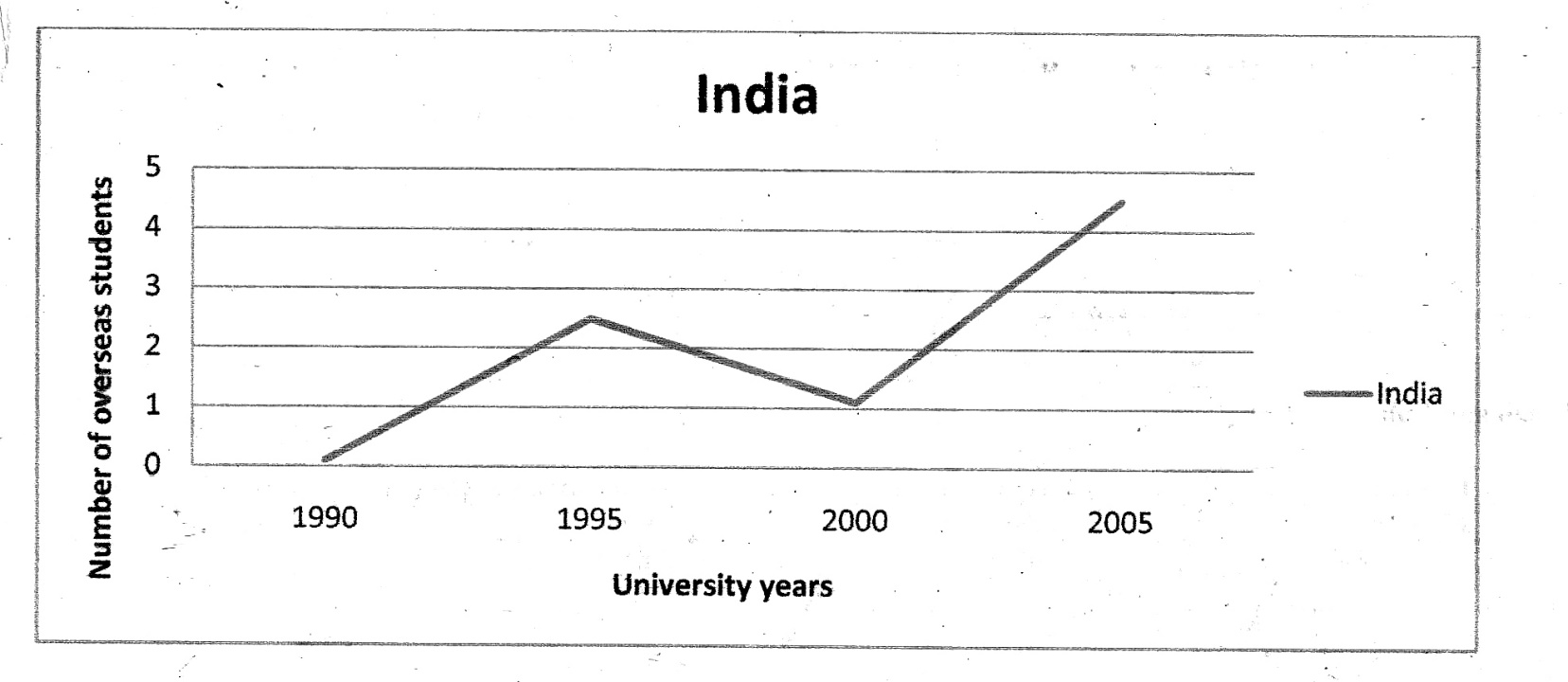
**Describing Trends**

***Line Graph:***

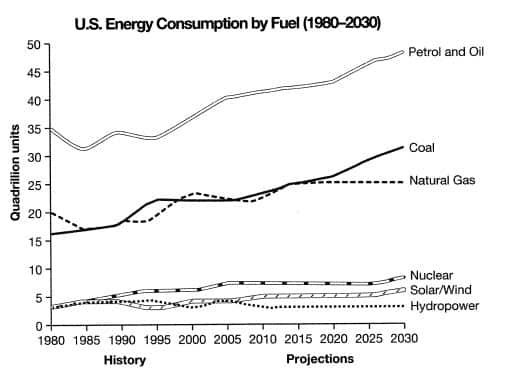
Line graph graphs are used to show a trend or pattern which usually takes place over a period of time. it is important to look at the overall pattern on a line graph as well as the significant features within it.

What information is being shown in the graph below?

* Two simple descriptions:
* The number of overseas students studying at the university has risen. "OR"
* Add "Considerably" to the first sentence and 'considerable' to the second sentence.

