RAHUL SIR.

A Masterpiece of Graphs

My World Education Consultancy
SURAT

IELTS

Vinod Gambtoo

A Masterpiece of Graphs

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Preface

Generally we read the description of data first and look at the visual later. In the IELTS exam, it works the other way round. Many students fear transcribing numbers from the visuals. Why not? Because visuals are fraught with too many numbers and students struggle to present them in a right way in the form of report. Making, reading and presenting a report is an essential part of academic studies. Students may need to incorporate various reports in their assignments. Considering the need of such a report presentation, the Academic IELTS Task 1 tests students' ability that how they report numbers.

Like an essay, the visual presentation is also a persuasion of facts and figures. Unless and until students learn the essential requirements of how to write a report they struggle and get penalized. There is an established misconception among people that all the data that feature in the report must be explained fully with the exact numbers only. However, that is the way it never works because facts alone fall short.

The exam paper will have piles of figures and you need to resonate. It is not the information itself that is important but how you present them. Students need to organize, present and possibly compare data. In the case of diagram, stages and procedures must be described in a proper sequential manner avoiding any slips in between.

While studying an Executive Master of Business Administration at University of Prince Edward Island, Canada, I needed to submit individual and group assignments. Some papers were with full of figures. It was tough though, but that infused a brand new confidence to transfer my skills to the student community. Later on, I learnt how to incorporate numbers in a report and convince the audience with logic.

After a long-term experience of training students, two years ago I set out to uncover consequential elements for effective and impressive writing. There seems to be an abundance of literature and an ocean of information present around us, but we fail to notice it. Consistent reading of research papers, reports, surveys, and watching live commentaries of stock markets on CNBC TV 18 and ET provided me a wide range of skills on how to present figures. More importantly, how a student observes and uses these facilities for his purpose. Since I already had the context of thousands of research papers and books that we use for our coaching classes to train the student, I studied what I didn't know; presenting it in a persuasive manner and discovering the interplay between a report and a presentation.

I have tried to translate fifteen-year of learning to this masterpiece. I hope this book will help you improve your writing skills.

Hope you enjoy the experience!

Vinod Gambtoo
EMBA, Canada

Overview

Unlike the essay writing, the Writing Task 1 of the IELTS Academic test deals with graphs, tables, diagrams and other visuals. Students need to display the language proficiency required in a systematic way. It is therefore necessary to understand *what* to write, as well as *how* to write it. It calls for an altogether different set of skills; usually easier than that is in need for writing an essay provided important parts of the language for describing visuals are practised closely.

Many students have common misconceptions about the Writing Task 1 usually. Opinions and the style of writing visuals differ from person to person, and it further confuses them. This book dispels such popular misconceptions. Also, refer to FAQs on page number 20.

The overall fluency of English language plays a vital role in the exam performance. However, students may not have enough time to go back and study the language from the root. Considering the performance need of students, this book explains how to *insert* or *use* these visuals to make your work easy and interesting.

In Task 1 candidates are asked to look at diagram or table, and to present the information in their own words. Depending on the type of input and the task suggested, candidates are assessed on their ability to:

- **organize, present and possibly compare data**
- **describe the stages of a process or procedure**
- **describe an object or event or sequence of events**
- **explain how something works**

IELTS Handbook, 1999

The first section of this book discusses the prescribed exam parameters, basics of writing visuals, grammar in use, ready phrases and vocabulary.

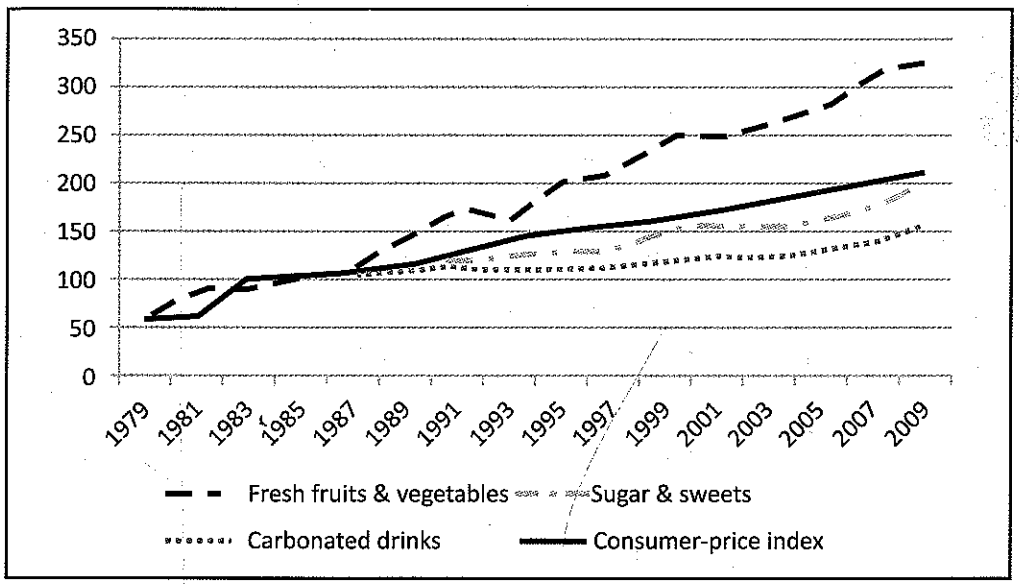
The later section of this book provides sample answers. The sample questions are from **the past exams.**

Section 1

Let's see what all you need to deal with the Academic Task 1 of the IELTS exam.

- Understanding different types of graphs, tables and diagrams

Line Graph:



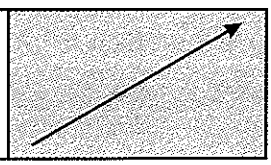
The horizontal and vertical axes supply most of the information. Typically the line graph consists of trends over a specified period of time.

Usually two or more legends are placed at the bottom or by the side to assist you to interpret and transcribe the task logically. The description should start from the left i.e. from the beginning point to the end year.

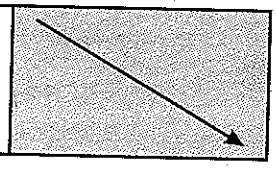
There are four basic trends that are described in the boxes.

Vocabulary in use:

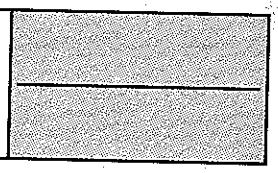
Verbs for an upward trajectory:

climb, increase, leap, soar, surge, rise, rocket, shoot up, accelerate, mount, go up, escalate, expand, grow, gain, double, boom, balloon, swell (out)	

Verbs for a downward trajectory:

decrease, fall, slip back, plummet, drop, dip, sink, decline, plunge, diminish, contract, lower, shrink, slow down, lessen, deplete, go down, slump, reduce	

Verbs for a flat trajectory:

level off or level out (at), plateau, stabilize, lull, stay/remain stable/unchanged/the same, constant, does not change, maintain the same level	

Verbs for an up and down trajectory:

fluctuate (around), wobble, vary	

Adverbs which can only be used with verbs (indicators of time or of manner; many can be used in adjective form equally):

Describing the degree of change

Adjective	Adverb
sharp	sharply
strong	strongly
dramatic	dramatically
exponential	exponentially
significant	significantly
remarkable	remarkably
considerable	considerably
marginal	marginally
slight	slightly
marked	markedly
steep	steeply
substantial	substantially
noticeable	noticeably
enormous	enormously
moderate	moderately
constant	constantly
	mainly
	hardly
	barely
	relatively
	particularly
	a little
	very much
	mostly
	fairly
	somewhat
	scarcely
	a great deal
	to a large/small/certain/small/ considerable extent

Describing the speed of change

Adjective	Adverb
slow	slowly
gradual	gradually
steady	steadily
sudden	suddenly
swift	swiftly
rapid	rapidly
quick	quickly
	at a slower/slow/faster/fast rate

Placement of adverbs:

The sale of potatoes increased *significantly*.

The sale of potatoes *significantly* increased.

Caution: ~~The sale of potatoes *to a large extent* increased.~~

The phrase must be placed in the end: The sale of potatoes increased *to a large extent*.

Adjectives showing time, amount, emphasis:

Time: quick, rapid, steady, gradual, gentle, constant, sudden, slow, fluctuating, fast

Emphasis: moderate, marked, significant, insignificant, noticeable, striking, minor, notable, considerable, sharp, major, slight, strong, dramatic, substantial, consistent, whopping, stark (difference)

Amount: slight, limited, major, numerous, enormous, marginal, vast, extensive, large, extensive, substantial, extreme, restricted, limited, widespread, partial, great

Example Sentences:

Tata Steel Q1 profit jumped over four-fold to 1 billion rupees, revenue rose by 19%, EBITDA soared to 52%.

Tata Steel Q1 profit rocketed over four-fold to 1 billion rupees, revenue surged by 19%, EBITDA climbed to 52%.

Tata Steel Q1 profit rose dramatically to 1 billion rupees, revenue increased exponentially by 19%, EBITDA leapt from 28% to 52%.

Warnings

1. It is essential to know and learn the exact meaning of the word. All the verbs, adverbs and adjectives are not fully interchangeable in terms of meaning. For example, students have a habit of using verbs such as *rocket* or *jump* or adverbs such as *dramatically* or *markedly* casually. In the mentioned example of Tata Steel, these verbs are suitable because their profit has increased four-fold. It is a huge improvement in terms of numbers. Say, their profit increases by 10%. The right verb and adverb for such trends should be *increase significantly*.
2. Some students start the second paragraph using the phrase: *according to the graph*. The meaning of 'according to' is *as stated or reported by somebody/something*. It means information is supplied from another person or source, and not from your own knowledge.

   In the context of graphs or tables or any other visuals, the information is already provided; it is right in front of your eyes. You and the reader know of it and it does not come from other or external sources.
3. There are certain expressions in the language which does not contain the dummy subject 'it'. They are '*as is shown/illustrated by the table* or *as can be seen from the graph*'. Use such expressions carefully without the dummy subject 'it' or avoid if you are not confident.

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Grammar Point

Difference between per cent (percent) and percentage:

Per cent (*North American English*: percent): one part in every hundred

According to Oxford Learner's Dictionary, percentages (= numbers of per cent) are written in words as twenty-five per cent (percent) and in figures as 25%.

If a percentage is used with an uncountable or singular noun the verb is generally singular: *Ninety percent of the land is cultivated.*

If the noun is singular but represents a group of people, the verb is singular in *North American English* but in *British English* it may be singular or plural: Eighty percent of the work force **is/are** against the strike.

If the noun is plural, the verb is plural: *Sixty five percent of children play computer games.*

The right collocations for percent are: account for, amount to, be equal to ...

The right prepositions for percent are: about five, ten, etc. percent, around five, ten, etc. percent, by five, ten, etc. percent ...

The right phrases for percent are: a boost of five, ten, etc. percent, an improvement of five, ten, etc. percent, an increase of five, ten, etc. percent ...

Percentage: [countable + singular or plural verb] the number, amount, rate of something, expressed as if it were a part of a total which is 100; a part or share of whole

Example sentences:

- What percentage of the population is/are overweight?
- A high percentage of the female staff is/are part-time workers.
- Interest rates are expected to rise by one percentage point (= a unit of one percent).
- Tax rates fell by 3.4 percentage points.
- The figure is expressed as a percentage.
- The results were analyzed in percentage terms.

The right collocations for percentage are: calculate, determine, estimate ...

The right adjectives for percentage are: considerable, high, huge ...

The right preposition for percentage is: percentage of ...

The right phrases for percentage are: in percentage terms, on a percentage basis ...

Pick and Choose phrases, expressions and lexical resource

Introduction: (first paragraph)

- The table / graph shows / illustrates / indicates / represents / presents (an overview) / indicates...
- It is clear from the graph / table that...
- As is illustrated by the table / graph,
- As can be seen from the graph / table,
- It can be seen from the table / graph that...
- As is shown by the table / graph,
    - **Time expressions at the end of the sentence can be written in the following style:**

      In: In 2000... In the 20th century... In the first twenty years...

      For: for the first two quarters... for thirty years...

      During: during the first two decades... During the remainder of the year... during 1950s...

      From to / until: from 1990 to / until 2000

      By: by the late 20th century...

      Since: since 1980...

- **Other useful expression while completing your task:**

  During 1980s...

  Throughout the period of time...

  Throughout the 20th century...

  Then...

  After that....

  In the 1990s...

  Over the period *1980* to *1990*...

  In the last four months of the year...

  (in) the period from *1980* to *1990*...

  (in) the period between *1980* and *1990*...

  Over a five year period...

  Over the next decades / quarter of a century / years, etc....

  From that time on...

Second paragraph or second line (depending upon the style you choose, both are acceptable)*:

- As an overall assessment, it can clearly be seen that...
- It is noticeable that...
- It can clearly be seen that...
- From the graph, it can be noticed that...

*Please note that sample tasks in this book follow both styles. 'The overall assessment' is also mentioned in the first paragraph in some tasks while in others it comes in the second paragraph, too.

Common verbs with usage:

Be: The unemployment rate was 8% in Canada during 1990s.

Record: The trend recorded a dip of nearly 20% for men in the following decade.

Become: America became the largest software exporter to Spain then.

Stand at: The price of desktop computers lulled briefly and stood at $600 each.

Remain: The dip remained stable for another ten years before hitting the lowest point.

Amount to: Their annual fuel bills amount to over $1,000.

Reach: Before reaching the peak, it fluctuated for some time.

Represent: The line graph represents an overview of how many satellites were launched by India and other countries in the world from 2007 until 2016.

Account for: Other reasons such as quality of resources and teaching did not account for a significant change.

Constitute: It is noticeable that buses and cars are more popular as transportation means than their counterparts, and constitute the dominance by usage in both years.

Make up: Men made up 80% of the student body.

Comprise: It is estimated that the car sale will comprise a minor portion of the total numbers.

Please note some students tend to use comprise ~~of~~ which is incorrect.

Equal: Exports of software equaled 26% of all exports of goods and services for India in 2000.

Outnumber: Overall, foreign satellites outnumbered Indian satellites, but India was ahead by far margin in terms of satellite launches recorded by a single country.

Number: By 1990, it numbered some one-tenth of a percentage; half the size of workforce was deployed to meet the demand.

Skyrocket: Capital flight skyrocketed after the change of government in Venezuela.

Balloon: The number of undergraduate students ballooned from roughly 9,000 to 75,000 over nine years.

Other important mathematical and measurement expressions:

Number: The number of car sales surged 90% in last five years.

Quantity: A huge quantity of weapons was exported in the following year, constituting at around 10% of all exports.

Amount: The amount of crude production fell significantly then.

The total number: The total number of pencils used halved in the following projects.

The total quantity: The total quantity of iron ore production remained stable throughout the period of time.

The total amount: The total amount of wealth creation for Canadian citizens reached its acme under the federal scheme of the government whereas it struggled considerably as long as it was under the provincial government drive.

The majority: The majority of respondents decided against the new changes.

The greatest number: The greatest number of respondents identified it positive while the others thought otherwise.

The greatest amount: The greatest amount of satisfaction was recorded in 1980.

All of the: All of the students chose 'A' over 'B'.

The maximum: The maximum wind speed with which the machine could be operated was 170kmph.

The minimum: The minimum wind speed with which the machine could be operated was 80kmph.

The whole amount: The whole amount of production decreased considerably (idiomatic way of expressing).

The whole of the: The whole of the population of Hobson town abstained from voting.

All of the: All of the population of Hobson town abstained from voting (more preferred and safer way of writing).

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Frequently asked question

Student: I am confused at which tense to be used while writing the response.

Answer: It is simple. The introductory paragraph is generally written in the simple present tense. While developing the data explanation, stick to the time line. For example,

If it is in the context of past, then use the simple past tense: Exports of software equaled 26% of all exports of goods and services for India in 2000.

If it is in the context of present, then use the simple present tense: Exports of software equals 26% of all exports of goods and services for India this year.

*There is a possibility of using the progressive present tense along with the simple present tense in a sentence where two clauses are used.

If it is in the context of future projection, then use the simple future tense: Exports of software will equal 26% of all exports of goods and service for India by 2030.

Mathematical expressions:

Noun	Verb	Adjective
half	halve	
double	double	double
triple	triple, treble	threefold
quarter, fourfold	quadruple	fourfold
	multiply	multifold
average	average	average
total	total	total
equal	equal	equal
fraction		

The word 'times' is used in comparisons to show how much more, better, worse, etc. something is than something else.

For example,

Four times as long as something

Three times larger than something

Three times the length of something

Expressions of approximation:

around, nearly, just over, just under, well over, roughly, approximately, about, well under

Prepositional usage:

One of the complex tasks for students is to use prepositions in a right way. Prepositions such as ***at, in*** and ***with*** look very familiar and simpler, but students get confused while transcribing the information/data using them. Learn them properly before you take the test. Take a look at these sentences:

- The number remained stable/steady **at** 560 for the entire year.
- The figure stood **at** the same level **in** the following year.
- Production decreased/increased **by** 30%.
- The decrease was remarkable, **at** a whopping 56%.
- Reliance Industries was the largest refiners, **with** 56% of the total production in India.
- The number of subscribers surged multifold **in** the following decade.
- Nifty rose **to** the 10,000 mark in August 2017.
- The sales swelled **at** a rate of 25% per annum/ per year/ p.a.
- Imports doubled whereas exports reached 90% **in** 2016.

Frequently asked question

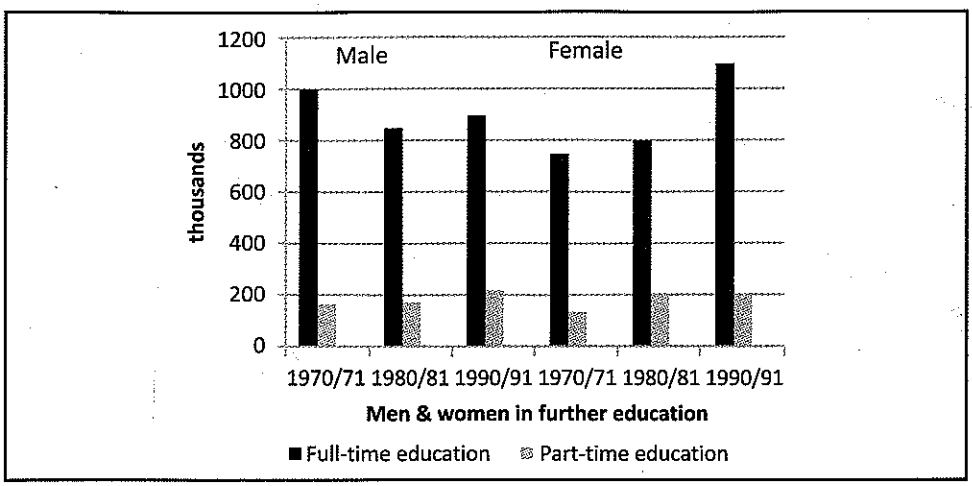
Student: Do I need to write all the data/information that is supplied in the visual (line or bar chart)?

Answer: Strictly no. Always develop the ability of analyzing data or trends. Before you begin to write, look for peculiar trends and make them a central theme for starting and ending your task. There should be a combination of some exact figures and expressions of exactness while describing. For example,

Three distinct causes namely over-grazing, over-cultivation and deforestation that result into a less productive farmland account for almost one third (nearly 30%) of a percentage each.

In the above-mentioned example, each cause does not make up 30% exactly but figures are near about, like 30% upward or downward.

2. Bar or column chart:



The horizontal and vertical axes supply most of the information. Typically the bar/column chart consists of comparison, correlation or contrast over a specified period of time.

Usually two or more legends are placed at the bottom or by the side to assist you to interpret and transcribe the task logically. Generally, any two things, categories, types of people/products are compared and discussed in the given illustration.

In such graphs, ideally trends or things should be compared where they are relevant to. The important skill that needs to be developed is to club the information logically. For example, look for the identical trends first, and then try to put them into one category. See the below mentioned example sentence.

With regard to the part-time education enrolments, both men and women had more or less the same numbers (200,000) throughout three decades barring the 1970s where men had the upper hand slightly than women.

Frequently asked question

Student: I was advised not to write a long sentence.

Answer: You can use a long sentence, especially in the Task 1 of IELTS where you need to compare two trends or describe correlations between two things happening at the same time. While comparing or correlating, numbers of words make the sentence longer. Do not shy away from it.

You can use such a long sentence as paragraph, too. It will not look messy.

Just in one sentence you could summarize any trend that falls in the same category. The ideal plan to respond to a bar/column graph is to look for the peculiar trends (striking ones – could be both negative and positive), and use them for your overview or overall assessment making it a central theme of your write-up. See the below mentioned approach:

- Which is the highest point?
- Which is the lowest point?

- Which is the usual/constant point?
- Which data can be clubbed with each other for comparison or correlation?

Based on the sample visual of the bar chart, the highest point is 1.1 million women. Either in the real terms of number or at least one sentence describing this trend must be dedicated to it. Have a look at the following sentence:

In contrast, there was a steady increase for women during 1980s and the number surpassed to the highest level in the following decade.

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Expressions for comparison, correlation and contrast:

size, level, number, degree, proportion, percentage amount, quantity, rate

Generally these measurement terms are used with nouns.

For example,

- A greater amount of production was recorded in the following decade.
- A smaller size of acceptance was seen right after the year of peak.
- A larger quantity of milk was wasted away by the decision of administration on purpose.
- A larger proportion of respondents were satisfied in 2008 compared to 2005.
- A small percentage of participants believed in working part-time during the studies whereas a greater number of participants thought otherwise.
- A greater degree of confidence for accepting new devices was noted in the following decade.
- The market witnessed a lower level of sentiment after the GST implementation, resulting into a decline by 10%.
- A higher rate of visa refusal was experienced in 2009 compared to the preceding year (or the year 2008).
- International Monetary Fund (IMF) estimates a higher/better growth in the world GDP for 2018.

