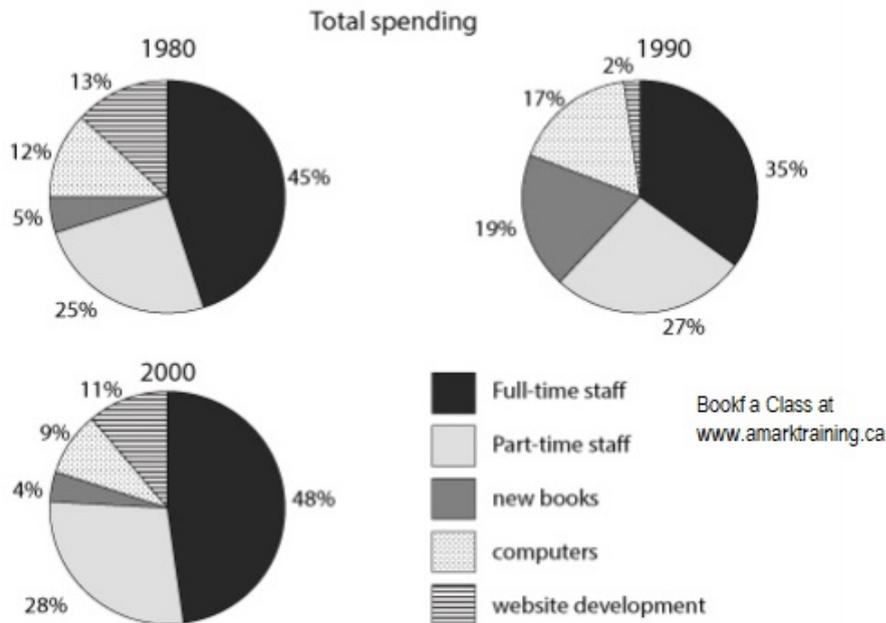
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The charts provide information about figures for total expenditure at a library in 3 different years.

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



Checkpoint #1. Write a preparation point sentence.

Follow the nine steps to write a preparation point sentence.



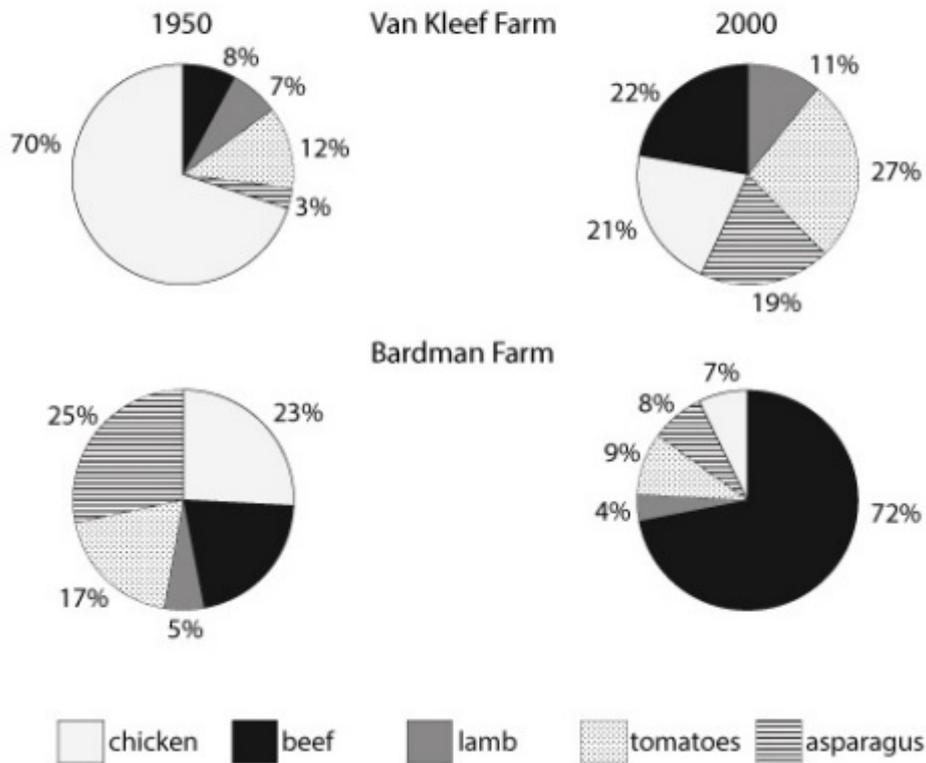


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The chart gives information about different sources of income on 2 farms in 1950 and 2000.

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



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Checkpoint #2. Write a preparation point sentence.

Follow the nine steps to write a preparation point sentence.



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The table provides information about student income.

Sources of income	1980	1990	2000
Parents	35%	21%	11%
Loans	2%	10%	37%
Part time Job	5%	9%	18%
Government Grants	27%	27%	10%

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Choose assessment tasks that you would like to receive feedback about in class. Do the tasks in front of your teacher during the live training session.