**Some words and phrases to help you to describe trends:**

|  |  |  |
| --- | --- | --- |
| **Nouns** | **Adjective and adverbs** | **Phrase** |
| A rise | Sharply/dramatically | Remain the same |
| An increase | Considerably | Reach a plateau |
| A fall | Steadily | Remain/stay consistent |
| A drop | Slightly/Gently | Reach a peak |
| A decline | Gradually | Remain stable |
| A peak/dip | Relatively | Hit/fall to the lowest |

The graph below gives information from a 2008 report about consumption of energy in the USA since 1980 with projections until 2030. Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

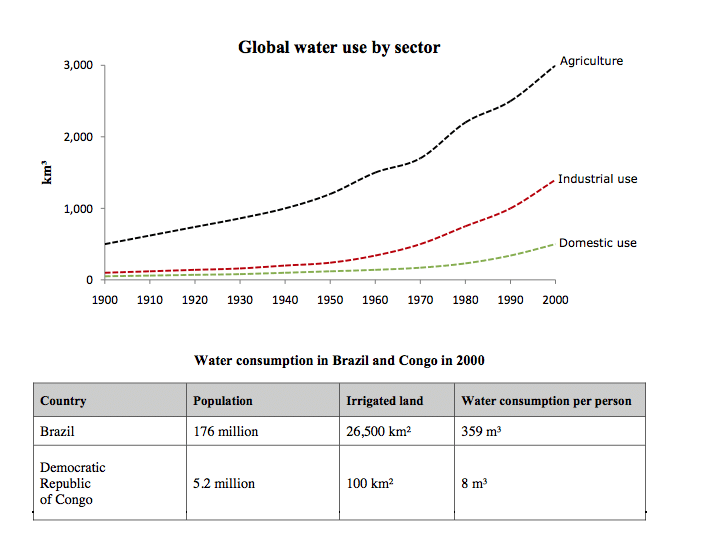
**WRITING**

Writing Task 1

You should spend about 20 minutes on this task.

***The graph and table below give information about water use worldwide and water consumption in two different countries.***

***Summaries the information by selecting and reporting the main features and make comparisons where relevant.***

Write at least 150 words.

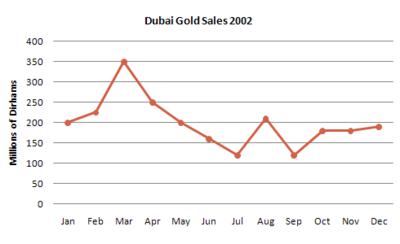
Writing Task 1

You should spend about 20 minutes on this task.

The graph below gives information about Dubai gold sales in 2002.

Summaries the following information by selecting and reporting the main features, and make

comparisons relevant

Write at least 150 words.

Sample answer

The diagram illustrates how gold sales in Dubai changed over a period of 12 months.

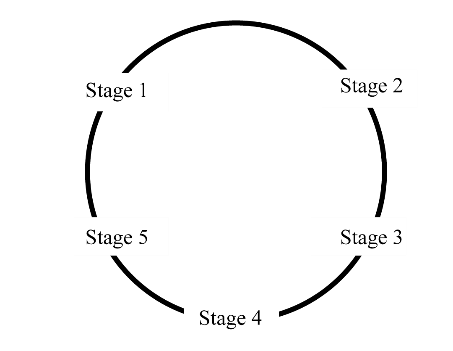
In the first month of 2002, they stood at 200 million dirhams and rose slightly to reach about 225million in February. This was followed by another increase, although much steeper, in Marchwhen sales were almost 125 million dirhams higher than in February.

However, this upward trend was suddenly broken and sales plummeted dramatically over the next 4 months to reach a little over 100 million dirhams in July. August sales saw a significant rise back to January levels as figures nearly doubled, but they dropped again in September to the same level as they were in July. There was a small increase of about 100 million dirhams in October, after which the figure levelled off and remained relatively static over the last two months of 2002.

**Process and cycle diagram:**



Process:



Cycle:

**Linking Words:**

|  |  |
| --- | --- |
| **The Frist Stage** | **Middle Stage** |
| First,  Firstly  First off  First of all,  In the first stage  In the beginning  The first stage is when...  The process begins/starts/commences when.....  The process begins with + noun/noun phrase | Next  Then  After this/that  Following this/that  Afterwards,  In the following stage,  In the stage after/following this,  In the stage that follows, Over the course of/During the next/following/second/third stage |

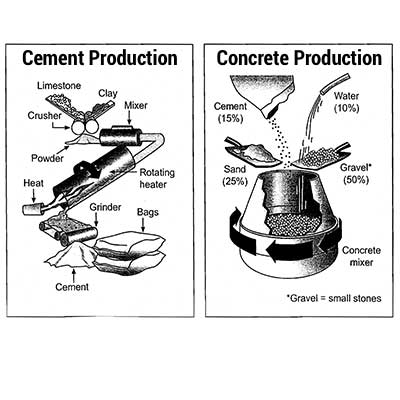
|  |
| --- |
| The Last stage |
| Finally,  Ultimately  Eventually  The last/final stage is when....  The process ends when.....  The process ends with+ ……………… noun/noun phrase |

**Writing Task 1**

You should spend about 20 minutes in this task

The diagrams below show the stages and equipment used in the cement-making

process, and how cement is used to produce concrete for building purposes.

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

Write at least 150 words.