While comparing any data, you may witness either some sort of similarity or contrast. Use the following conjunctions, connectors, or prepositions for describing the effect:

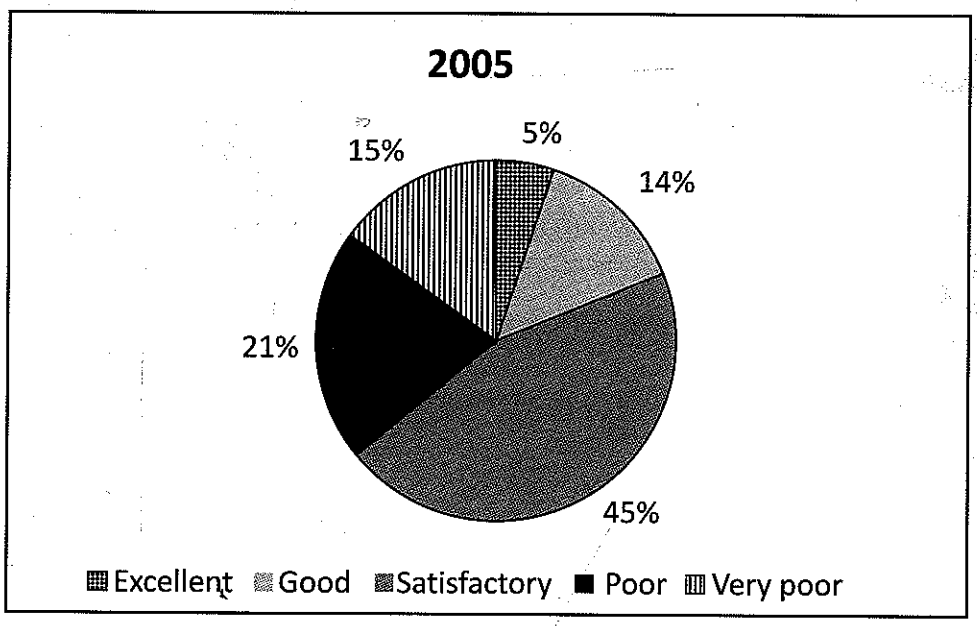
Contrast:

In contrast (to), by contrast, however, nevertheless, apart from, except for, as opposed to, while, whereas, though, although, even though, yet, but, instead of, unlike, yet

Similarity:

Likewise, in a similar way / fashion, just as x, so y..., also, both... and ..., in the same way, similarly, the same, not only... but also..., too, as well as

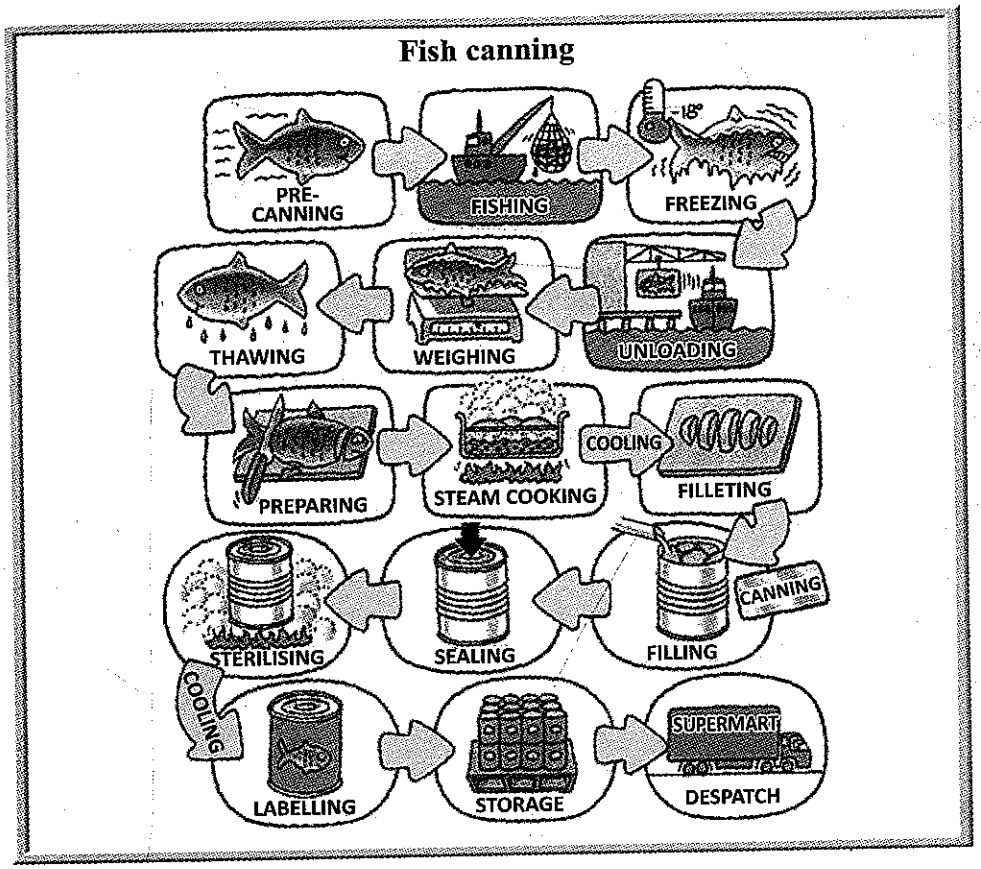
3. Pie chart:



The pie charts include certain types of proportions linked with either another pie chart or table, or line graph or bar chart. Usually two or more legends are placed at the bottom or by the side to assist you to interpret and transcribe the task logically.

Typically various slices of the pie need to be discussed either with their similarities or contrasts. The common language that provides fuel to pie charts are *the majority, the minority, the number of, the proportion of, the percentage of, the amount of,* and *the size of.*

4. **Diagram:**



The easiest part of Academic IELTS 1 is to describe diagrams since it does not squeeze your brain to look for any peculiar trends. It discusses various stages; one after another. However, they must be described in a proper manner or the meaning gets distorted.

Look at the illustration (diagram, flow chart, etc.) You begin the writing test and figure out what the significant stages are. For example, are there any obvious reasons for the order and the order they occur? Your response must include every stage that is mentioned in the flow chart or diagram.

The point to remember while describing any diagram is not to skip any stage. Furthermore, pay attention on stages which happen concurrently. In some cases, you feel that the diagram and flow chart do not make much sense to you at first glance. Stick to a starting point and follow through the stages before beginning to write. In the opening paragraph, always calculate how many stages are involved and write their numbers. For example, *the fish canning goes through fifteen stages before it is placed on the shelf for sale.* Such a description gives a logical and chronological start and the reader could relate to your interpretation easily.

There is another point to remember while responding to such diagrams. Some students describe stages using *firstly, secondly, thirdly*... Do not do that. It looks you are competing with numbers. The ideal language is *before, after, then, afterwards, finally, in the first stage/second/etc. stage, next, to begin with, after that, at the same time, concurrently, alternatively, otherwise* and so on.

The most confusing part while describing diagrams is where to use active voice or passive voice. Typically, we use active voice in the introductory paragraph and use passive voice at the time of describing various stages or maybe both depending upon the context. Look at the below mentioned example sentence that describes both voice and stages:

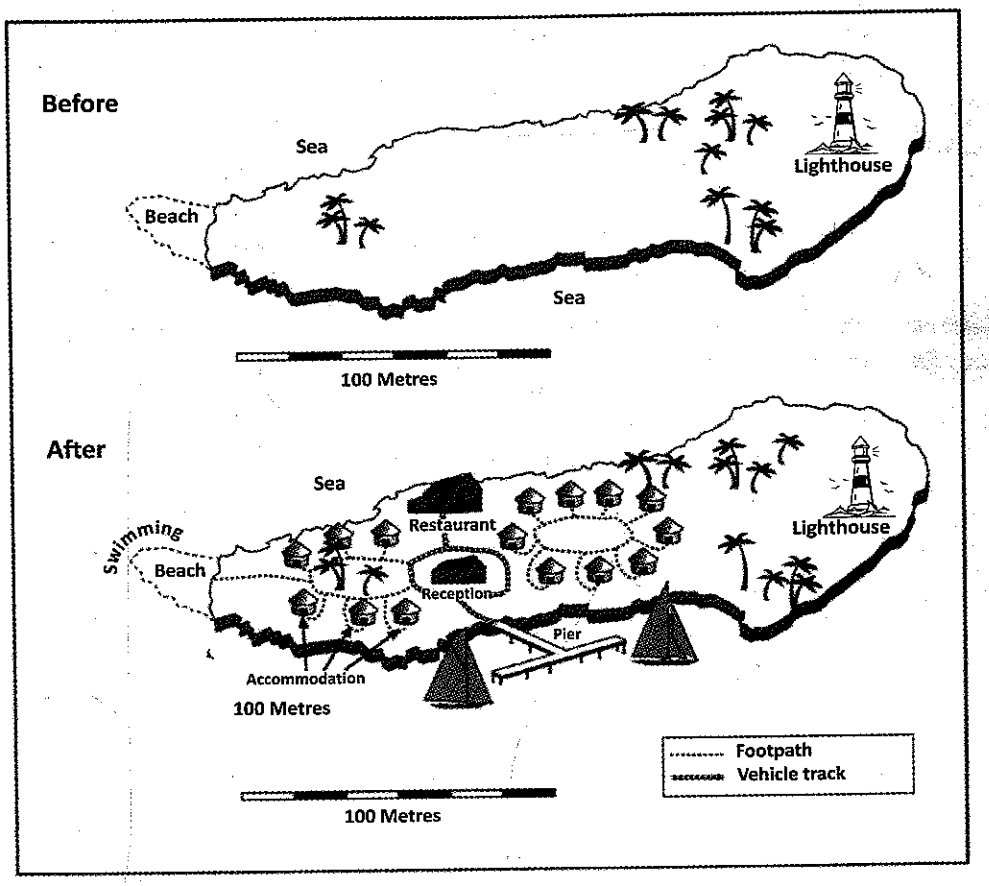
Once they are unloaded, they are weighed before thawing. After thawing, they are moved for preparation and steam cooking.

Usually, the simple present tense is used because it does not specify any period of time of the past. There is a possibility that you might need to use the combination of the present progressive tense also.

The Passive Voice:	**Grammar Point**	
Tense/Verb form	**Active Voice**	**Passive Voice**
Simplepresent	moves	is moved
Present progressive	is moving	is being moved
Present perfect	has moved	has been moved
Simple past	moved	was moved
Past progressive	was moving	was being moved
Past perfect	has moved	has been moved
Simple future	will move	will be moved
Future progressive	will be moving	~~**will be being moved***~~
Future perfect	will have moved	will have been moved
Perfect conditional	would move	would be moved
Present infinitive	to move	to be moved
Perfect infinitive	to have moved	to have been moved
Present participle/gerund	moving	being moved
Perfect participle	having moved	having been moved

***Passive voice for Future progressive tense is not possible.**

5. **Picture:**



Two pictures showing the specific development are presented for you to interpret. Students need to finalize and present the whole development of the picture with the other.

Frequently asked questions:

- **Student: The moment I see any graph with too many data, I get lost completely. I don't know where to start and where to end.**
- **Answer:** Relax! The Academic Task 1 is easier than writing an essay. Follow the tips and the class tutorial. Use expressions and other parts of the language from the tip section and insert them at the right place. Analyze the data in a systematic manner. There is no right or wrong answer while transcribing the numeric data. Focus on peculiar trends – both positives and negatives and write them.
- **Student: Sometimes it is not possible to control the length of the task, and I happen to write more than 200 words also. Is it good or bad?**
- **Answer:** The marking guideline of IELTS does not penalize students for a dense writing (over length write-up). However, it is not advisable for four reasons:
    - The more you write, the more chances of having mistakes
    - You may deviate from the crux of the matter
    - It shows that you are not proficient in the language because your response is not cogent. It is like beating around the bush
    - It wastes your precious time in writing extraneous unwanted information
- **Student: Can I copy the question and use it for my first paragraph?**
- **Answer**: Never ever do that! The examiner will not be able to assess your writing skill and it will drag your score lower. Paraphrase it by using the tips mentioned in this book.
- **Student: I was advised not to write a long sentence.**
- **Answer:** You can use a long sentence, especially in the Task 1 of IELTS where you need to compare two trends or describe correlations between two things happening at the same time. While comparing or correlating, numbers of words make the sentence longer. Do not shy away from it.

  You can use such a long sentence as a paragraph, too. It will not look messy.
- **Student: Do I need to write all the data/information that is supplied in the visual (line or bar chart)?**
- **Answer:** Strictly no. Always develop the ability of analyzing data or trends. Before you begin to write, look for peculiar trends and make them a central theme for starting and ending your task. There should be a combination of some exact figures and expressions of exactness while describing. For example,

Three distinct causes namely over-grazing, over-cultivation and deforestation that result into a less productive farmland account for almost one third (nearly 30%) of a percentage each.

In the above-mentioned example, each cause does not make up 30% exactly but figures are near about, like 30% upward or downward.

In some cases there will be too much information for you to write. Practically if you try to include all of it the word limit will cross over 250 words. It is of no use at all. The best strategy is you need to summarize the graph in meaningful segments. In other words, you will focus only on the significant trends in your report.

- **Student: I am confused at which tense to be used while writing the response.**
- **Answer:** It is simple. The introductory paragraph is generally written in the simple present tense. While developing the data explanation, stick to the time line. For example,

  If it is in the context of past, then use the simple past tense: Exports of software equaled 26% of all exports of goods and services for India in 2000.

  If it is in the context of present, then use the simple present tense: Exports of software equals 26% of all exports of goods and services for India this year.

  *There is a possibility of using the progressive present tense along with the simple present tense in a sentence where two clauses are used.

  If it is in the context of future projection, then use the simple future tense: Exports of software will equal 26% of all exports of goods and service for India by 2030.

- **Student: Can I use abbreviations such as don't, wasn't, etc.?**
- **Answer:** No. You cannot use such abbreviations in both tasks. In Speaking session it is highly recommended to use contracted forms because it offers fluency but in the formal writing, it must be avoided.
- **Student: Can I use informal expressions such as too much, a lot of, etc.?**
- **Answer:** No. You should avoid such informal expressions in Task 1. Instead, modify them as below:
  - Big: a large percentage of...
  - Little: a minimal increase in...
  - Great: a considerable/significant rise...
  - The widespread consumption of...
  - Substantially less noise...
  - Nearly all of the girls...

- Just a tad above one percent...
- Hardly one tenth of the teachers...
- Just under a quarter of all production...

- **Student: Can I use simple sentences such as *we can see from the graph,* or *they show that there was a mammoth rise, etc.?***
- **Answer:** No. Always avoid a narrative style. It is a report not a story, and a story-telling style must be avoided. Furthermore, the personal pronoun (we or they) is avoided and the passive voice is used.
- **Student: Will I get a better score if I use very high sounding words such as *delineate* for *illustrate*?**
- **Answer:** There is no point complicating your write-up by using such high sounding words. Stick to the lexical resource that is prescribed in this book.
- **Student: *Twenty five percent of students chose to work for part time, while the other 75% chose not to work.* Can we use such a style of writing?**
- **Answer:** No. Only the first part of sentence is right and acceptable whereas the other part is a redundant statement. Generally, students do that because they fear that they cannot produce minimum 150 words. It is advisable to stick to the core details of data. In the essay writing, you need to expand your point of view wherein the information or points are not given for description or discussion. By contrast, in the first task all the information is right there, in front of your eyes. Use them and write as if you were writing a report.
- **Student: Do I really need to be dead specific about numbers in writing?**
- **Answer:** Not always. For example instead of saying:

  The software designing sale of Pentamedia Graphics in 1991 was worth $ 89,980.

  The above-mentioned sentence is not grammatically incorrect at all. One can still get a good score without any doubts, but it is better to use the below mentioned style of the sentence.

  It is better to say:

  The software designing sale of Pentamedia Graphics in 1991 was around/nearly/about $90,000.

- **Student: What sort of care do I need to take while describing measurement terms?**
- **Answer:** Graphic visuals generally use common situations; thereby certain nouns do feature while writing a report. Before you use any noun, first decide whether it is

a countable noun or uncountable one. This will help you use the right collocation. For example instead of saying:

~~In the year 1991 the enrolments grew,~~

Instead of:

In the year 1991 the number of enrolments grew.

Here is the list of such words:

level, rate, quantity, degree, amount, number, size

- **Student: Do I need to write the conclusion like the way we do in the essay writing?**
- **Answer:** The conclusion part in the essay writing plays a significant role for a better score. However, in the Task 1 it is not needed at all. You cannot give your point of view because you are prohibited from assuming any situation or trend from the chart. Yes, you can describe the overall assessment using the given data/information.

  For example, there is a bar chart which describes the data of crime rate in the UK. Now, we know the name of New Scotland Yard, the elite police force of the UK but there is no mention about this elite force in the chart at all. See the below statement and assess:

Overall, it seems that New Scotland Yard finally managed to curb the crime rate by 1990.

  The above-mentioned statement entirely falls into the category of redundancy. It does display your IQ level without any doubt but writing something that is not mentioned in the graphic will be penalized. Therefore, do not squeeze your brain and save that kind of analytical aptitude and IQ for your essay writing in the next section.

- **Student: How many paragraphs do I need to include?**
- **Answer:** Between two and five paragraphs are good enough. In the process diagram, generally we have two to three paragraphs, but numbers may increase in other categories of graph. Strictly speaking, it all depends upon your individual style. The only thing that you need to take care of is that it must not look messy. The paragraph containing too many words does not comfort eyes.
- **Student: How can I come to know that my task is complete and it meets the exam parameters?**
- **Answer:** There are four exam parameters in the IELTS writing. Check whether or not you have met all of them. Ask below mentioned questions to yourself:

- **Task achievement:**
  - Does my report have a proper introduction, body and concluding statement (not applicable in all the categories)?
  - Have I described the significant trends presented in the graphic information? ☐
  - Have I written minimum 150 words and kept from writing too much (over length)? ☐
  - Have I focused on comparison, contrast and correlation? ☐
  - Is my handwriting legible enough for the marker? ☐
- **Coherence and cohesion:**
  - Have I used appropriately the cohesive devices (connectors and connective words) to make the writing cohesive within sentences and paragraphs?
    - For example, you need to deliver fluidity in the language and keep from using disconnected sentences. Have a look at the below mentioned sentences closely:
    - ~~After that it soared markedly to 10,000 units by 2015. And then it grew up to 12,000 units by 2016.~~ (disconnected sentence, acceptable in spoken English)
    - After that it soared markedly to 10,000 units by 2015, then more significantly to 12,000 units by 2016. (connected sentence)
- **Lexical resource:**
  - Have I included a range of appropriate vocabulary? ☐
  - Have I kept from repeating the vocabulary and used words according to the context, situation, and degree of change or speed? ☐
  - Have I used the right collocations? ☐
- **Grammar:**
  - Have I included a variety of sentence structures? ☐
  - Have I taken care of tenses according to the context/situation/ time? ☐

Please refer to the graph checklist on page number 82.

Author's experience with students:

I am a practically infinite student. I have been learning yet. Over the years, I have met and trained countless students for various exams. Students and their inputs are a great resource for learning and refining my quality of writing books. I have been a host of receiving a great number of suggestions and pieces of advice to date. Yet, this process is on. During the course of exchange of information and observations, I thought of sharing my learning and common mistakes made by students. This might help you for your betterment.

- **Do we have confusable words in the task 1 of Academic module?**
    - Yes, we do have. Take an example of verbs such as *grow* and *fall*. They are quite easy to understand, aren't they? However, some students get confused with such basic verbs. By mistake, they write *grow up* and *fall down* instead of *grow* and *fall*.

      What happens then? Let's see. 'Grow up' is a phrasal verb. It means (of person) to develop into an adult. We sometimes taunt by saying, "Grow up, buddy. You are no longer a kid now."

      'Fall down' is also a phrasal verb. It means that something that is shown to you is untrue or not good enough. For example, "That's where his theory falls down."

      Another example is the distinction between 'percent' (per cent) and 'percentage'.

      Another set of verbs that I have seen students more often use them incorrectly. They are 'affect' and 'effect',

      As per Oxford dictionary, 'affect' means to have an effect on or make a difference to while 'effect' means to cause (something) to happen or bring about. 'Effect' is also a noun form of 'affect'.

      For example,

      Twice as many children were affected by dengue fever compared to the preceding year. **(Not effected)**

      Both buyers and sellers paid the significant amount of commission for effecting transaction. **(Not affecting)**

- **Some students believe that 'such as' is a fully substitute for 'namely'.**
    - No. Both 'such as' and 'namely' have a slight different meaning and the usage also varies depending upon the context.

      According to Oxford Dictionary, 'such as' is a phrase which means 'for example', while 'namely' is an adverb which means 'that is to say'; 'to

be specific (used to introduce detailed information or a specific example)'.

In task 1 of Academic module, we are provided with the detailed information. In other words they are purely specific.

For example, ~~there are four types of sports such as Cricket, Football, Basketball, and Hockey.~~ Grammatically this sentence is not wrong, but it does not serve the purpose in the context. The correct sentence would be: there are four types of sports namely Cricket, Football, Basketball and Hockey. 'Namely' refers to a specific piece of information.

- **Some students tend to use informal and spoken English while describing data.**
    - I have seen students using the informal language and they misuse certain words/expressions that are an entirely disconnect to the exam parameters. For example, the usage of *a lot* or *a bit* or *a little bit*.

      Again, grammatically they are not wrong, but while writing any report or taking an entrance exam; students should stay off the informal language. Instead of these words/expressions, they should use *mainly* or *a great deal* or *to a small extent* and so on.

- **Why should we need to use passive voice, especially while describing any process diagram?**
    - Some situations do not require mentioning the doer because it is understood. Redundant statements look messy. Fluency and grammatical accuracies are the exam parameters. For example, there is a diagram that describes the process of the potato chips manufacturing and you need to write a report on it.

      Next, the excessive starch if any is removed from potatoes before being placed on the bucket conveyor for the slicer.

      In this above-mentioned example, there is no need to write about the doer. Who is doing it or who is not doing it? That is understood clearly that workers in the factory must be doing it. Take another example,

      A great number of rogue offenders were arrested in 2016.

      It is clear that the law enforcement agency does that job. We do not need to mention the doer of the action.

- **Avoid using certain phrases such as *'according to the graph'* or *'the given graph'*.**

- We discussed the phrase 'according to the graph' previously. Please refer to that explanation.

  'The given graph' is a phrase that does not make any sense. We know that we are talking about the graph that is given to us. Yes, we must be specific, but not that much of specific that could suffocate the reader. We do not say like 'the given lady or given gentleman'.

- **Some students get confused with the article (the).**
- Articles are always confusing; in fact, it takes years to master them apart from their elementary usages. Students at times omit article 'the' where it is needed.
  - For example, we say '*all of the students*' or '*all students*' **but not** '*all of students*'. Similarly, '*the whole of the production*' or '*all production*' **but not**' *the whole of production*'.