Assessment #1: Post School Qualifications

Post-school Qualifications
(Cambridge IELTS 4 p.78)

Assessment #2: Reasons for Study

Reasons for Study
(Cambridge IELTS 5 p.59)

Assessment #3: Living in Poverty

Living in Poverty
(Cambridge IELTS 4 p.31)

Assessment #4: National Consumer Expenditure

National Consumer Expenditure
(Cambridge IELTS 7 p.30)



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Class #1 Assessment Feedback Comments

Your teacher will use these comments to assess how well you learned the preparation material. Go for green flags.

Green Flag Feedback Comments



You demonstrated knowledge of the steps to write a preparation point sentence about a percentage of something.



You worked through the training reps at a reasonable speed.



You did not hesitate due to language related issues but only to content related ones.



You correctly formed the point sentences in the assessment tasks.



You were able to work independently while forming the preparation point sentence.



You did not make many spelling errors in your point sentences.



It is recommended that you begin to think about varying your lexis in the point sentence to increase the range of your lexical resource.

Yellow Flag Feedback Comments



You were familiar with the steps to write the point sentence but had to continually look at your notes.



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- The speed at which you wrote your point sentences was slightly below average. Work on speeding up a little.
- Some of your point sentences were inaccurate. You need to go back and do some extra practice with different tasks.
- You needed more support from your classmates and teacher than was expected.
- You made some errors with word choice in the point sentence. Concentrate on simple sentences for now.

Red Flag Feedback Comments

- You did not demonstrate any prior knowledge of the steps to write a point sentence.
- You spent a little too long on the repetition and assessment tasks. Go back and review the online lessons to gain more confidence.
- Many of your point sentences were inaccurate. You need to carefully review the steps and study examples of correct point sentences.
- You needed a considerable amount of help from your teacher. Please come to class prepared with your questions in mind.
- You made frequent spelling errors. Some of these took away from communicating your meaning clearly.
- You made quite a few errors with respect to choosing X and/or the main verb in your point sentence. You need to go back and review before moving forward.

For students and teachers



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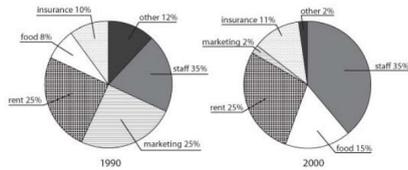
Use the following structure with your teacher in class. Your teacher will provide assessment feedback on your writing during the training session.

A Mark 30 Live Class		
	 Students	 Teacher
<p>Preparation Feedback (5-10 min)</p>  	<p>The Preparation Feedback stage is the link between what you do before you come to class and what you do during your live class. At this stage you</p> <ul style="list-style-type: none"> -check in on the PFT Sessions mobile application -introduce yourself to your teacher and build a friendly relationship with him or her -ask your teacher questions about any reps that you had trouble with (you find reps at the end of each online preparation lesson) -practice with checkpoints that your teacher selects from your online preparation (you find checkpoints at the end of each online preparation lesson) <p>Before you go on to the next stage, you should take one minute to think and further organize your thoughts towards the training session.</p>	<p>The main purpose of the Preparation Feedback stage is to direct the focus of your student towards the training session which follows. At this stage you</p> <ul style="list-style-type: none"> -check in on the PFT Sessions mobile application -make sure your student is familiar with the format of this live class and what they will do at each stage -answer questions about any reps that your student had trouble with -focus on meaning, form and pronunciation of checkpoints that you feel would benefit your student most in the training session <p>Before you go on to the next stage, give your student one minute to think and organize their thoughts to further prepare for the training session.</p>
<p>Training Session (15-20 min)</p> 	<p>In the Training Session, you practice the language that you studied prior to attending this live class. At this stage you</p> <ul style="list-style-type: none"> -use assessment tasks that you have selected during your online preparation (you find assessment tasks at the end of each lesson) -develop language skills that you have thought about before coming to class -receive feedback from your teacher with a positive attitude 	<p>During the Training Session, you help your student develop their skills and provide focused feedback about the tasks that you give them. At this stage you</p> <ul style="list-style-type: none"> -run through assessment tasks that your student has selected during their preparation (you plan this before the class) -patiently observe and listen to your student and provide feedback based on the training session feedback comments (you can see these in your teacher notes) -facilitate in a way that helps your student focus on improvement and development as opposed to receiving new input
<p>Assessment Feedback (5 min)</p> 	<p>The Assessment Feedback Stage is the last part of the live class. The live class will conclude after this stage. In this final part you</p> <ul style="list-style-type: none"> -receive a filled out copy of the PFT Assessment Sheet from your teacher -discuss with your teacher any questions that you have about the training session -ask your teacher how to better prepare for your next live class -check out on the PFT Sessions mobile application and assign a rating to your teacher 	<p>It is important to make a clear transition from the previous stage to the Assessment Feedback section of the live class. How you do this is up to you. At this stage you</p> <ul style="list-style-type: none"> -provide your student with a filled out copy of the PFT Assessment Sheet including comments and suggestions for improvement -briefly answer any questions your student has about their training session -make your schedule for the next class and collect payment (if appropriate) for this class -check out on the PFT Sessions Mobile Application and assign an overall feedback flag to your student

Chart #1: Total Expenditure

The pie charts provide information about total expenditure at one local theatre in 1990 and 2000.