Band descriptor (public version)

Band	Task Response	Coherence and cohesion	Lexical resource	Grammatical range and accuracy
9	• fully satisfies all the requirements of the task • clearly present a fully developed response	• uses cohesion in such a way that it attracts no attention • skillfully manages paragraphing	• uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips'	• uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'
8	• covers all requirements of the task sufficiently • presents, highlights of the task sufficiently	• sequences information and ideas logically • manages all aspects of cohesion well • uses paragraphing sufficiently and appropriately	• uses a wide range of vocabulary fluently and flexibly to convey precise meanings • skillfully uses uncommon lexical items but there may be accasional inaccuracies in word choice and collocation • produces rare errors in spelling and/or word formation	• uses a wide range of structures • The majority of sentences are error-free • makes only very occasional errors or inappropriacies
7	• covers the requirements of the task • presents a clear overview of main trends, difference or stages	• logically organizes information and ideas; there is clear progression throughout • uses a range of cohesive devices appropriately although there may be some under-/over-use	• uses sufficient range of vocabulary to allow some flexibility and precision • uses less common lexical items with some awareness of style and collocation • may produce occasional errors in word choice, spelling and/or word formation	• uses a variety of complex structures • produces frequent error-free sentences • has good control of grammar and punctuation but may make a few errors
6	• addresses the requirements of the task • presents an overview with information appropriately selected	• arranges information and ideas coherently and there is a clear overall progression • uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical • may not always use referencing clearly or appropriately	• uses an adequate range of vocabulary for the task • attempts to use less common vocabulary but with some inaccuracy • makes some errors in spelling and/or word formation, but they do not impede communication	• uses a mix of simple and complex sentence forms • makes some errors in grammar and punctuation but they rarely reduce communication
5	• generally addresses the task; the format may be inappropriate in places • recounts detail mechanically with no clear overview; there may be no data to support the description	• presents information with some organization but there may be a lack of overall progression • makes inadequate, inaccurate or over-use of cohesive devices • may be repetitive because of lack of referencing and substitution	• uses a limited range of vocabulary, but this is minimally adequate for the task • may make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader	• uses only a limited range of structures • attempts complex sentences but these tend to be less accurate than simple sentences • may make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader
4	• attempts to address the task but does not cover all key features; the format may be inappropriate	• presents information and ideas but these are not arranged coherently and there is no clear progression in the response • uses some basic cohesive devices but these may be inaccurate or repetitive	• uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task • has limited control of word formation and/or spelling; • errors may cause strain for the reader	• uses only a very limited range of structures with only rare use of subordinate clauses • some structures are accurate but errors predominate, and punctuation is often faulty
3	• fails to address the task, which may have been completely misunderstood" • presents limited ideas, which may be largely irrelevant/repetitive	• does not organize ideas logically • may use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas	• uses only a very limited range of words and expressions with very limited control of word formation and/or spelling • errors may severely distort the message	• attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning
2	• answer is barely related to the task	• has very little control of organizational features	• uses an extremely limited range of vocabulary; essentially no control of word formation and/or spelling	• cannot use sentence forms except in memorized phrases
1	• answer is completely unrelated to the task	• fails to communicate any message	• can only use a few isolated words	• cannot use sentence forms at all
0	• does not attend • does not attempt the task in any way • writes a totally memorized response			

Exam parameters

The IELTS Writing Task 1 demands different sets of skills compared with the ones that are required in the essay writing. Unlike the essay writing, in this task the exam parameters mandate you to be precise and stick to the graphic information/data. It penalizes you for making any assumption and drawing opinions. The challenge is how well you can integrate the vocabulary into a coherent report. The examiner looks at how you describe the data and use sequencing expressions to display the order of events (diagram/flow chart) and describe the developments (picture).

Let's study four main parameters of the IELTS Writing Task 1.

Task achievement:

The ideal task response includes two or three main parts of the graphic information. They are introduction, body and concluding statement/s. The concluding statement/s is advisable, but in some types of tasks such as the process diagram or picture they may not require you to write something on concluding statements as we do not have any overall trend or peculiar information to write.

The introduction typically wants you to paraphrase the question and describe the constituent parts. The opening statement defines what the graph is about; that is, the location, date and what is being described in the graph.

For example,

The bar graph illustrates the number of students who chose to work part time in XYZ country between the years 2002 and 2012...

Then you move on to the second paragraph. Some students write the overall trend in very first paragraph and others may choose to include it in the second paragraph. Both the styles are acceptable, and choose whichever you are comfortable with.

The body part is very important because here you need to display your various sets of language skills. The examiner looks at how well you have developed the task fully. It must include the overall assessment, trends, relevant comparisons and contrasts if any for the graph categories such as line, bar, pie or the combination of the likes. In the case of the picture or process diagram, you need to describe the stages using the sequencing expressions.

With all the required data description and inputs, the task must have a minimum length which is 150 words. Try not to cross over 200 words.

Coherence and cohesion: Your response must include the important parts of the language for a good comprehension. In other words, from sentence to sentence and from paragraph to paragraph the message should display a great amount of unity and flow while transcribing data. Cohesive devices such as adverbs, adjective, right collocations and cogent description in the combination make your response complete.

The cohesion is used in such a way that it requires no attention at all. How skillfully you manage to paraphrase and start a new paragraph to produce a neat and simple report is of great importance. Focus on overall theme and trends and report in a manner that anybody could understand your response without having to see the illustration for reference.

Certain expressions and phrases must feature for a better scoring. For example, we use sequencing expressions such as *at the first stage, here, then* and *finally* for diagrams or flow charts. If they are missing, you run a risk of a lower band score.

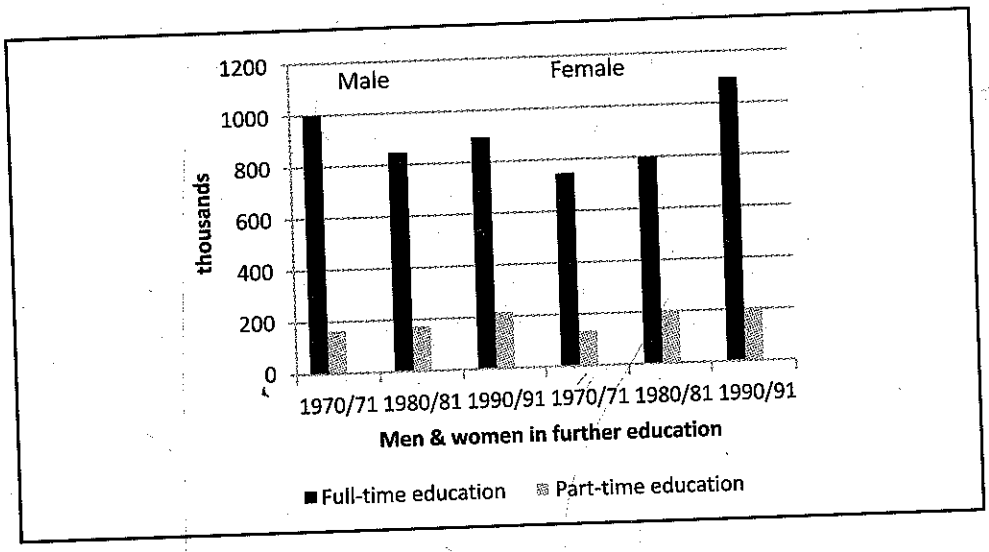
Lexical resource: The labels in the diagram should be well integrated into the answer. The appropriate verbs, adjective, adverbs and tenses are the significant ingredients of a high scoring response. Keep from using very high sounding words, but focus on the words that relate to the context. Use a wide range of vocabulary with the natural sophistication. Do not make any spelling mistakes. If you are unsure of the spelling of a particular word, better avoid it and use a synonym.

Grammatical range and accuracy: The use of tenses according to the timeline and context is very important. There should be a good balance of simple and complex sentences throughout your response. Get the hang of the articles (a, an, the). They look easier, but oftentimes they are confusing and drag your score down.

Section 2

1. **The chart below shows the number of men and women in further education in Britain in three periods and whether they were studying full-time or part-time.**

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



The bar chart compares the number of men and women who studied further education either full time or part time between the years 1970/71 and 1990/91 in Great Britain. It can clearly be seen that the full-time education is more popular than the part-time education for both men and women.

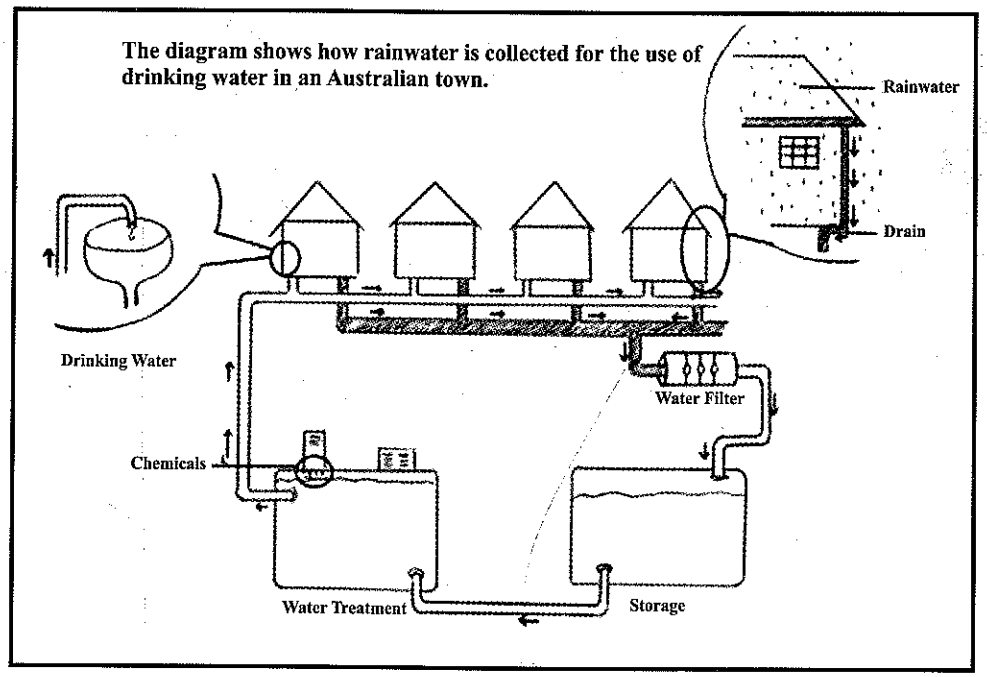
In 1970/71, one million men studied full-time education as opposed to nearly 700,000 women. The trend recorded a dip of nearly 20% for men in the following decade, but improved slightly then after. In contrast, there was a steady increase for women during 1980s and the number surpassed to the highest level in the following decade.

With regard to the part-time education enrolments, both men and women had more or less the same numbers (200,000) throughout three decades barring the 1970s where men had the upper hand slightly than women.

Overall, the number of women for both studying full- and part-time for further education increased at a decent pace after a moderate start in the seventies. (166 words)

2. **The diagram shows how rainwater is collected for the use of drinking water in an Australian town.**

Summarize the information by selecting and reporting main features.



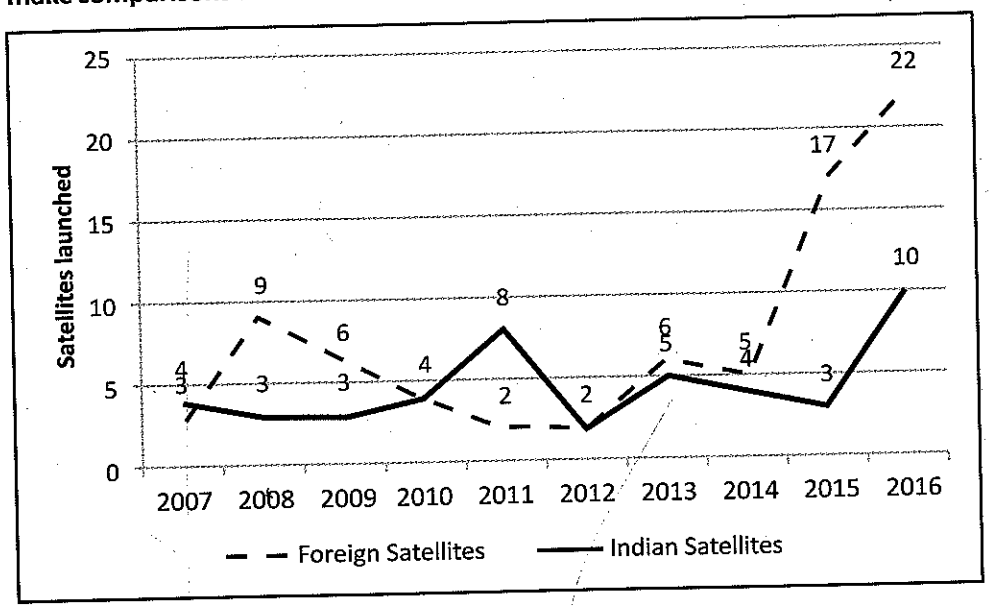
The diagram illustrates how an Australian town collects the rainwater to process with a view to using as drinking water. The entire process describes five main stages from water collecting to purifying for the use.

To begin with, the rainwater from rooftop is collected by the gutter and runs downs the pipe fitted by the house. This pipe is connected to the underground drains at the bottom of the house. Each house collects rainwater which subsequently is passed along the underground drains to water filter.

Then after, the rainwater passes through the water filter that removes most impurities found in water. Once it is processed, it goes through the pipes to a storage tank. The water collected in the storage tank passes through to the water treatment. At this stage, the water is treated with chemicals to make it suitable for consumption. Finally, water is ready for drinking, leading back into houses for people in the town. (157 words)

3. **The chart below gives information about satellites that were launched by India and the rest of the world.**

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



The line graph represents an overview of how many satellites were launched by India and other countries in the world from 2007 until 2016.

It is noticeable that the Indian space program launched as many as 46 satellites against 76 satellites of the world in one decade.

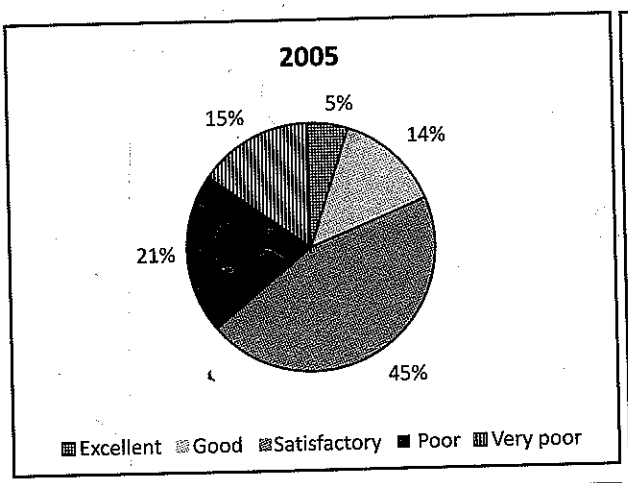
Satellite launches for India fairly remained stable for the first four years whereas the numbers for the world fluctuate between the range of 3 and 9. In 2011, India launched eight satellites, twice more than the preceding year while they were halved for other countries. Then after for another three years, the number of satellite launches remained range bound. Surprisingly, the Indian space program matched up the launch numbers with the world until 2014.

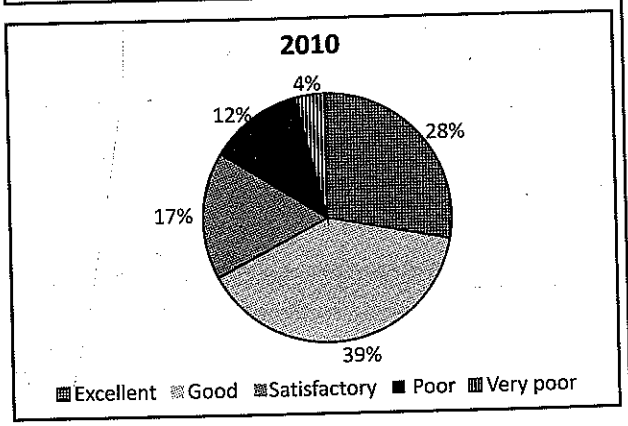
The 2016 was a momentous year in which the highest numbers of launches were recorded by India (10) and the world (22).

Overall, foreign satellites outnumbered Indian satellites, but India was ahead by far margin in terms of satellite launches recorded by a single country. (166 words)

4. **The charts below show the results of a questionnaire that asked visitors to rate the consumer services of Courtyard Marriot. The same questionnaire was given to 100 guests in the years 2005 and 2010.**

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





The pie charts compare the response of visitors to a survey about consumer service at Courtyard Marriot hotel in 2005 and 2010.

It is clear that the overall customer satisfaction improved significantly in 2010 compared with 2005. The majority of guests rated hotel's customer service as excellent or good in 2010 while it was rated majorly as satisfactory or poor five years back.

With regard to positive feedback first, only five percent of guests rated the hotel's services as excellent in 2005, but this figure dramatically jumped to 28% in 2010. By contrast, only 14% guests agreed that the hotel service was good in 2005 whereas almost three times as many visitors gave this rating five years later.

Looking at the negative responses, the proportions of guests who gave rating as poor or very poor stood at 21% and 15% respectively in 2005. This figure fell significantly to 12% and 4% respectively over the five-year period.

Overall, a dramatic rise in the number of 'excellent and good' ratings corroborates the fact that more guests viewed that the hotel's services improved well. (178 words)

5. **The table below gives information about numbers of hours of leisure time enjoyed by various age groups of Indians.**

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

Hours of leisure time per year in India							
	Teens	20s	30s	40s	50s	60s	70+
Watching TV/videos	1,100	650	350	475	550	650	1,000
Socializing with 4 or less people	125	125	250	200	200	175	175
Socializing with 4 or more people	325	325	40	40	20	20	20
Individual exercise	110	75	175	175	40	65	130
Group exercise/sport	400	300	150	100	50	0	0
Cinema	90	70	40	20	20	40	65

The table compares how people in different age groups spend their leisure time in India over the course of a year. Several trends are evident.

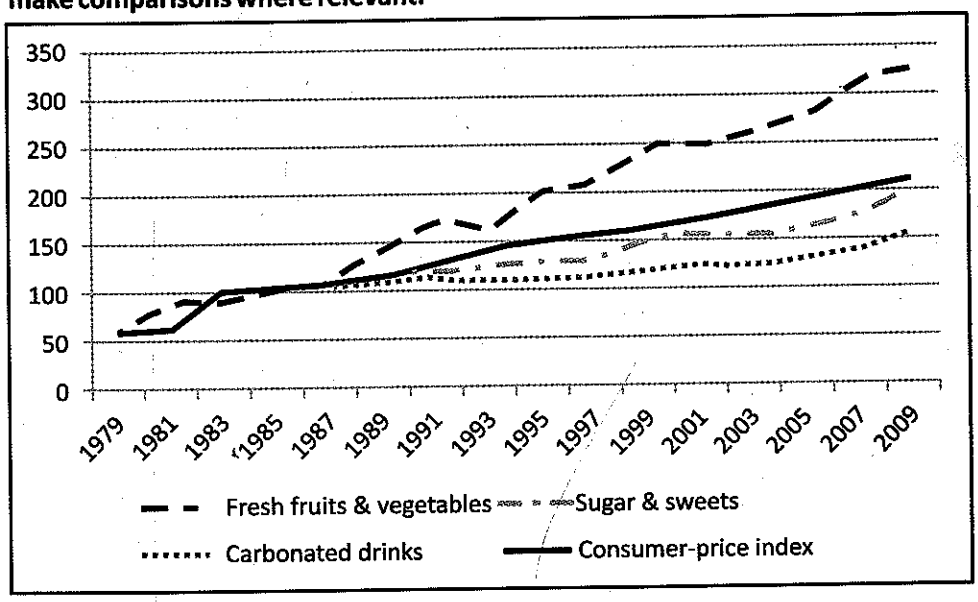
As people age in India, their social life reduces but time for fitness and watching cinemas and TV increases. Teenagers are the most active in all sorts of leisure activities followed by those who are in their twenties. The total hours of socializing of Indians in their 30s, 40s, 50s, and 60s are fairly constant (between 250-175), socializing with more than 4 people drops dramatically to 40 hours in the 30s and 40s age groups, and only 20 hours for 50 years old. Group and individual exercise mirror the similar pattern.

People of all ages spend a good part of their leisure time on entertainment namely TV/video watching and cinema. In both cases, teenagers and retired people spend around twice as much time as those who are at working age. Home entertainment ranges from just over a thousand hours for teenagers and retired people and an average of 600 hours for everyone else.

Overall, the amount of leisure time spent across the different age groups varies considerably. (193 words)

6. **The graph below shows relative price changes for fresh fruits and vegetables, sugar, and sweets, and carbonated drinks between 1978 and 2009 in the USA city.**

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



The graph shows the statistics of change in the prices of fresh fruits and vegetables, sugar and sweets, and carbonated drinks in the US city from 1979 until 2009. It also shows the general trend of the consumer-price index for the same time.

The price of fresh fruits and vegetable steadily grew (between 55 and 310) despite periodic fluctuations between 1979 and 2008. It only leveled out during 1990 and 1992, and recorded the same trend again from 2000 to 2001. The distinct price jump can be seen in the price of fresh food over a thirty-year period, an increase by a whopping 300%. In contrast, there was a gradual price increase for sugar and sweet and carbonated drinks until 1985 before it climbed to an upward trend throughout the period. They maintained the same level fairly until 1999.

As an overall trend, it is clear that the price of fresh fruits and vegetable outpaced steeply compared to the consumer-price index. However, the others remained under the consumer-price index throughout the whole period. (169 words)

7. **The flow chart below shows how the canned fish is processed for the sale in Toronto, Canada.**

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

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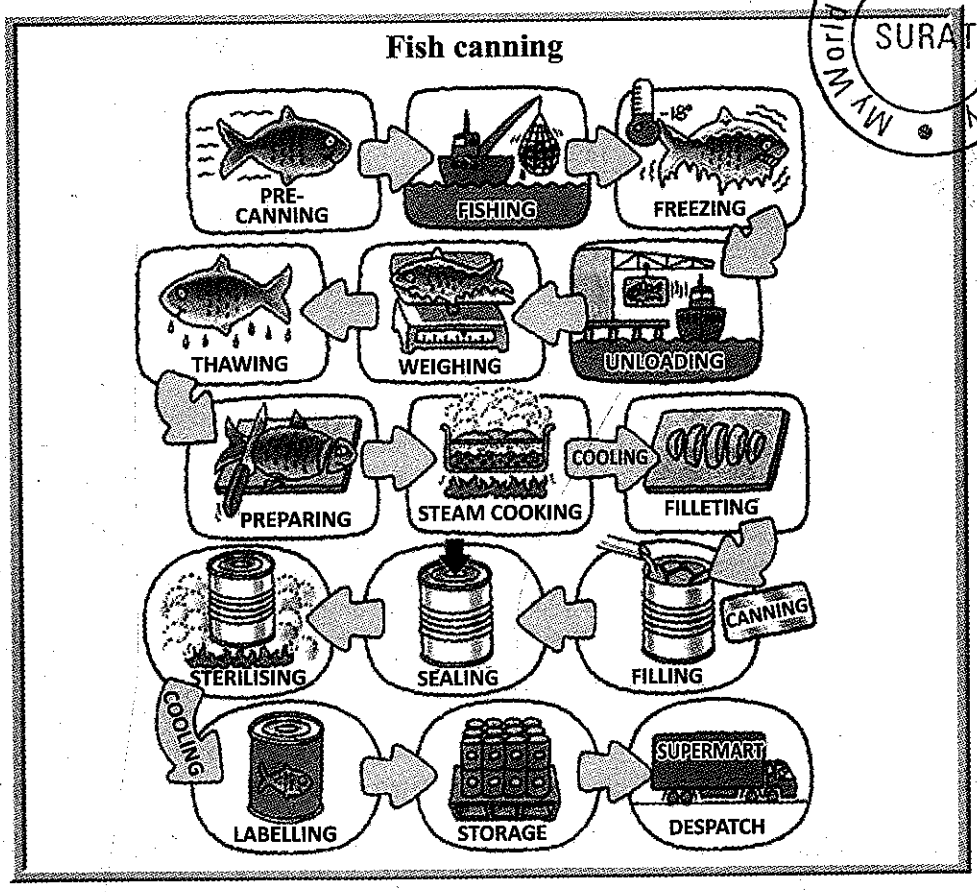


The flow chart shows the making procedure of the canned fish for the final sale in Toronto, Canada.

Overall, the fifteen-step process begins with catching fishes and ends with transporting them for the final sale.

At the first stage, the pre-canning process is undertaken to identify the water spot where fishes are netted from. The very first step is fishes are caught in the net and placed in the cargo vessel. Then, they are frozen before being unloaded to a factory. After that they are unloaded, they are weighed after thawing. Upon the completion of thawing process, they are moved for preparation and steam cooking. Once they are cooked as per the set standard, they are cooled off for filleting. Finally, they are filled in the can, sealed and sterilized. The last process is to label the can before being moved to the storage for the final dispatch to the supermarket. (150 words)

8. **The below table shows the numbers of cars sold in domestic and international market of auto companies in India.**

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

Shipped from India			
Company	**Exports**	**Export Growth**	**Domestic Sales**
Nissan India	111,612	-7.25	39,389
Ford India	110,840	35.80	79,944
VW India	75,989	16.90	41,096
GM India	37,082	1,621	32,540

Figures for the period 2015

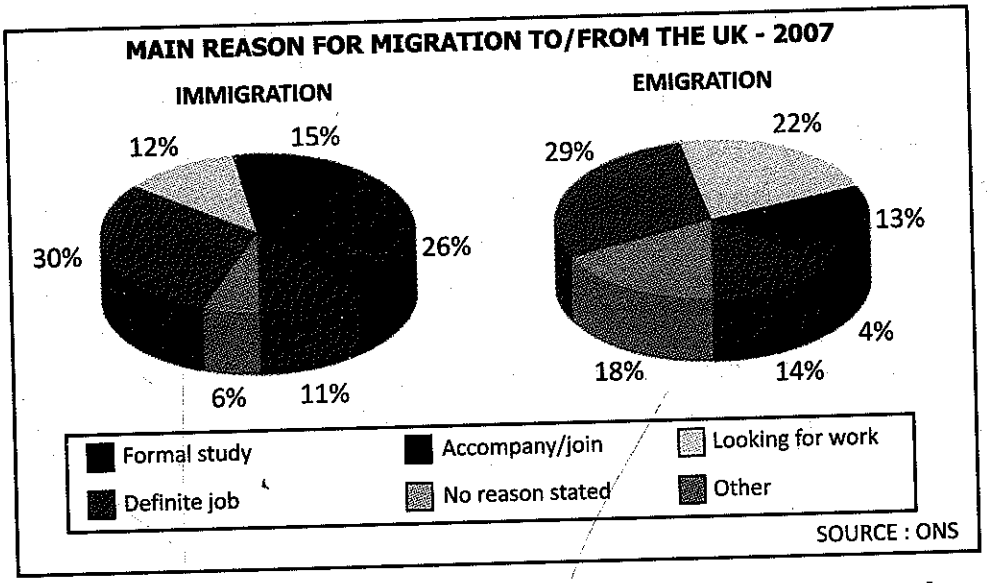
The table presents the sales figures of the global auto companies namely Nissan, Ford, Volkswagen and General Motors in India for the year 2015. It can clearly be seen that these auto companies export more cars out of India than what all numbers are sold in the domestic market.

Clearly, the exports numbers grew the fastest at General Motors, as the local unit of GM India shipped more than 37,000 units from India to overseas markets in 2015, a seventeen-fold jump from the year before. Unit wise, the biggest of the four is Japanese auto-maker Nissan, with 111,612 units exported. But, the volume was 7.2% lower than the preceding year. Almost the same numbers, positioned just behind Nissan, Ford India shipped over 110,000 units, or about 36% more than the preceding year to foreign markets. German automaker, Volkswagen exported 75,989 units, a growth of 17%.

In contrast, the domestic sales for all these automakers remained well under compared to their exports figures. Nissan, Volkswagen and General Motors sold nearly same units at 39,389, 41,096, and 32,540 respectively. While Ford India sold the highest numbers of cars (79,944) in the domestic market. (191 words)

9. The below pie charts present the reasons for migration to/from the UK.

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



The pie charts compare the numbers of people immigrating to or emigrating from the United Kingdom for various reasons in the year 2007. Their main reasons behind settling in or out of the UK are formal study, accompanying members of family, looking for work, joining the definite job and other unidentified reasons.

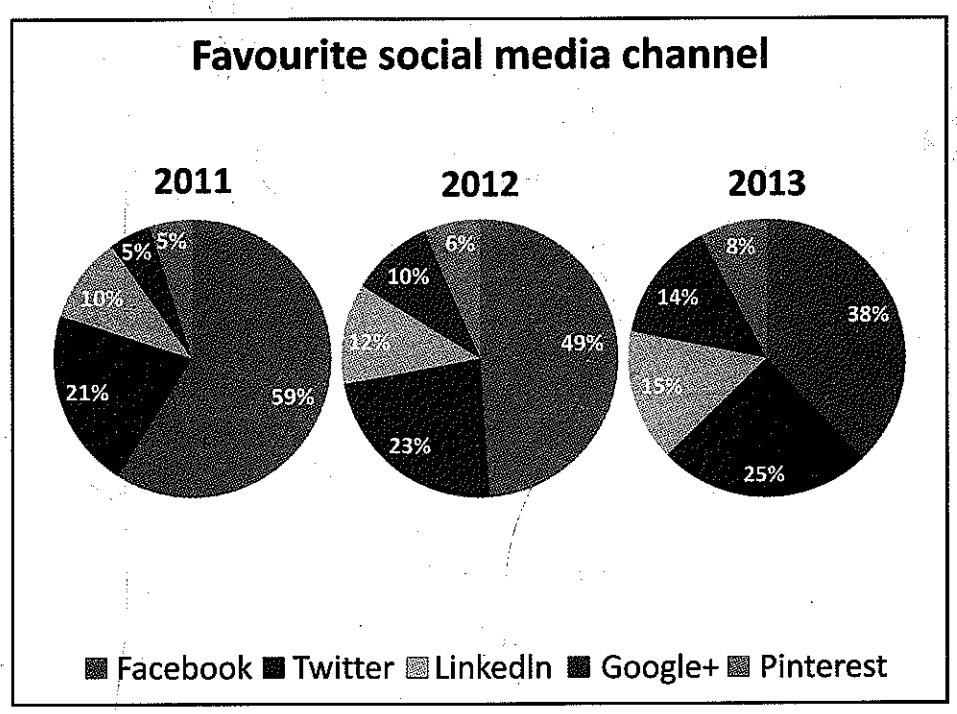
It can clearly be seen that the definite job was a primary reason for people emigrating or immigrating to the UK.

Aliens coming to the UK for the confirmed employment stood at 30%, just ahead of those who came to do studies (26%). Both these reasons together recorded more than a half of the immigrants. While around fifteen percent immigrants came with a view to accompanying others, and over 10% for looking for work. Six percent of this population did not state their reasons to come to the UK whereas eleven percent of them had unidentified reasons for their migration.

In contrast, around 20% of the people emigrated for looking for work or joining a confirmed job overseas. People who emigrated from the UK for the undisclosed reasons remained at 18%. A significant small number of them emigrated for their formal study. (193 words)

10. The pie charts below show the favorite social media channel among Canadians for three years.

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



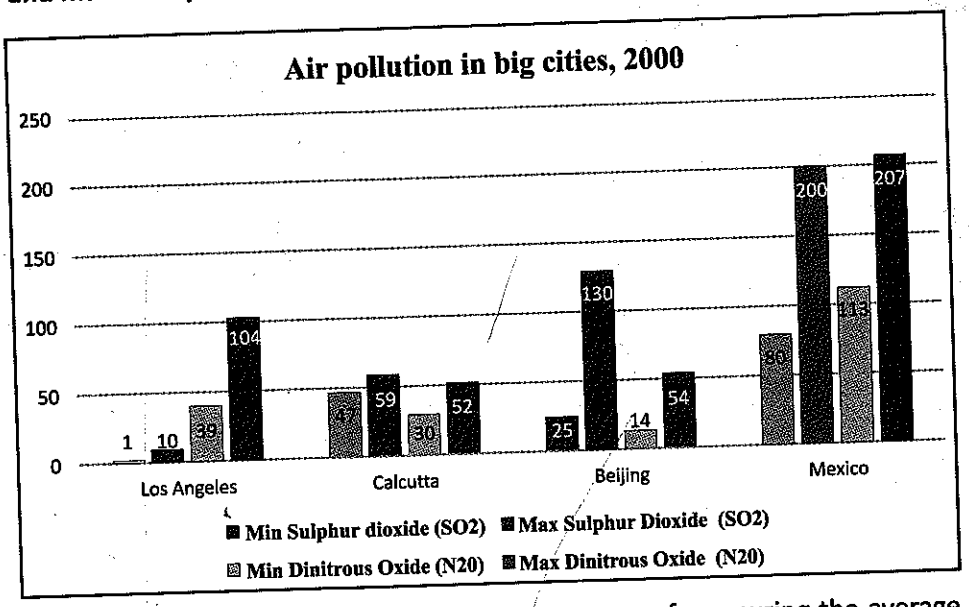
The pie charts compare the preference of Canadians for various social media called Facebook, Twitter, LinkedIn, Google+ and Pinterest from 2011 to 2013. As is illustrated by the pie charts, the popularity of Facebook among Canadians continues to decrease throughout three years.

As can be seen from the pie charts, Google+ is a clear winner in popularity, and recorded a two-fold growth in 2013 compared to 2011. Five per cent Canadians used it in 2011, and the positive uptrend remained in the following years at 10% in 2012 and 14% in 2013. Facebook continued to struggle to attract users, and the preference of it fell continually from 59% in 2011 to 49% in 2012 to 38% in 2013.

By contrast, all other social media registered a moderate growth. Twitter recorded 21% growth with a tad over 23% and 25% in the following years respectively. LinkedIn and Pinterest combined stood at between 15% and 23% throughout these three years. (163 words)

11. The chart below shows the average daily minimum and maximum levels of two air pollutants in four big cities in 2000.

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



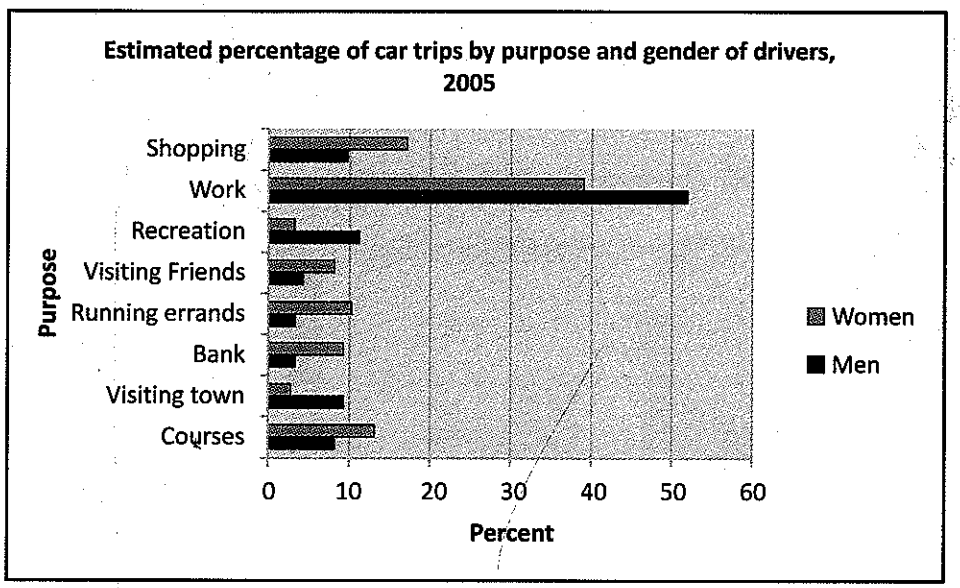
The bar chart illustrates the air pollution by means of measuring the average minimum and maximum levels of Sulphur Dioxide (SO2) and Dinitrous Oxide (N20) in four cities in 2000.

As can be seen from the chart, it is clear that Mexico City is the most polluted city of all on both levels.

In Mexico City, the minimum level of SO2 and N20 was the highest of all, at 80 and 113 micrograms respectively. The maximum level was almost double, topping the list of pollutants. Beijing was not far behind in polluting. Compared with Mexico City, it recorded nearly one third of their minimum level of SO2 and one tenth of N20 only to register a massive fourfold increase in the pollution. However, Los Angeles recorded the least level of pollution at only 1 microgram (SO2) but the maximum level skyrocketed multifold. The same pattern but not as profound as of SO2 was seen for N20. Calcutta recorded 47 microgram of SO2 and increased by nearly 20%. (167 words)

12. The bar chart below shows the estimated percentage of car trips taken by drivers in 2015.

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



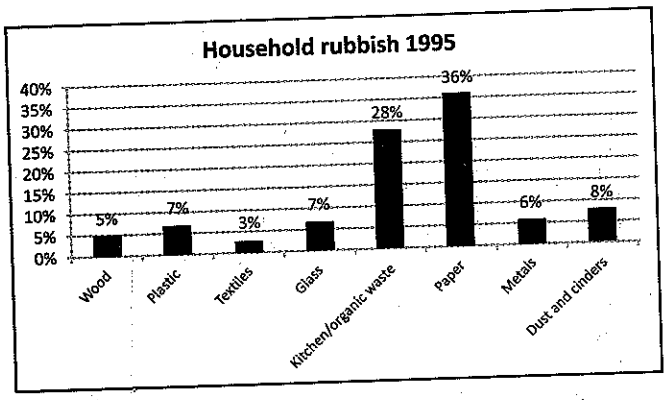
The column chart depicts the estimation of men and women drivers for their car usage by purpose in 2005. It is clear that both men and women use their cars majorly for the workplace commutation.

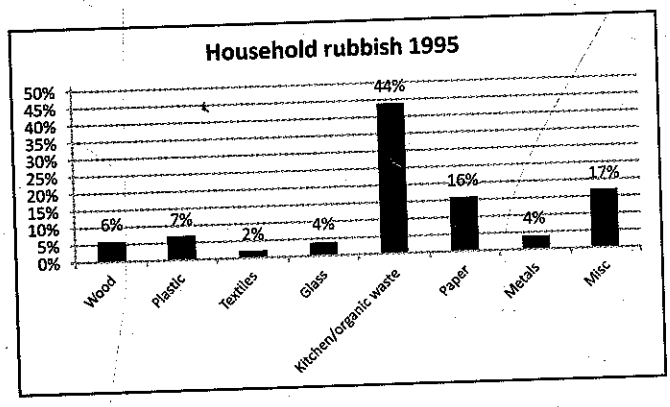
As to the bar chart, nearly 10% of women's car trips were characterized by banking activities, running errands and visiting friends. As opposed to this, the car usage for men for the same purpose was at around 5%. Notably, around ten percent of men's trips were for vising town and indulging in recreational activities while nearly five percent of women used their cars for this category of activities. The purpose of attending courses for women remained at a tad above 10% and around 18% for shopping while it nearly halved for men on both purposes. The closest similarity was noted when both men and women drove their cars to workplaces, and it remained at 39% for women and 52% for men.

Overall, the stark contrast can be seen in the driving purpose for both genders. (169 words)

13. The pie charts below give information about the composition of household rubbish in the United Kingdom in two different years.

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





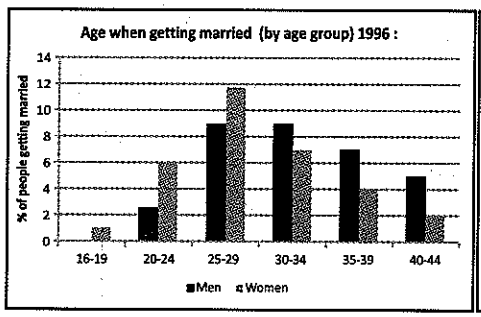
Two bar charts compare various components of household rubbish in the United Kingdom for the year 1985 and 2002. As an overall assessment, it can clearly be seen that organic household waste has increased significantly in seven years.

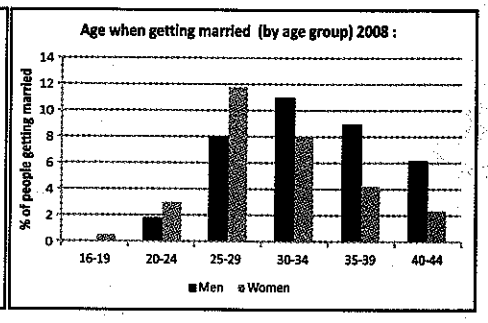
As to the graphs, there is almost no increase in the household rubbish from the components namely wood and plastic. In contrast, the Brit managed to reduce the household rubbish coming from textiles, glass and metals significantly. It accounted for a drop of nearly 50%. At the same time, they were successful in reducing paper waste from 36% to 16% whereas they failed to do so in kitchen or organic waste. It increased to 44% in 2002 as compared to 28% in 1995. In terms of percentage, it was a whopping figure. Dust and cinders were also the rubbish contributors which stood at 8% compared to 17% household rubbish generated from various sources.

Overall, it is a mixed bag report where the marked reduction in kitchen waste was offset by paper waste. (169 words)

14. The charts below give information on the ages of people when they got married in one particular country in 1996 and 2008.

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





The bar graphs compare the age preference of men and women for marriage in 1996 and 2008. As an overall assessment, it is clear that men representing the age group 30-34 onwards report a slight increase while women in the same groups record a minor decrease.

As to the graphs, only 1% of women in the age group 16-19 got married in 1996 against nearly half of them in 2008. In contrast, no man in this age group got married in both the years. Women getting married during early twenties remained at 6% in 1996, only to decline by 100% in 2008. In contrast, there was a negligible decline in the numbers for men in 2008. The age group 25-29 of both genders remained almost unchanged for both the years. The almost similar trend continued for women in the age group 30-34 in both the years. Men in the same category remained at 11% which was slightly higher in 1996.

With regard to the age group of 35-39 and 40-44, women stood at four to two percent in 1996 and remained unchanged 2008. As compared to them, around 6% to 8% men got married in both years. (197 words)

15. The charts show the percentage of income spent on food and other goods in three European countries in 1998 and 2008.

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

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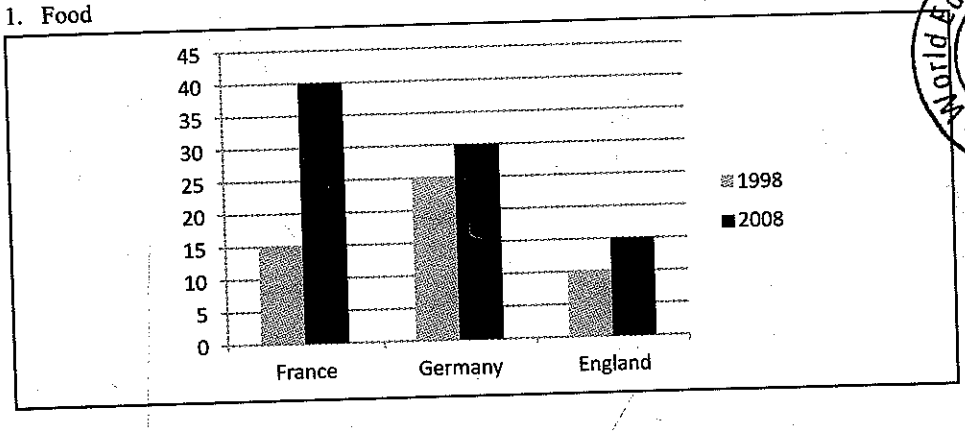
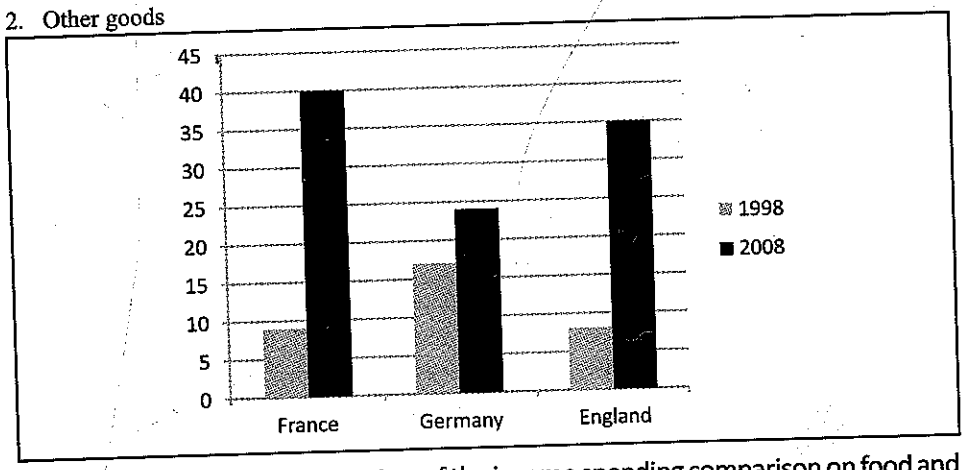
1. Food



2. Other goods



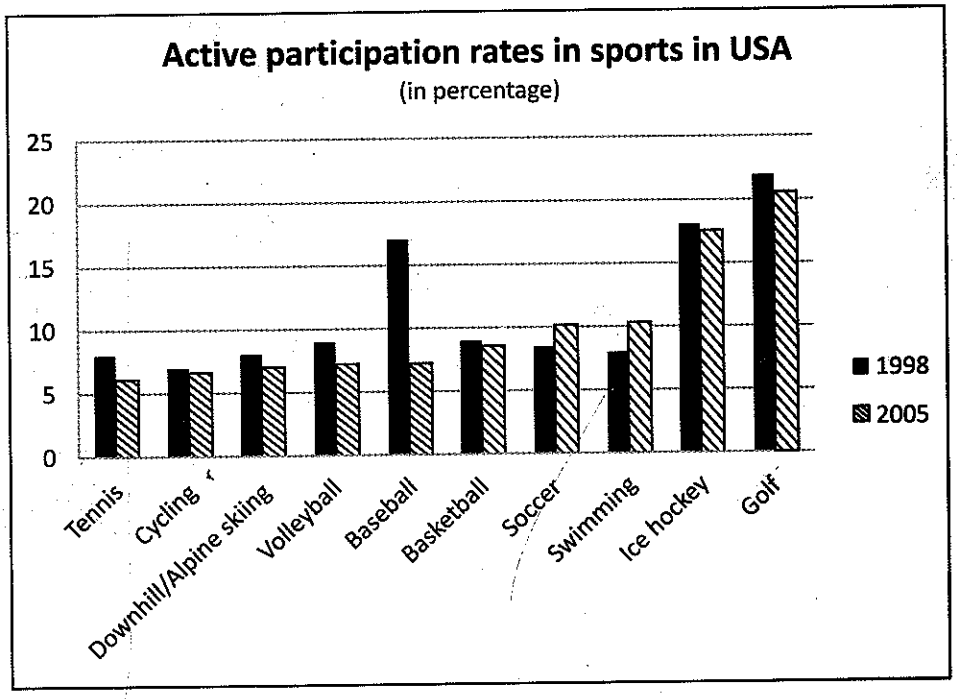
The bar graphs present an overview of the income spending comparison on food and other items by three European countries namely France, Germany and England in 1998 and 2008. As an overall assessment, it is clear that the French spent fourfold on other items at the end of the decade in question.