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

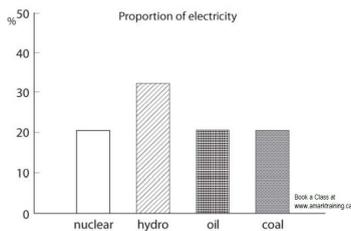


25% of total expenditure _____ was for rent in 2000.

Chart #2: Proportion of Electricity

The bar chart provides information about electricity production by different fuel source in one Asian country.

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

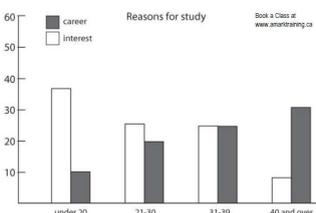


20% of electricity _____ was produced by coal in 2007.

Chart #3: Reasons for Study

The chart provides information about the proportion of students studying for different reasons according to age group.

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

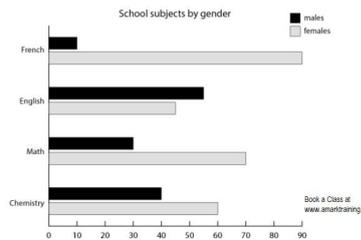


10% of students who are under 20 study for career.

Chart #4: School Subjects

The chart shows the proportion of men and women enrolled in different courses in 1999 at Bardman college.

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



10% of people who took French were males in 1999.

Chart #5: Low Income Housing

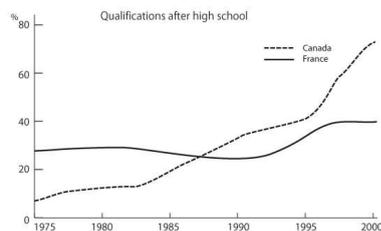
The table provides information about low income housing according to family type in 2007 in Vancouver.

Family type	Proportion of people living in low income housing
Single Seniors	35%
Married Seniors	2%
Single parents	5%
Married with children	27%
Married without children	5%
Singles	27%

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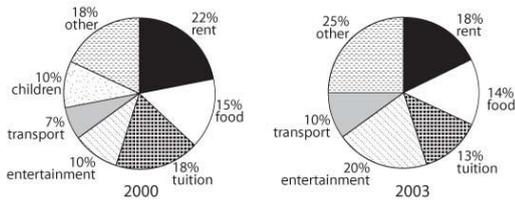
5% of people who were married without children lived in low income housing in 2007.

Rep #1: Post-school Qualification



c) 30 % of the population in France had post-school qualifications in 1975.

Rep #2: Total Student Expenditure

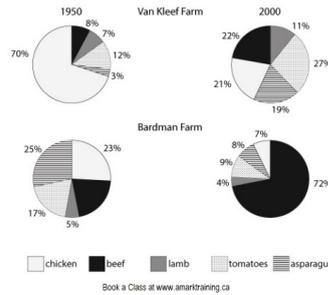


a) 20% of total student expenditure _____ was for entertainment in 2003.

Checkpoint #2: Sources of Income

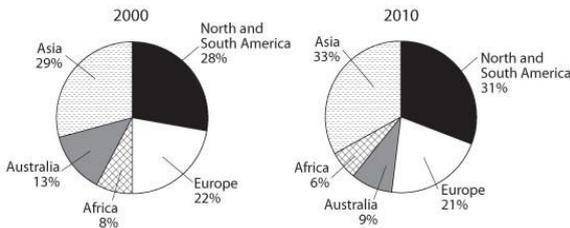
The chart gives information about different sources of income on 2 farms in 1950 and 2000.

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



25% of income on the Bardman Farm was from asparagus in 1950.

Rep #3: Natural Resource Consumption



c) 8% of natural resources _____ was consumed by Africa in 2000.

Checkpoint #3: Sources of Income

The table provides information about student income.

Sources of income	1980	1990	2000
Parents	35%	21%	11%
Loans	2%	10%	37%
Part time Job	5%	9%	18%
Government Grants	27%	27%	10%

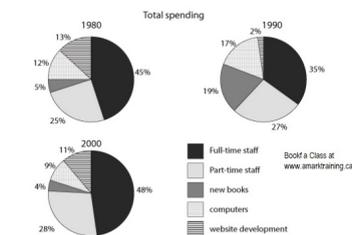
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10% of student income _____ came from government grants in 2000.

Checkpoint #1: Total Spending

The charts provide information about figures for total expenditure at a library in 3 different years.

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



5% of total spending _____ was on new books in 1980.