As can be seen from the graphs, the French spent 15% and 9% of their income on food and other goods respectively in 1998. Spending on the same items either quadrupled or doubled in 10 years in France. The German spent 25% and 17% on both the items in 1998 which rose significantly in the following decade. By contrast, the English spent 10% of their income on both the items back in 1998 and that increased massively by 50% on food and 400% on other items in 2008.

Overall, it can be inferred that spending on food and other items increased in all these countries, more dramatically in France and England than in Germany. (165 words)

16. The bar chart shows an active participation rate in top ten sports in USA in 1998 and 2005.

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



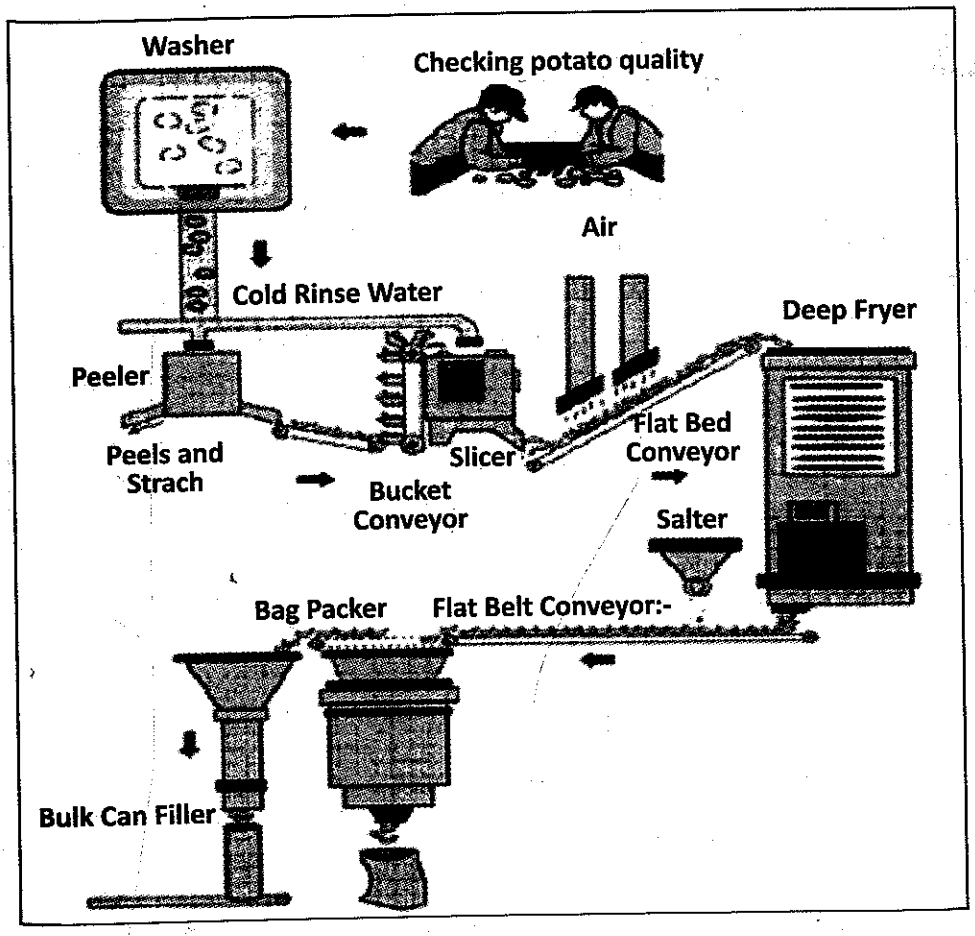
The bar chart illustrates the active participation rate of Americans for various games in 1998 and 2005. As an overall assessment, it can clearly be seen that the participation rate of all the games decreased marginally or substantially barring in the game of Soccer and Swimming throughout the period of time.

Tennis, Cycling and Alpine skiing were recorded at around 8% in 1998 which reduced to nearly 6-7% in 2005. Almost the same pattern can be seen in the cases of Volleyball, Basketball and Soccer in which Americans participated at a tad below 10% in 1998 against a dip of around 20% for the same in 2005. Swimming registered an active participation at around 13%, Ice hockey at around 17% and Golf being the highest at around 22% against the reduced participation in Swimming at 10%, Ice hockey at 16% and Golf at 21%.

It is clear from the chart that the popularity of Basketball went down drastically from nearly 17% to a whopping 7% approximately. (163 words)

17. The diagram below shows how the potato chips are made in a factory.

Summarize the information by selecting and reporting the main features.



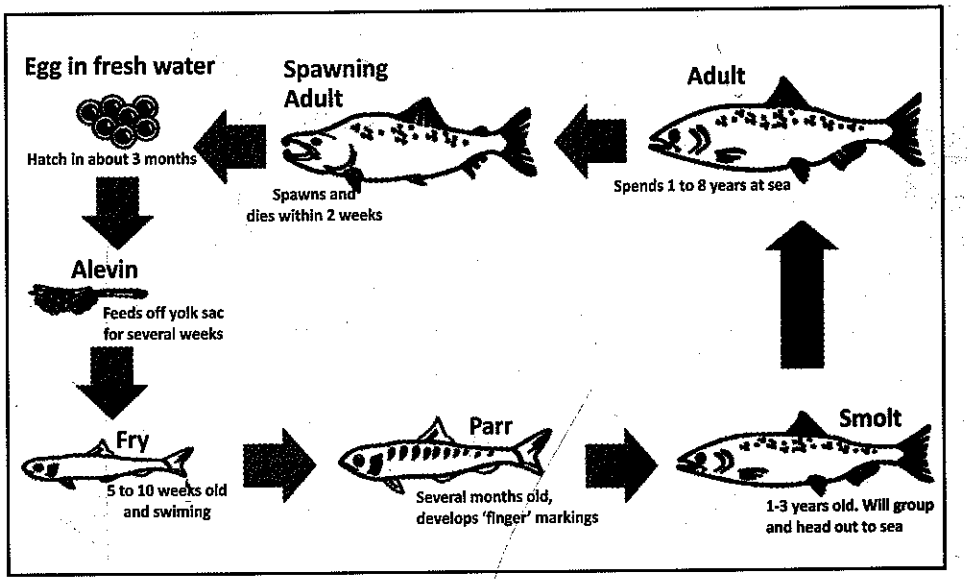
The diagram describes various stages of processing raw potatoes for making chips in a factory.

From the diagram, it can clearly be seen that before the final product of chip is produced, it goes through seven stages.

Firstly, the quality of potatoes is checked manually by workers before they are washed and run through the cold rinse water for the skin peeling. Next, the excessive starch if any is removed from potatoes before being placed on the bucket conveyor for the slicer. After this, sliced potatoes are moved into the deep fryer. Once they are deep fried, they go through the flat belt conveyor where they are salted by the salter. The last stage of the process is divided into two types of packaging. Some batches of chips are packed in the bag while the others are packed in the can using the bag packer and the bulk can filler respectively. (151 words)

18. The diagram below shows the life cycle of the salmon.

Summarize the information by selecting and reporting the main features.



The diagram describes the complete life cycle from birth to death of the salmon.

It is clear that there are six main stages as the salmon undergoes the body changes throughout its life of around 8-10 years.

The female salmon lays many eggs in fresh water. Eggs are fertilized in about three months which result into a newly-hatched salmon called Alevin. Alevin has food sac attached to it for several weeks. Within 5 to 10 weeks, it starts swimming and reaches another body change called Fry. It develops camouflaged finger markings on its body after several months and reaches another body change called Parr. Then, at some point of time in its development, it is all set to join groups with others and heads out to the sea. The smolt grows and matures to an adult and spends roughly 1 to 8 years in the sea until it is time to spawn. The spawning adult then returns to the birth place to spawn and dies within two weeks. (168 words)

19. The table below gives information about the percentage of land covered by forest in various countries in 1990 and 2005 with estimated figures of 2020.

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

Country	Percentage of land covered by forest 1990	Percentage of land covered by forest 2005	Percentage of land covered by forest 2020 (estimated)
Australia	21.9	21.3	20.0
New Zealand	28.8	31.0	32.3
Brazil	62.2	57.2	53.5
Chile	20.4	21.5	22.0

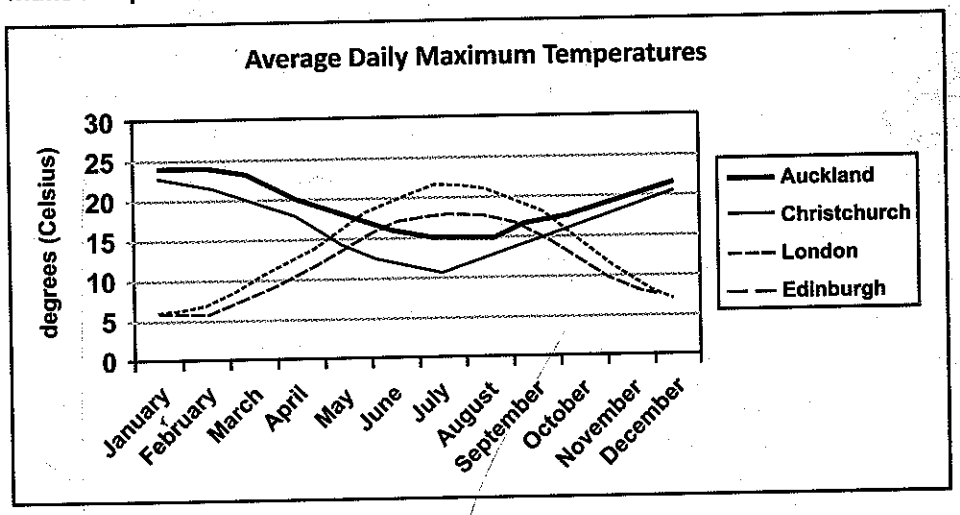
The table represents the proportion of land covered by the forest in countries namely Australia, New Zealand, Brazil and Chile in 1990 and 2005 with the projected figures for 2020.

As to the figures, the land area covered by the forest in Australia was at 21.9% in 1990 which decreased marginally to 21.3% in 2005. The forest land area is estimated at 20% in Australia by 2020. The same declining trajectory was followed by Brazil. Brazil recorded 62.2% of its land covered by the forest in 1990 which reduced to 57.2% in 2005. It is expected to further reduce to 53.5% by 2020. Both New Zealand and Chile held the record of increasing land area for their forests. New Zealand had nearly 29% of its land covered by the forest in 1990 against 31% in 2005 while Chile had nearly 20% in 1990 against above 21% in 2005. The forest land of New Zealand is estimated to be at 32.3% and Chile at 22% in 2020.

As an overall assessment, it can clearly be seen that New Zealand and Chile will have more forest land than their counterparts by 2020. (189 words)

20. The line graph below shows the average daily maximum temperatures for Auckland and Christchurch, two cities in New Zealand, and London and Edinburgh, two cities in the United Kingdom.

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



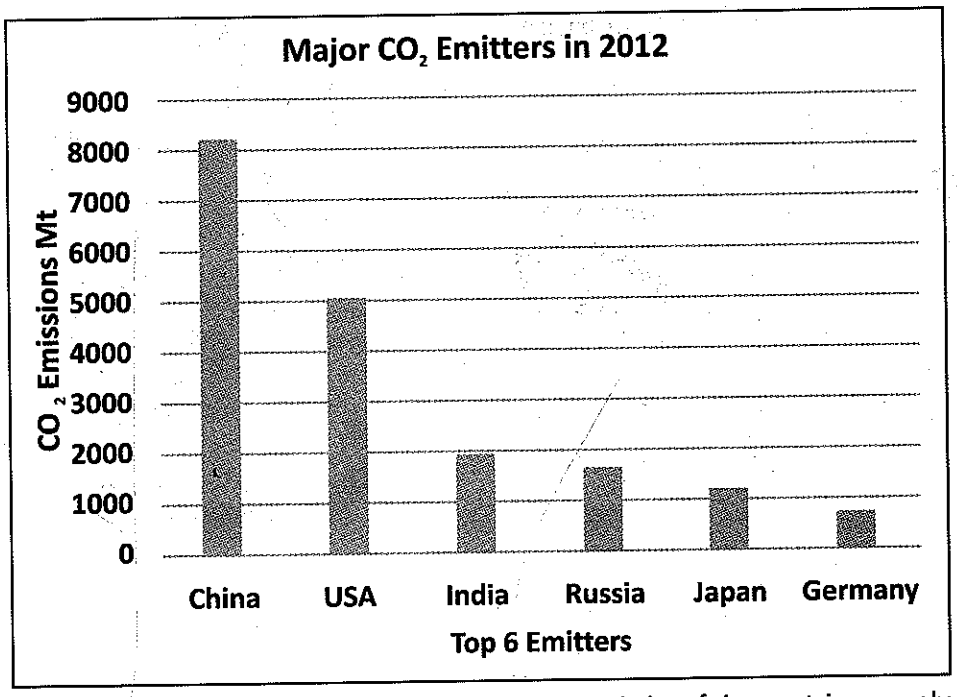
The line graph gives an overview about the average daily maximum temperatures of two cities of New Zealand and two of the United Kingdom. The temperature is measured in Celsius degree for the entire year.

As an overall assessment, it can clearly be seen that both the countries have opposite weather throughout the year.

Beginning with Auckland and Christchurch, both the cities record a warmer temperature between 20 to 25 degrees Celsius almost until every March month of the year. As opposed to this, London and Edinburgh record a chilly weather and record the temperature between 5 to 10 degrees Celsius. From April, both countries gradually enter into summer and winter season. The temperature until August gradually goes down for both the cities of New Zealand from almost 20 degrees Celsius to 15 to 10 degrees Celsius. By contrast, the UK cities in question register an opposite weather and touch the highs of 17 to 21 degrees Celsius for the same period. From the end of the third quarter or so, all the cities record the same temperature as is seen in the beginning of the year until December. (188 words)

21. The bar graph below shows the amount of carbon emissions in different countries in 2012.

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



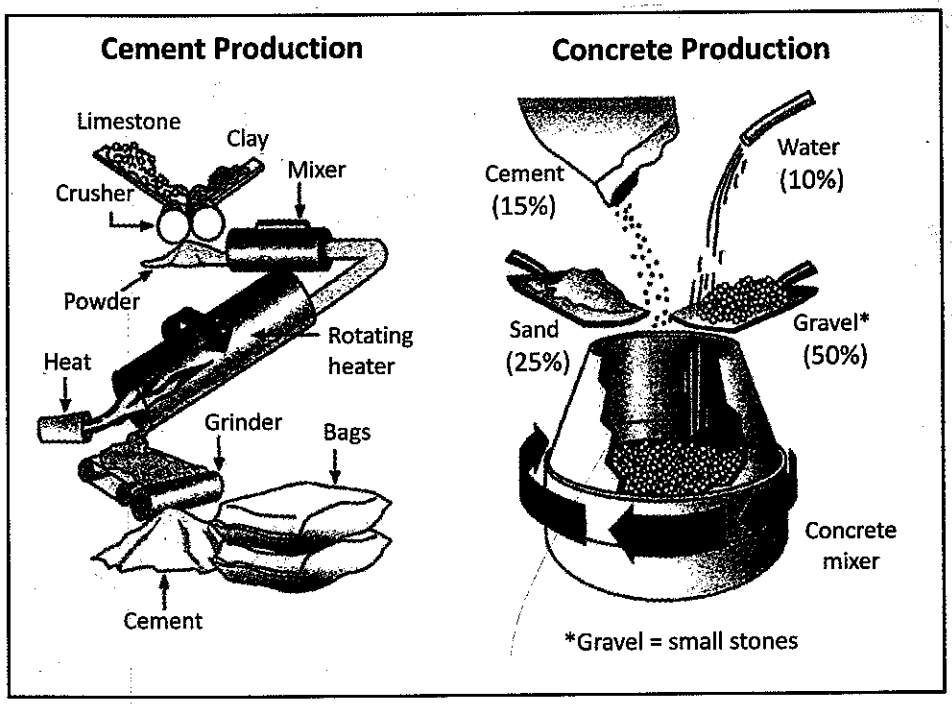
The bar graph reveals the carbon (CO_2) emission statistics of six countries namely China, USA, India, Russia, Japan and Germany in 2012. CO_2 is measured in metric tonnes. As an overall assessment, it can clearly be seen that apart from China and USA, other countries managed to restrict the CO_2 emission.

As illustrated in the graph, China was the most CO_2 contributor of all the countries. It emitted 8,000 metric tonnes whereas the USA was the second most CO_2 contributor recording 5,000 metric tonnes during the same time. India and Russia emitted nearly 2,000 metric tonnes, almost the same amount while Japan recorded just over 1,000 metric tonnes. Germany being the least polluter emitted just below 1,000 metric tonnes of the CO_2.

As an overall trend, it can clearly be noted that there was a massive difference in the CO_2 emissions by the giants namely USA and China compared with remaining nations. (154 words)

22. The diagrams show the stages and equipment used in cement-making process, and how cement is used to produce concrete for building purposes.

Summarize the information by selecting and reporting the main features.



The diagrams describe the complete process of producing cement and concrete using raw materials running through various stages for the final product. It is clear that there are five main stages in the cement production while there are four main stages in the concrete production.

Beginning with the cement production, limestone and clay are ground together into a crusher which converts them into fine powder. These ingredients are mixed and heated through a rotating heater. Once the semi-finished cement is ready, it goes through the process of grinding again. Then, the final product of cement is produced and packed in bags.

While manufacturing the concrete, a careful proportioning and mixing of ingredients is preset for a desired finished product. Fifteen per cent of cement and ten per cent of water along with sand (25%) and small stones (50%) are put into the concrete mixer. The concrete mixer mixes them by rotating. Once the concrete is thoroughly mixed, it is ready for building purposes. (159 words)

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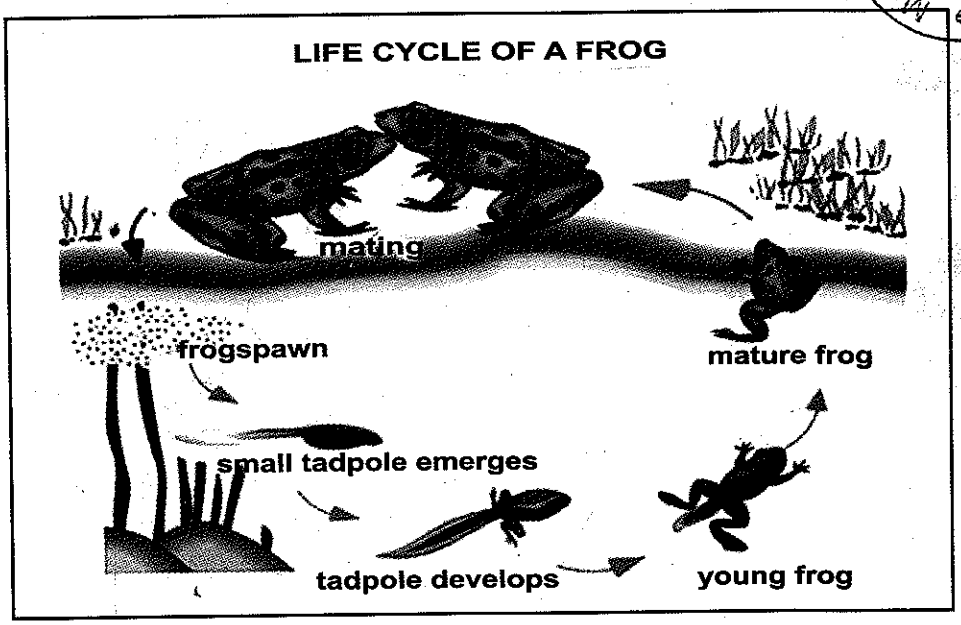
23. The diagram below shows the life cycle of the frog.

Summarize the information by selecting and reporting the main features.



The diagram describes the complete life cycle of a frog, from birth to maturity. It is clear that there are five main stages as the frog develops from an egg to a mature frog.

Adult frogs mate and lay hundreds of eggs in water or wet place. A floating clump of eggs is called frogspawn. After that the small tadpole hatches out of the eggs. Its shape is like a lizard when it is very young. During this stage, its body changes and develops external gills for breathing and fins and a tail for swimming. From the tadpole stage, it reaches the stage of froglet and further develops as a young frog. At this stage, its lungs and legs grow and its gill disappears while the tail gets shorter until it disappears at a later stage. Here, we can see a mature frog with a fully developed body. Finally, again adult frogs mate, and that is how the cycle of a new born tadpole continues. (165 words)

24. The table below gives information about population in Australia and Malaysia in 1980 and 2002.

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

	Australia		Malaysia	
	1980	2002	1980	2002
Total population (millions)	14.7	19.6	13.7	24.3
Male population (%)	49.9	49.9	50.3	50.6
Female population (%)	50.1	50.1	49.7	49.4
Birth rate (%)	1.5	1.3	3.2	2.2
Average annual population growth (5)	1.2	1.3	2.4	2.1
Population aged over 65 (%)	9.6	12.4	3.7	4.3

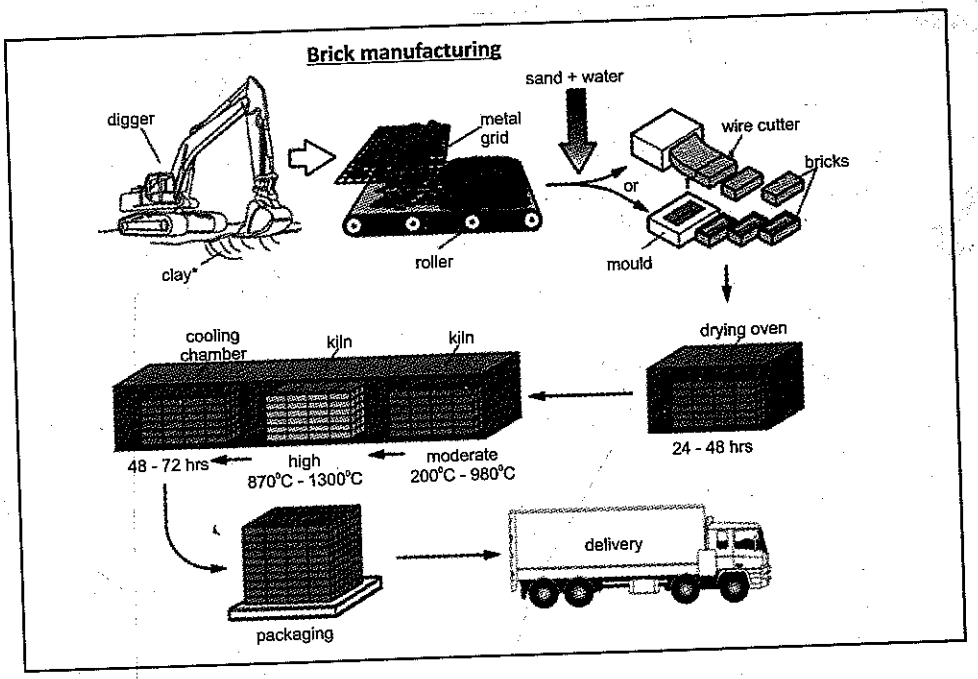
The table compares six demographics of Australia and Malaysia for the years 1980 and 2002. As an overall assessment, it can clearly be seen that the average annual population growth in Australia is almost half in both years compared to the one in Malaysia.

The total population of Australia was nearly 15 million in 1980 which swelled to almost 20 million in 2002. However, during the same period of time the total Malaysian population was close to 14 million which considerably jumped to 24.3 million, registering almost a 90% increase. The percentage of the male population in both countries during both years remained steady at nearly 50%, and the same pattern was seen for the female population. The real game changer was the birth rate. The birth rate in Australia reduced from 1.5% in 1980 to 1.3% in 2002 whereas the birth rate in Malaysia plunged dramatically from 3.2% to 2.2% for the same period.

The average annual population for both countries remained steady and recorded a negligible decrease. In contrast, the population aged over 65 in Australia and Malaysia rose significantly. (182 words)

25. The diagram below shows the process by which bricks are manufactured for the building industry.

Summarize the information by selecting and reporting the main features.



The diagram illustrates brickmaking process, from being raw material to delivery. It is clear that there are six main stages while manufacturing bricks.

It can be seen that the earth is excavated by the digger for clay, which is one of the main raw materials for making bricks. The clay is then placed on the metal grid and rolled ahead for further processing wherein this clay is mixed with sand and water. After this mixture, they are transformed for a shape by using either a wire cutter or a mold. Once bricks get the shape, they are put in a drying oven for 24-48 hours before they are dispatched to a kiln for heating from 200 to 980 degrees Celsius at the moderate level and from 870 to 1300 degrees Celsius at the high level. The heated bricks are placed for cooling for 48 to 72 hours in a cooling chamber before being sent for packaging. Finally, when the pile of bricks is ready here, they are ready for delivery. (170 words)

26. The table below gives information about past and projected population figures in various countries for different years. The data is in millions.

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

	1990	1993	2000	2020	2050
Australia	17.1	17.7	19.2	22.7	26.0
Canada	26.6	28.5	31.0	36.9	39.0
New Zealand	3.4	3.5	3.8	4.3	4.7
United States	249.9	258.2	275.1	320.6	349.0

The table compares the population figures of four countries from 1990 to 2000, and the anticipated population growth for 2020 and 2050.

It is noticeable that all four countries had a steady growth of population in the past and the same seems to continue until 2050.

New Zealand, being the least populated country, recorded 3.4 million people in 1990, with almost a minimal increase of nearly half a million people in 2000. It will have reached 4.3 and 4.7 million in 2020 and 2050 respectively. In contrast, US tops the list in terms of the population, and recorded the population growth between 250 million and 275.1 million until 2000. The forecasted population figures for US for 2020 and 2050 will stand at 320.6 and 349 million.

The Australian population was under 20 million until 2000. The projected population figures are expected to rise by 10% to 20% in the future when compared with the 2000 figure. In contrast, Canada's population grew from 26.6 million to 31 million in 2000. Their population is expected to rise modestly in the future. (180 words)

27. The table below gives information about the public and private spending of gross domestic product in health care services of various countries in 2002.

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

	Total	Public Spending	Private Spending
Japan	7.20%	5.80%	1.40%
Italy	7.70%	5.30%	2.40%
Germany	9.30%	7%	2.30%
France	11.40%	8.60%	2.80%
USA	8.60%	6%	2.60%

The table compares the proportion of public and private spending of gross domestic product (GDP) in health care sector of five countries in the year 2002.

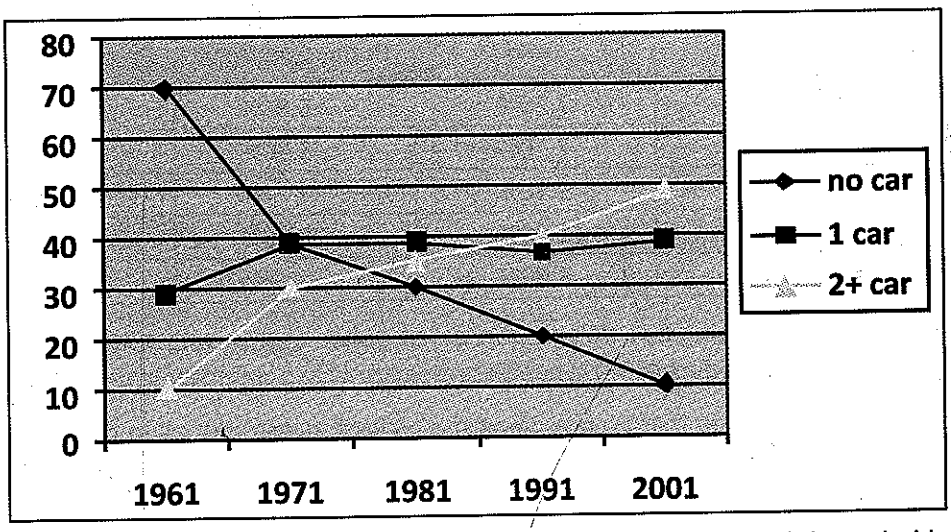
It is noticeable that France being the highest invested of all in the health care sector whereas Japan spent the most for their citizens' health from the public purse.

Both Japan and Italy spent almost the equal amount of money in terms of their GDP percentage at around 7% upwards. The private spending in these countries stood at 1.40% for Japan and 2.40% for Italy against 5.80% and 5.30% of the public spending respectively. Germany accounted for 9.3% of their GDP, with 7% of it was invested by the government and the rest was taken care by the private spending. On a similar pattern, the USA government spent 6% of GDP on their citizens' health, with 2.6% contributed by the private spending.

France was an outlier of all the countries. It became the biggest spender of all in the same sector. The government contributed almost three quarters of the total of the health care services against the one quarter borne by the private spending. (190 words)

28. The table below gives information about the car ownership according to the household in Great Britain.

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



The line graph compares the number of cars owned by the British households over a period of five decades from 1961 until 2001.

In the year 1961, nearly three quarters of households had no car, and over the following four decades it continued to slip below consistently. It plummeted to 10% from the high of 70% in fine decades. As opposed to this, households with two or more cars recorded an ascent in terms of the numbers right from the beginning. They were 10% in 1961, rising by 200% in 1971, and then after stabilized between 35% and 40% until 1991 before rising further to 50%. The trend of households with one car was relatively stable throughout 1971 until 2001. Roughly above one quarter of households had one car in 1961 which gradually moved up to 40% until 1971, and remained more or less unchanged throughout the years.

Overall, it can clearly be seen that there was a significant increase of the car ownership with two or more cars, whereas the number of citizens with no car plummeted drastically, almost reversing the trend. (183 words)

29. The table below gives information about the canned tuna imports in Germany

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

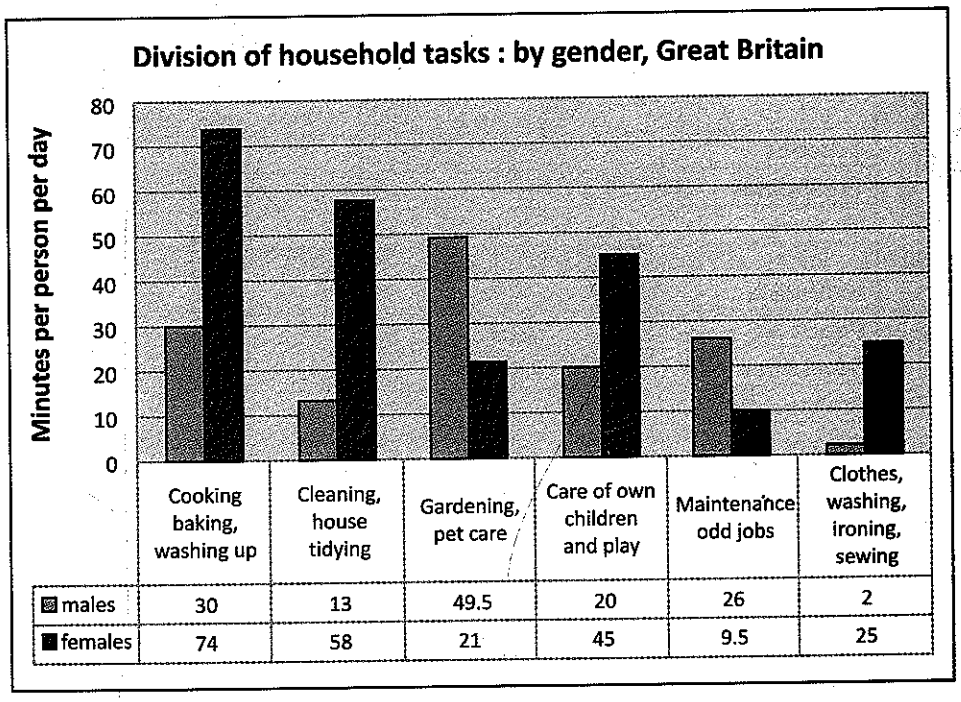
Imports of canned tuna: Germany	2003	2004	2005	2006	2007	2008
			1000 tonnes			
Ecuador	4.8	13.7	14.6	15.8	21.2	28.6
Philippines	29.4	19.1	20.3	23.4	24.1	18.5
Thailand	9.6	5.6	11.5	18.1	11.9	8.2
Indonesia	2.7	3.5	7.0	6.0	8.1	6.8
Papua NG	8.7	10.7	9.6	4.4	5.7	6.1
Seychelles	10.6	5.4	6.6	6.7	2.1	4.4
France	13.7	7.3	5.7	2.2	1.1	0.9
Others	12.2	15.9	8.5	10.2	10.9	7.0
Total	**91.7**	**81.2**	**83.8**	**86.8**	**85.1**	**80.5**

The table compares the imports data of the canned tuna fish in Germany from 2003 until 2008. As an overview, it can clearly be seen that the overall imports of canned tuna remained the range bound with 80,000 tonnes upwards from various countries throughout the years barring 2003.

Ecuador was the biggest exporter of canned tuna for Germany, and recorded an exponential growth, reaching a sevenfold surge in 2008. As opposed to that, France was one of the biggest exporters in the beginning, but reduced to less than 1,000 ton in 2008. Philippines, which exported nearly 30,000 tonnes in 2003, witnessed the same type of the slump and reduced to below 20,000 tonnes in 2008. Thailand and Papua New Guinea had relatively stable numbers and exported nearly 7,000 to 8,000 tonnes, recording a fluctuation throughout the years and ended with a considerable dip. Seychelles and other countries were also losers in terms of numbers and their numbers almost halved in 2008. Indonesia being the second best winner in terms of numbers recorded a nearly three-fold rise in its exports to Germany. (181 words)

30. The chart below shows the division of household tasks by gender in Great Britain.

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



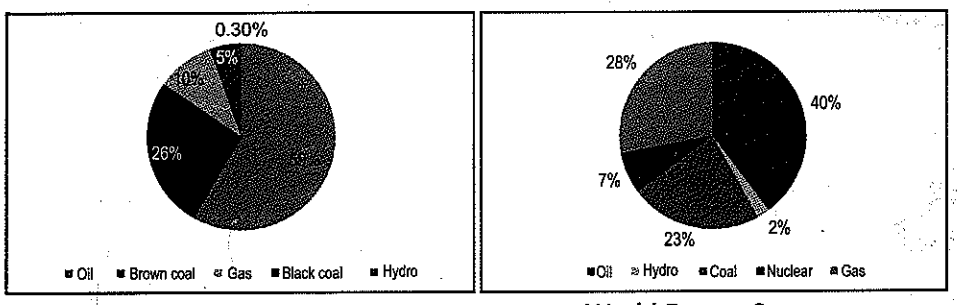
The bar chart represents the average number of minutes per day spent by men and women on various household jobs in Great Britain. As an overall assessment, it can clearly be seen that men spend slightly over two-and-a-half hours on household jobs while women spend just less than four hours.

Beginning with women, they spend more than twice as much time doing kitchen tasks namely cooking and washing up and taking care of their children as men. In contrast, men are more active in gardening, pet care and doing odd maintenance jobs than women. They spend around 76 minutes for these household tasks against 22 minutes spared by women. Women spend their substantial amount of time after cleaning and house tidying. It takes 58 minutes of their day compared with only 13 minutes of men. The stark contrast can also be noticed in household jobs namely ironing and washing clothes in which women account for 25 minutes against the insignificant amount of 2 minutes of men.

Overall, it is noticeable that women spend more time after household chores than men whereas men are more involved in the heavy-duty jobs. (191 words)

31. **The pie charts below give information about electricity generation in Canada against the world energy sources in 1995.**

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



World Energy Sources

The pie charts compare the proportion of electricity generation by fuel types in Canada with the world energy sources available for the year 1995.

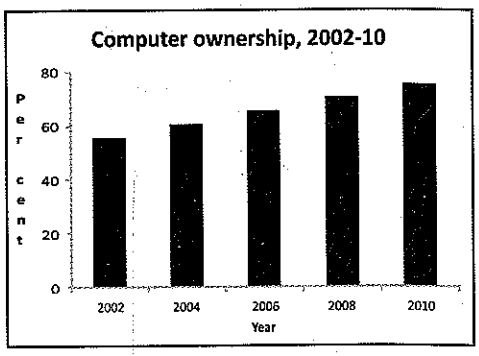
As an overall assessment, it can clearly be seen that the government of Canada more relied on using oil for their electricity generation. At the same time, the world used different types of fuels, not exactly in the same proportion compared with the ones that of Canada.

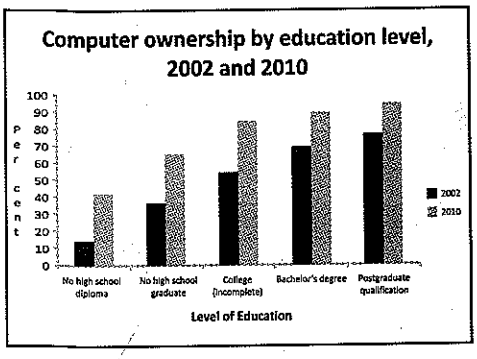
It is noticeable that by far the greatest proportion of electricity was generated by oil, at 59% in Canada. It was followed by less than half as much produced from brown coal at 26%. In contrast, both black coal and gas together accounted for another 15% of generation, with a miniscule .30% by hydropower. Overall, it can be noted that Canada used fossil fuels for power generation.

With regard to the world energy source, as much as 40% of the electricity was generated by oil, followed by gas (28%) and coal (23%). The hydropower was used only by 2%, more than what Canada relied on for their electricity. The world had a new entrant as an energy source namely nuclear which contributed overall 7%. (195 words)

32. 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.

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





The bar graphs describe data about computer ownership, with a further categorization by level of education from 2002 to 2010. As an overall assessment, it can clearly be seen that the computer ownership grew steadily over the years.

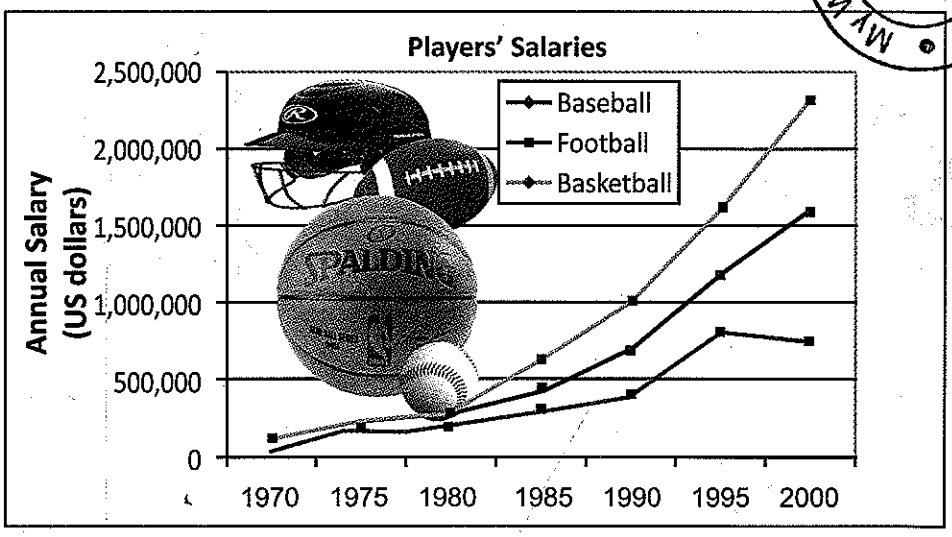
From 2002 until 2010, the population owning the computer had a steady rise, albeit not so significantly but the trend remained intact. By the end of 2010, three out of four people owned a home computer compared with just over half the population for some years in the beginning.

A further classification of the data shows that there is a clear correlation of the computer ownership with the level of education; the higher the level of education, the higher the level of computer ownership. Around 15% of students who did not finish high school diploma had a computer in 2002. The same figure rose to 40% in 2010. Students with a high school graduation and an unfinished college had a significant increase in both years. In contrast, students of undergrad and graduate studies were the ones who had the greatest ownership at around 90% in 2010, compared to nearly 70% in 2002. (190 words)

33. The line graph below gives information about players' salaries in various sports in the USA.

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

MY World Education Consultancy SURAT



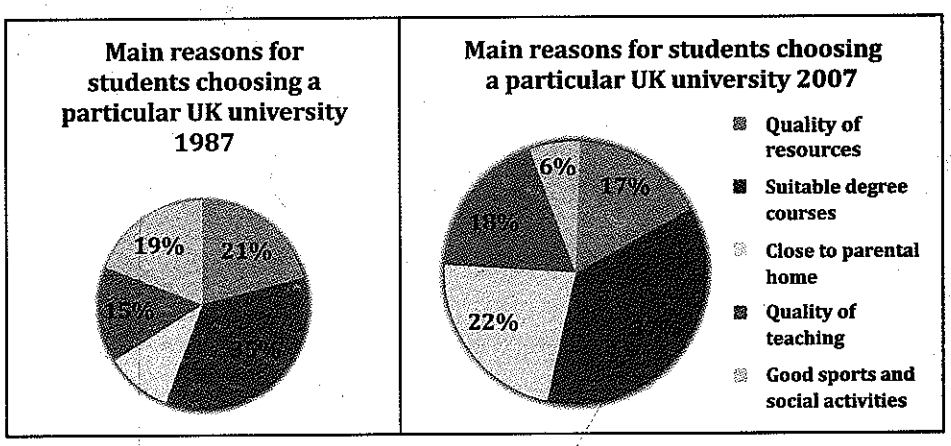
The line graph illustrates the annual salary earned by American players in three sports namely baseball, football and basketball from 1970 until 2000. It is clear from the graph that basketball players made the maximum money in terms of their annual salary.

From 1970 until 1980, American players earned almost the same amount of salary in all the sports which was under $250,000 approximately. The year 1980 was an inflection point for the salary breakout. The salary for football players recorded a steady rise but not very much significant and remained around half a million dollar until 1990 before shooting up to $750,000 in 1995, and then declined slowly by 2000. The salary for baseball players showed the same sort of upward trajectory until 1995, but it continued to go up, and by 2000 players earned just over $1.5 million annually.

Basketball players were outliers. Their salary continuously soared from the meager $100,000 in 1970 to just below $2.5 million in 2000. In just 30 years of time, the salary for basketball players recorded a multifold rise. (178 words)

34. The pie charts below show the main reasons why students chose to study at a particular UK university in 1987 and in 2007.

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



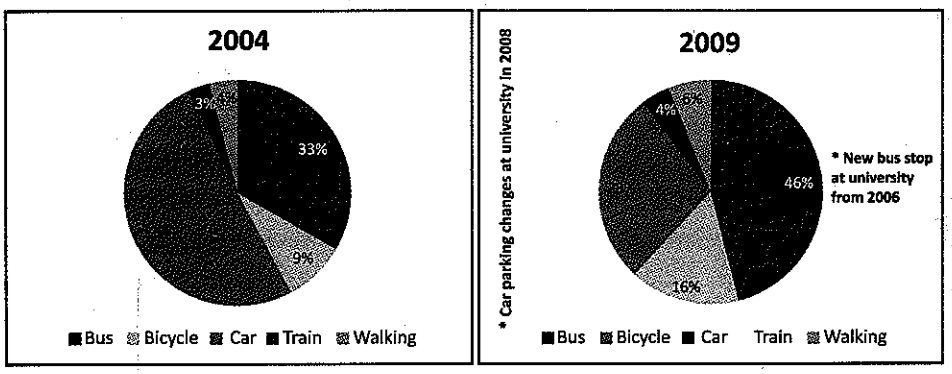
The pie charts describe five chief reasons of students for a specific British university in the years 1987 and 2007.

As an overall assessment, it can clearly be seen that by far the greatest proportions of students chose those universities that met their demands of suitable degree courses in both years.

In 1987, more students chose to study at a university with the reputation of good sports and social activities. The number of students having this preference plummeted drastically from 19% to 6% in 2007, recording the biggest fall across the preferences. Another reason for a substantial change in numbers is the distance to school. Students who chose a university looking at the proximity of their parental homes were the lowest at 10% in 1987, which rose more than twofold at 22% in 2007. Other reasons namely quality of resources and teaching did not account for a significant change. These reasons recorded a minimal difference of between 3% and 4% upward or downward. The suitable degree course was a primary reason for a specific UK university. It accounted for 35% in 1987, with only 2% growth in 2007. (189 words)

35. The charts below show the main methods of transportation for people travelling to one university for work or study in 2004 and 2009.

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



The pie charts compare five means of transportation for commuting either for work or for study in 2004 and 2009.

It is noticeable that buses and cars are more popular as a transportation means than their counterparts, and constitute the dominance by usage in both years.

A healthy proportion of people (51%) used their cars for commuting in 2004. However, the percentage in this class halved at nearly 28%, recording a significant drop. In contrast, those who used a bus for the same purpose increased by around 32% in 2009. The percentage of bike riders also increased substantially from 9% in 2004 to 16% in 2009. It was the biggest ever rise in terms of percentage which represented nearly 60%. At the same time, people who traveled on a train or walked to university remained almost unchanged.

Compared with 2004, the university erected a new bus stop in 2006, and changed the parking lot in 2008. (157 words)

36. The table below shows the number of cars made in three countries from 2003 to 2009.

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

	2003	2006	2009
Argentina	145,930	413,062	512,247
Australia	430,568	331,256	212,647
Thailand	784,770	1,119,283	950,258

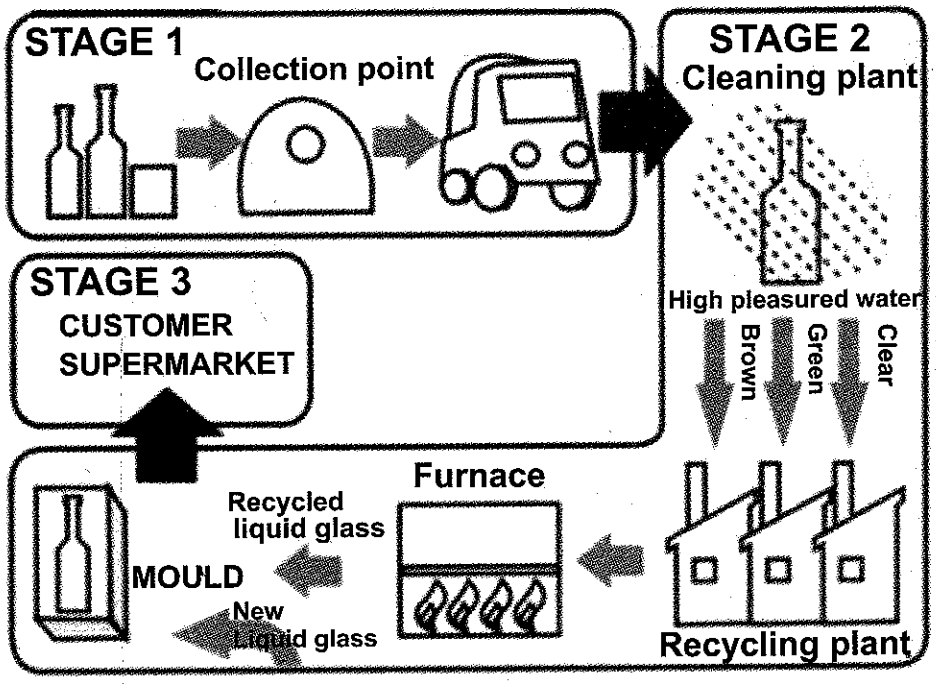
The table compares the car production in Argentina, Australia and Thailand for the year 2003, 2006 and 2009. As an overall assessment, it can clearly be seen that the car production in Thailand and Argentina increased markedly while Australia witnessed a significant decrease in the automobile production.

In 2003, Thailand manufactured the highest numbers of cars (784,770) compared with its counterparts. The production figure was always higher throughout all the years for Thailand. It reached the peak in 2006 with over 1.1 million cars, the highest of all before dipping to less than 1 million cars in 2009. Argentina, which manufactured 145,930 units in 2003, witnessed a nearly three-fold rise in 2006, and continued to increase its production by about 25% in 2009.

Australia always lagged behind in manufacturing cars throughout the years. It started with 430,568 units in 2003, and continued to go down significantly in three years. Its production almost halved at 212,647 units in 2009. (158 words)

37. The picture below show the recycling process of wasted glass bottles.

Summarize the information by selecting and reporting the main features.

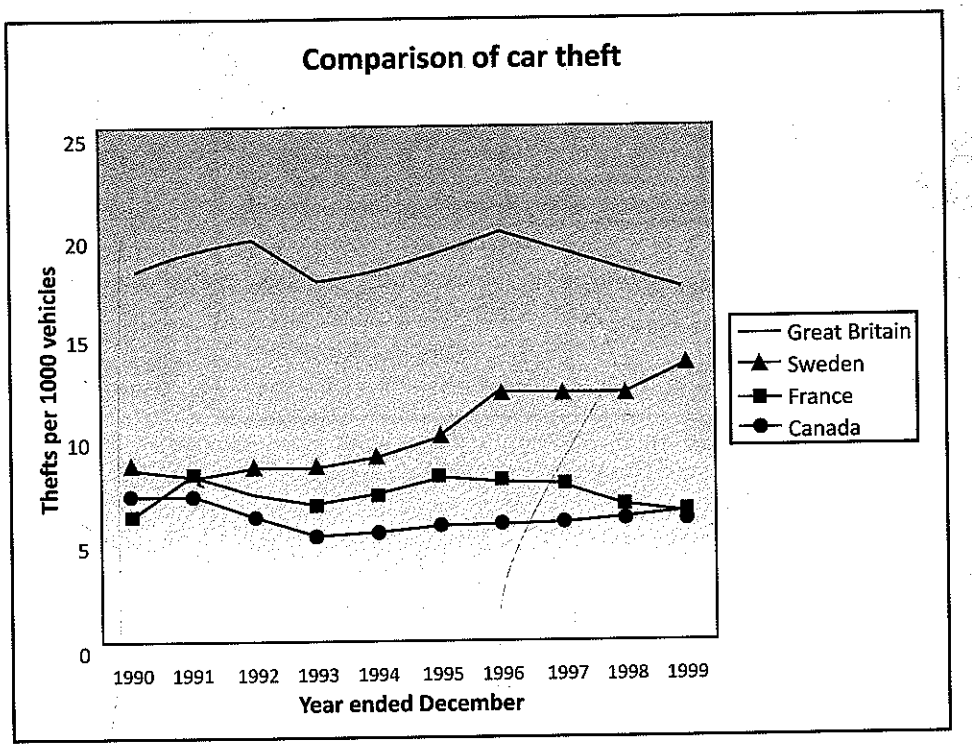


The diagram describes six distinct stages of how the waste glass bottles are recycled. It is clear from the diagram that they have to go through various stages of processing before they are reused.

At the first stage, waste glass bottles are collected from the designated collection point and transported to a treatment plant. Here, they are cleaned up using the high pressured water technique to remove any impurities. Once they are adequately cleaned, they are sorted out by color namely brown, green and the ones that have a transparent glass. Then, these segregated bottles are heated and melted in a furnace where both recycled and new liquid glass is mixed for making a new bottle. This unfinished glass material then molded into new products (bottles). Finally, these glass bottles are ready to use and sent to their final destinations for reuse, and consumers see them in supermarkets. (150 words)

38. The line graph below shows car thefts in four countries between 1990 and 1999.

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



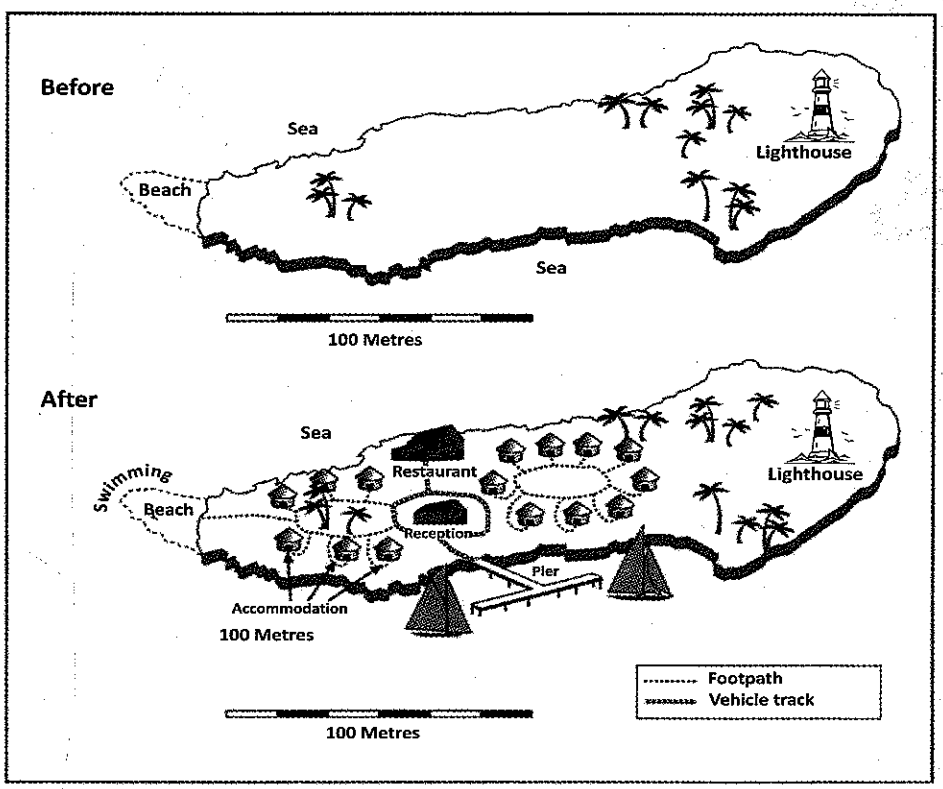
The line graph compares the number of car thefts in four countries namely Great Britain, Sweden, France and Canada from 1990 until 1999. It is clear from the graph that Great Britain always had the highest number of car thefts compared to its counterparts throughout the decade.

Sweden being the only country in the lot recorded an increasing trend of automobile related crimes. Beginning in 1990, less than 10 cars per thousand were reported stolen and the same trend continued halfway through the decade before witnessing a gradual but steady rise in the car theft. On the other end, France and Canada had a similar trend, recording between 6 and 8 car thefts per thousand throughout the decade.

The biggest shocker is Great Britain in terms of the automobile theft. It had almost 17 cars per thousand stolen in 1993, and these numbers refused to subside until 1993. Then after, it witnessed a gradual dip for some time only to increase gradually in the following years and settled at almost the same numbers of the 1991. (176 words)

39. The picture below shows the development of certain areas of island with some tourist facilities.

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



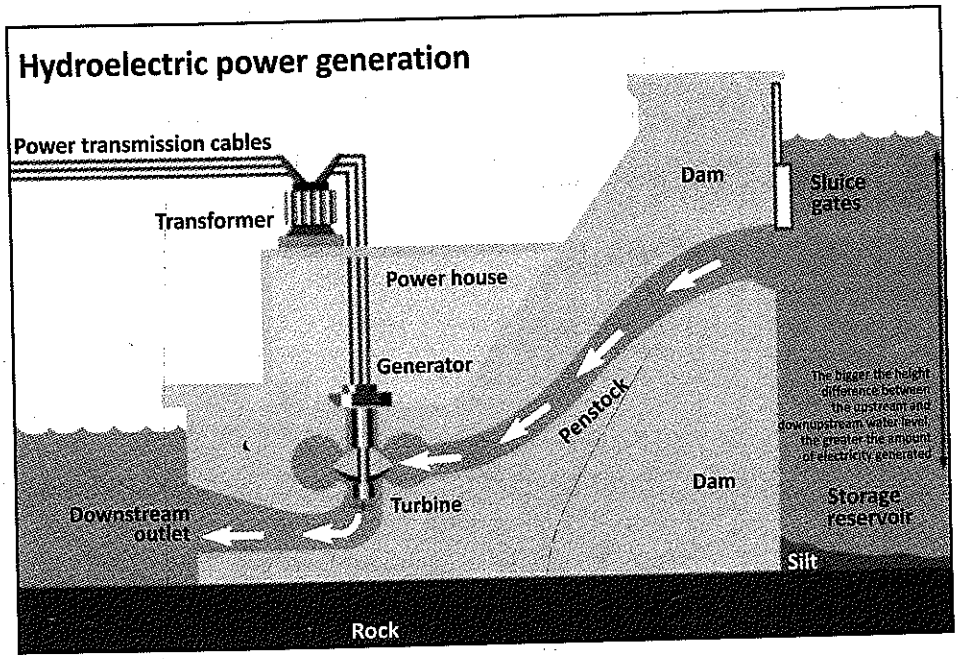
Two pictures of one island compare two stages of pre- and post-development of it, converting as a touristy island. It can clearly be seen that certain island patches were completely transformed for a tourism purpose.

Previously, it was a barren island having only a few trees with a tiny beach area and a lighthouse. Afterwards, various touristy attractions were developed, leaving trees intact as they were. Fifteen tourist cottages which were divided by a restaurant and a reception were constructed in the opposite direction and facing each other. The tiny beach was developed for sporting or leisure activities namely swimming. Around the restaurant and the reception, a vehicle track was built connecting to a pier in the sea joining to the island. A sidewalk was built around the cottages and leading to the beach. Alongside the pier, two catamaran boats were added either for fishing or for leisurely cruising purposes.

Overall, the island, which was just a barren land in the past, was transformed as a superb tourist place. (170 words)

40. The diagram below shows how electricity is generated by hydroelectric dam in India.

Write a 150-word report for a university lecturer identifying the main trends.



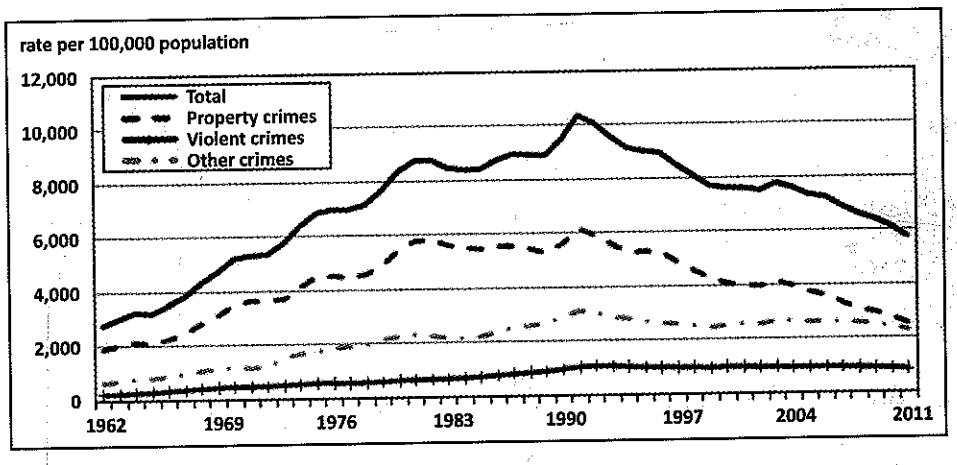
The diagram illustrates six distinct basic stages of how electricity is generated using the method of hydroelectric dam in India.

At the first stage, water trapped behind the dam in the storage reservoir rushes through sluice gates. It then flows into a narrow pipe-like chamber called a penstock. Here, from the penstock water enters into the powerhouse. The incoming high pressure of water strikes the rotary blades of a turbine which starts rotation. The turbine is connected to a generator above in the powerhouse. The rotation of the turbine converts into electricity. Finally, the current is put through a transformer where the voltage is increased for long distance transmission over power lines. Water left from the rotation leaves through the downstream outlet into a river.

Overall, it can be seen that hydroelectric energy is produced by falling water, and then the entire process is streamlined through the automated stages. (150 words)

41. The graph below shows the crime rates in India from 1962 to 2011.

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



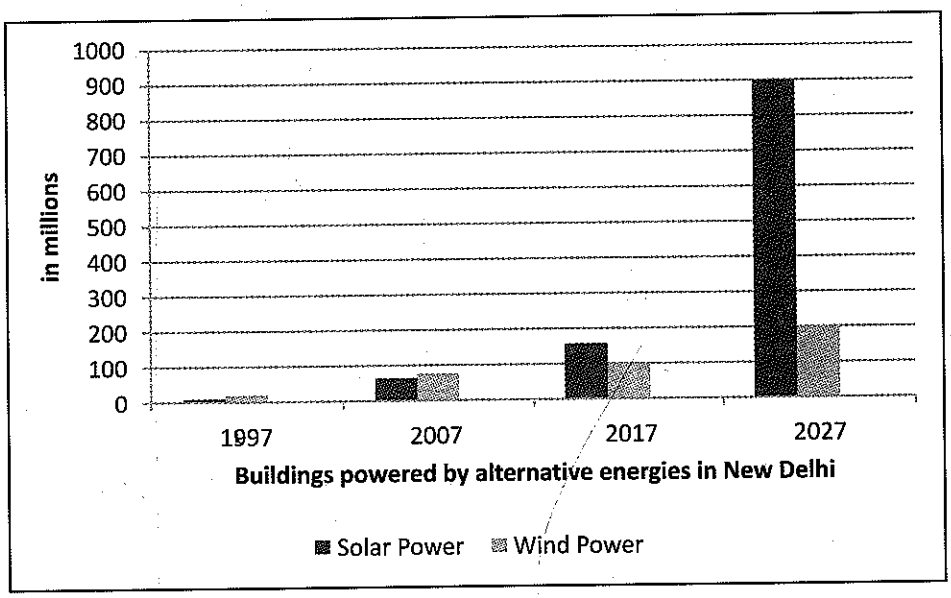
The line graph gives information about the overall police-reported crime rates in India for the period of 50 years. As an overall assessment, it can clearly be seen that the overall crime rate, which measures the total volume of crime per 100,000 populations, continued to decline by 2011.

In this calculation, the total crime rate rose gradually from nearly 3% to over 8% until 1983, and then plateaued until 1990. In 1991, it again experienced a steep rise and surged over 10%. Then after, there was a steady but significant decline in the crime rate, and remained at less than 6% in 2011.

The property and violent related crimes followed the same pattern as of with the total crime rate. They had similar fluctuations, albeit the property crime rate was more pronounced than the violent crime throughout five decades. Only the rate of other crimes, which remained substantially flat until early 1980s, peaked up in the following decades. By 2011, it can be seen that the other crimes were on the rise. (172 words)

42. The bar chart shows the number of buildings that are/will be powered by alternative energies in New Delhi.

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



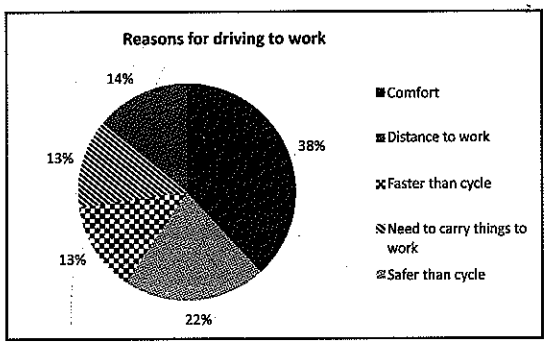
The bar graph gives information about the number of buildings powered by two types of energies namely solar and wind in New Delhi for the period of two decades, starting from 1997 until the projected year 2027. As an overall assessment, it can clearly be seen that the future belongs to the solar power indisputably.

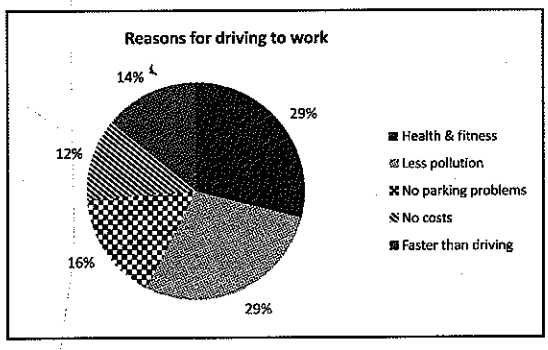
In 1997, around 25 million buildings were powered by solar and wind energy. Electricity generated by wind turbines was a clear dominant then. The trend changed (the tide turned) in the following ten years and there was a negligible difference between the preferences of these energies in 2007, almost narrowing the gap of both renewable alternatives. The 2017 year witnessed a remarkable reverse trend wherein 160 million buildings compared to 100 million buildings that of powered by wind turbines were converted to solar power.

Solar energy is anticipated to have a greater importance as a source of energy in the future. By 2027, about 900 million buildings will have energy from solar power, clearly overtaking its counterpart. (170 words)

43. The charts below show the reason why people travel to work by cycle or by car in Spain.

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





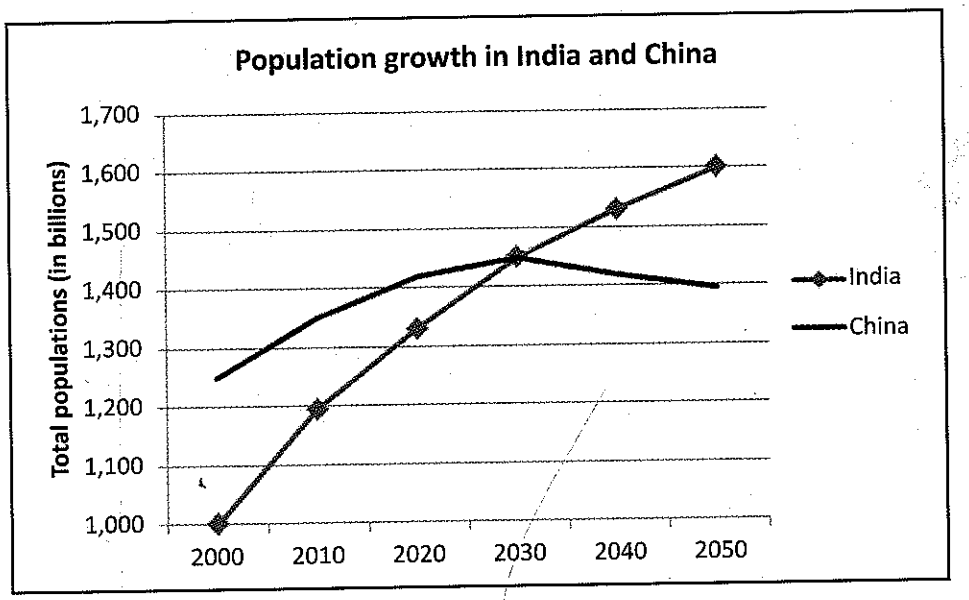
The pie charts illustrate the reasons why some citizens of Spain prefer to cycle or drive to work as means of transport. As an overall assessment, it can clearly be seen that the majority of Spanish people prioritized the cycle for staying healthy and curbing the pollution level. By contrast, over one-third of the other group in comparison drove to work for the comfort reason.

As illustrated by the first chart, the majority of Spanish people chose cycling to work for the environmental and health reasons. Both of these reasons constituted 58% combined. The other three reasons namely difficulty in finding parking space, absolute no cost of using a cycle, and traffic snarls recorded 16%, 12% and 14% respectively.

In contrast, the other report recorded 38% of people who drove to work for the comfort reason. The comfort reason for driving to work was the highest amongst all, followed by the distance to work (22%). The other three reasons namely as time saving, car being able to carry things and safety were relatively proportionate. They were around 13% each. (180 words)

44. The graph below shows population figures for India and China since the year 2000 and the predicted population growth up until 2050.

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



The line graph describes the population growth with the projected figures for China and India by 2050.

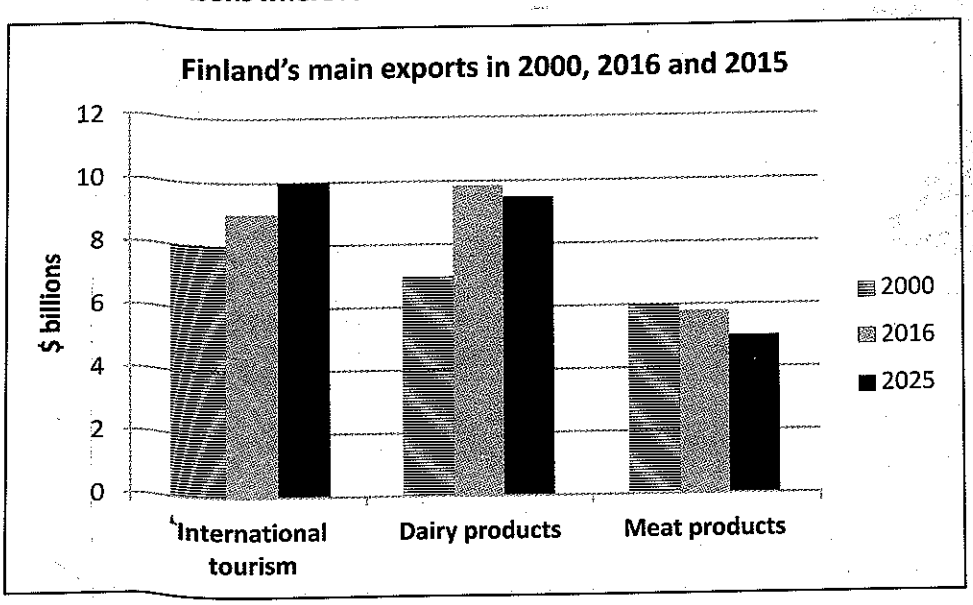
As illustrated by the graph, it can clearly be seen that the population of India will surpass significantly than that of China by 2050.

In 2000, the Indian population was at around 1 billion compared to the Chinese population of nearly 1.25 billion. The population of both countries was on the rise for the following decade, but there was a narrowing gap in terms of figures during the same period of time. The Indian population grew dramatically until 2017 whereas the Chinese government managed to control their population. It is estimated that both countries will have around 1.5 billion people by 2030. From this time until 2050, an absolute reverse trend is noticed. The Indian population will rise further to around 1.53 billion by 2040 and 1.6 billion by 2050. As opposed to this trend, the Chinese population is expected to decline to a tad above 1.4 billion by 2040 and just below 1.4 billion by 2050.

Overall, India will have a steady but significant population growth whereas China will have a falling trend correspondingly. (189 words)

45. The chart below gives information about Finland's main exports in 2000, 2016, and future projections for 2025.

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



The bar chart compares the data on major exports items of Finland for the year 2000 and 2016, with the projected figures for 2025.

It is noticeable that Finland will witness a marginal decline in exporting dairy and meat products as opposed to a slight uptick in the tourism export going forward.

In 2000, Finland recorded the income of $8 billion from exporting tourism. This sector of exports received a mild improvement at $9 billion in 2016. It is estimated to do well by 2025 and will touch the figure of $10 billion. In contrast, the other two exports sectors show a dip in the projected figures. The exports of dairy product remained at $7 billion in 2000 whereas it rose by nearly 40% in 2016, but it is expected to decrease marginally in 2025. The meat exports continuously showed a downward trend. For both the years 2000 and 2016, it remained stable at around $6 billion. It is forecasted to decrease by the fair amount of percentage (15%) which will be nearly at $5 billion. (175 words)

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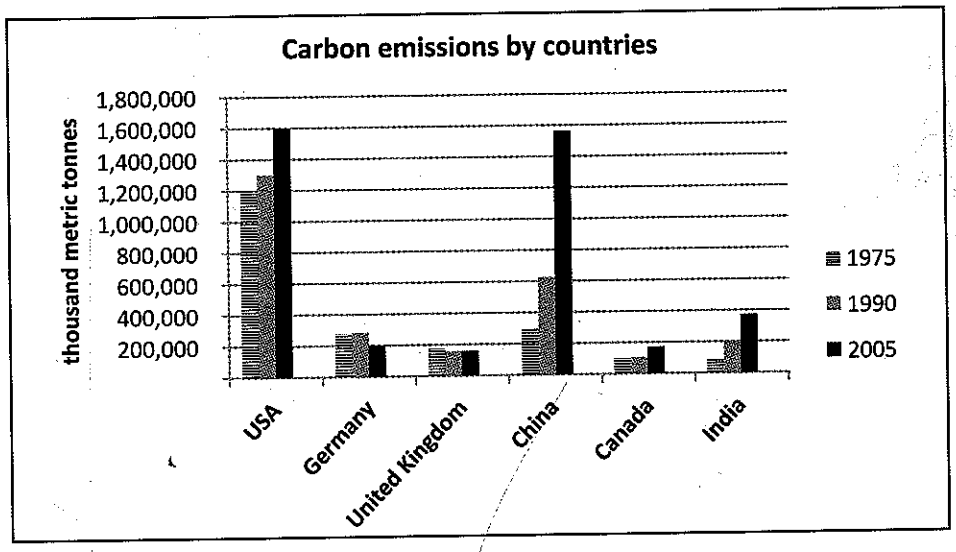
46. The chart below gives information about the amount of carbon emissions in different countries during three different years.

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



The bar chart compares the emission of carbon dioxide into the atmosphere of six countries, including two of them coming from emerging nations, for three decades starting from 1975 until 2005.

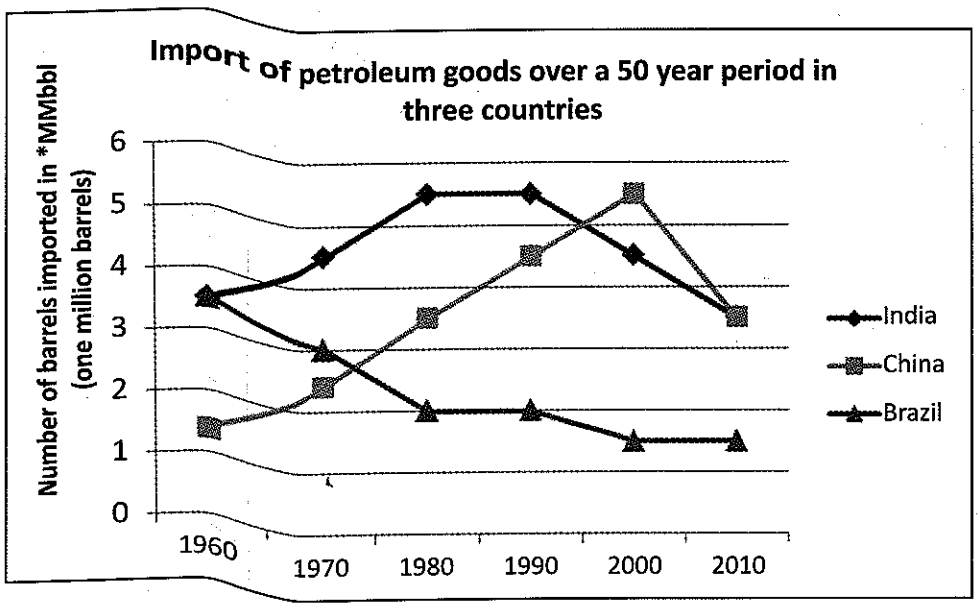
As an overall assessment, it can clearly be seen that only Germany and United Kingdom managed to reduce the carbon emissions compared to the other countries.

USA, being the number one polluter of all, emitted 1,200,000 thousand metric tonnes in 1975 and this count increased to 1,300,000 and 1,600,000 thousand metric tonnes in 1990 and 2005 respectively. In contrast, the carbon emissions of China was nearly 300,000 thousand metric tonnes in 1975 and it rose by nearly 100% in 1990 and surged dramatically to just below 1,600,000 thousand metric tonnes in 2005. In terms of the percentage increase, China was the largest contributor in carbon emission of all.

The figures for Germany and United Kingdom remained relatively stable throughout the period of time, and so were for Canada until 1990. The carbon dioxide emissions in India increased exponentially from around 100,000 in 1975 to just below 400,000 thousand metric tonnes in 2005. (183 words)

47. The chart below gives information about the import of petroleum goods in three countries over a fifty year period time.

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



The line graph illustrates the import data of petroleum goods for India, China and Brazil for five decades, starting from 1960 until 2010.

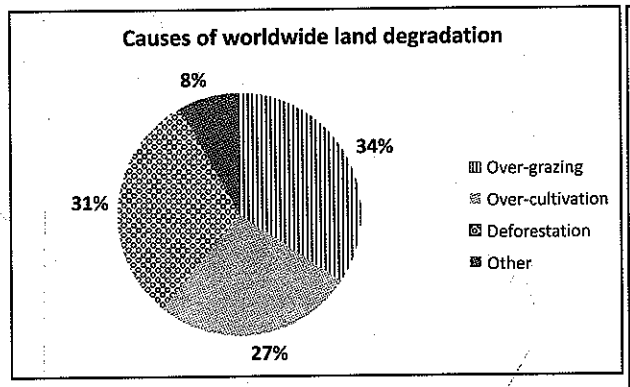
As an overall assessment, it can clearly be seen that the imports of petroleum goods declined in all these countries by 2010.

Starting with China, it imported 1.5 million barrels (MMbbl) in 1960, and continued to have a phenomenal buying of petroleum goods from 1.5 to 5.5 MMbbl until 2000. However, these figures decreased dramatically from the highest point to 3.5 MMbbl in 2010. In contrast, India, being one of the largest importers of petroleum goods, bought 3.5 MMbbl in 1960, similar to the figures of Brazil. It continued to have a steady and significant purchase and peaked at 5.5 MMbbl at which point it started lulling for the following decade. From 1990 until 2010, the demand for the same persistently fell and touched as low as 3.5 MMbbl in 2010.

Brazil imported 3.5 MMbbl of petroleum goods in the beginning. However, the demand for the same went on declining consistently over fifty years. By comparison, Brazil was the least importer to its counterparts. (187 words)

48. The chart below gives information about the main reasons why agriculture land becomes less productive. The table shows how these causes affected three regions of the world during the 1990s.

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



Causes of land degradation by region

Region	Over-grazing	Over-cultivation	Deforestation	Total land degraded
North America	1.5	3.3	0.2	5%
Europe	5.5	7.7	9.8	23%
Oceania	11.3	0	1.7	13%

The pie chart illustrates four chief reasons that induce the farmland degradation to the present day, with a further historic data of three affected regions of 1990s.

The table shows that the causes in question have a disproportionate impact on various regions of the world.

Three distinct causes namely over-grazing, over-cultivation and deforestation that result into a less productive farmland account for almost one third (nearly 30%) of a percentage each. The other determinant responsible for this degradation is recorded at only 7%.

Europe, being the most affected region, recorded their land degradation at 23% during 1990s. Out of this dismal result, nearly 5.5% land was affected owing to over-grazing, and twice as much was deteriorated by deforestation. Oceania region registered nearly 13% of their degraded land in total, out of which only the over-grazing caused it by 11.3%. In contrast, the region of North America was less affected when it is compared with its counterparts. It had only 5% of land unfit for farming in total. (169 words)

The same task (48) with an alternative response for your better understanding

The pie chart shows four main causes of agricultural land getting degraded in three different regions of the world during the 1990s.

As to the pie chart, sixty five percent of degradation was caused by excessive animal grazing and deforesting, constituting 35% and 30% respectively. Another cause that was responsible for degradation of farmland is over-cultivation, and it accounted for 28%.

These causes impacted different regions in a different way in the 1990s, with Europe constituting 9.8% of land degradation caused by deforestation, whereas the degree of impact on Oceania and North America was nominal at 1.7% and 0.2% respectively. Europe, which is the largest sufferer of this impact by 23% of total degraded land, lost 9.8% of land due to deforestation. It also suffered from over-cultivation by 7.7% and over-grazing by 5.5%. In a stark contrast, North America had the lowest proportion of degraded land (5%), chiefly because of over-cultivation by 3.3% and, to a lesser extent, over-grazing by 1.5%. Oceania recorded 13% of degraded farmland, and the main cause behind it is over-grazing.

Overall, we can see that Europe is the most affected region compared to other regions. (190 words)

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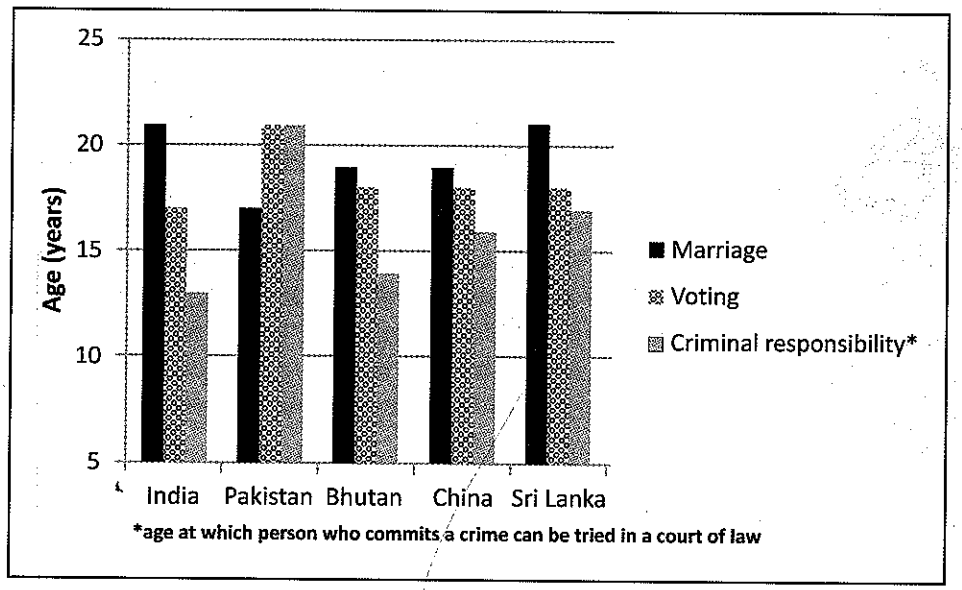
49. The figure shows the results of a survey of 1,000 girls in five different Asian countries. The participants were asked at what age they believe certain rights and responsibilities should be granted to young girls by the administration.

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



The bar chart describes the points of view of 1,000 girls in five Asian countries on the most appropriate age for three significant rights and responsibilities to be given to young girls. From the chart, it is evident that there is some variation in the views of respondents coming from various countries.

Girls from India and Sri Lanka chose 21 years of age for marriage whereas girls from Bhutan and China chose 18. Interestingly, Pakistani respondents believed in marrying at the age of 17 only.

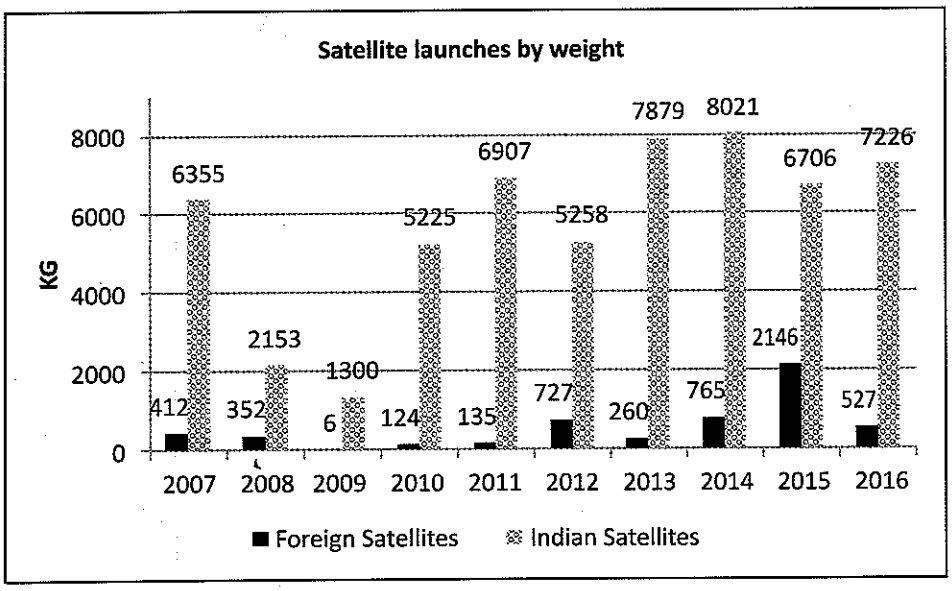
Almost similar pattern was seen about the suitable age for voting. Participants from Bhutan, China and Sri Lanka believed eighteen was the right age for it. However, this was the highest (21) among the Pakistani respondents.

Surprisingly for criminal responsibility, the minimum age identified ranged from the lowest 13 (India) to the highest 21 (Pakistan). There was stark difference in Pakistan, where participants identified twenty one as the age at which people should be held responsible for their crimes.

Overall, the surveyed results shed light on difference of opinions of all five nationalities and they are divided in most cases. (185 words)

50. The chart below gives information about the satellite launches by weight by India and the rest of the world.

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



The line graph represents an overview of the Indian satellite launches by weight compared with the ones of the world from 2007 until 2016.

It is noticeable that the Indian space program launched satellites that could travel with a heavier load than those of the world.

It is clear that satellites carrying heavy loads by the world were inversely proportional to the Indian satellites. Throughout the decade, there was no match of efficiency of carrying loads by the world's satellites to the Indian ones. The world satellites carried fewer than 1,000 kilogram (kg) weight all the years except in 2015. In contrast, the Indian satellites carried more than 5,000 kg of weight all the years except in 2008 (2,153) and 2009 (1,300). The 2015 was the year in which satellites of the world carried 2,146 kg which was again three times lower than those of India. In the following year, the stark difference is seen where the Indian satellites travelled with 7,226 kg against the insignificant weight load of meager 527 kg of the counterparts.

Overall, in real terms foreign satellites lagged far behind the Indian satellites in carrying a heavier weight. (192 words)

Academic Task 1 & 2 Checklist

Number: ☐

ASSESSMENT CRITERIA	TASK 1			TASK 2		
	-		+	-		+
Task Achievement/Response						
Addresses the question (the prompt)						
x *Task 1 - Ill key features presented/ Task 2 – Ill parts addressed*	☐	☐	☐	☐	☐	☐
x *Task 1 – Overview / Task 2 – Iddresses each part equally*	☐	☐	☐	☐	☐	☐
Writer's purpose (what you think)						
x *Clear*	☐	☐	☐	☐	☐	☐
x *Consistent*	☐	☐	☐	☐	☐	☐
Format						
x *Appropriate essay form*	☐	☐	☐	☐	☐	☐
x *Length is okay*	☐	☐	☐	☐	☐	☐
Support (ideas and examples)						
x *Task 1 – Uses data / Task 2 - Sufficient ideas*	☐	☐	☐	☐	☐	☐
x *Task 1–Iccurate figures / Task 2–Relevant examples*	☐	☐	☐	☐	☐	☐
Coherence & Cohesion						
Paragraphs						
x *Sufficient number of paragraphs*	☐	☐	☐	☐	☐	☐
x *One main idea in each paragraph*	☐	☐	☐	☐	☐	☐
Logical structure						
x *Ideas linked logically*	☐	☐	☐	☐	☐	☐
x *Clear development of ideas (introduction – body – conclusion)*	☐	☐	☐	☐	☐	☐
Cohesion (connecting words)						
x *Range of cohesive devices*	☐	☐	☐	☐	☐	☐
x *Pronouns and substitution (reference) used effectively*	☐	☐	☐	☐	☐	☐
Lexical Resource						
Range						
x *Can use natural idioms*	☐	☐	☐	☐	☐	☐
x *Can use less common words*	☐	☐	☐	☐	☐	☐
Spelling						
x *There are few errors*	☐	☐	☐	☐	☐	☐
x *Errors do not cause misunderstanding*	☐	☐	☐	☐	☐	☐
Word form						
x *There are few errors*	☐	☐	☐	☐	☐	☐
x *Errors do not cause misunderstanding*	☐	☐	☐	☐	☐	☐
Grammar						
Range						
x *There are many verb forms (aspect, voice, participles, gerunds etc)*	☐	☐	☐	☐	☐	☐
x *There are some complex structures*	☐	☐	☐	☐	☐	☐

Accuracy	*Punctuation*			*Articles (a/the)*			*Missing words*			*Tense*		
	-		+	-		+	-		+	-		+
	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
	SV Agreement			*Unnecessary words*			*Word order*			*Singular/Plural*		
	-		+	-		+	-		+	-		+
	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Date: ☐ ***Coach Initials :*** ☐