Answer: The first diagram illustrates the process through which cement is produced. The process begins when the initial raw materials, namely limestone clay, are crushed using two rotating drums to make a fine powder which is then mixed in a cylindrical mixer. The next stage involves a tube-like heater with a blowtorch mounted at its bottom opening. The mixed powder is fed from the top and simultaneously heated and blended, after which transferred to a grinder using a conveyor belt. There, it is milled to yield the final cement product which is eventually packed in bags. This cement is raw material in the production of concrete in a second process. An initial mixture comprising 15% cement, 10% water, one-quarter sand and half grave into a rotating concrete mixer where they are stirred until the concrete mix is ready for construction purposes.

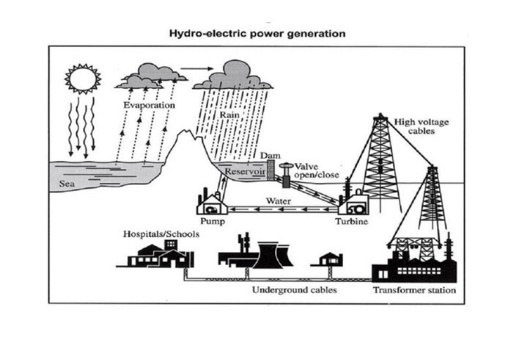
Sum up, there are 5 stages in the production of cement. Moreover, Cement and a few other simple ingredients are used to produce concrete through a simple procedure that consists of a single stage.

**Writing Task 1**

You should spend about 20 minutes on this task.

The diagram below shows the process of using water to produce electricity.

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

Write at least 150 words.

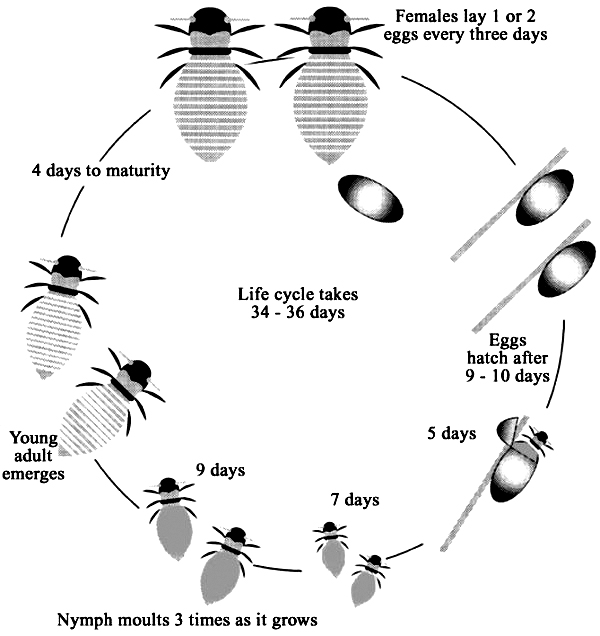
The picture ………...... the process through which water is used to …………….. power. The process begins when seawater is by …………… the sun and evaporates to form small……………. The sky. Next, they merge into a storm..............., which then rains over the ………. This rain water is gathered in the ……………….. behind a dam. The following steps involve a pipe which connects the…………. to a turbine as well as pump, and is controlled using valve. Once this ……………..is opened, water flows into the ..........and rotates it to produce ………….. Current following which is pumped back into the reservoir. After this, the electricity ….......... by the turbine is transferred to the transformer station through high voltage cables. The last stage is when the …………… being delivered to domestic and industrial consumers as well as ………….. and ……………… facilities. Overall, hydroelectricity power is ……………………. Using water from the sea through a relatively sophisticated procedure which comprises over ten stages.

**Writing Task 1**

You should spend about 20 minutes on this task.

The diagram below shows the life cycle of the honey bee.

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



* Use the following sentence patterns: **Verb + Adverb**
* **The number of something + verb+ adverb+ from......to.../between....and....**

|  |  |  |  |
| --- | --- | --- | --- |
| Subject | Verb indicating  changes | Adverb | Period of time |
| The number of (cars) | increased  jumped  rose  grew  went up  climbed  decreased  dropped  fell  reduced  went down  fluctuated  varied | suddenly  rapidly  quickly  dramatically  significantly  sharply  steeply  steadily  consistently  smoothly  continually  stably  gradually  slowly  slightly | from (June) to  (December)  between (June) and (December) |

**“OR”**

|  |  |  |  |
| --- | --- | --- | --- |
| Period Of time | Subject | Verb indicating changes | Adverb |
| From (Feb) to March | sales | increased  went up  grew  rose  declined  dropped  went down  felt | slightly  slowly  dramatically  significantly  greatly  sharply  gradually  moderately |

* **Adjective + noun**
* **There + be + a (very) + adjective + noun + in the number of something + from....+ to.../ between....and**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| There + be | Adj. indicating  change | Noun indicating  change | In what scale | Period of time |
| There was a (very) | sudden  rapid  dramatic  significant  sharp  steep  large  marked  steady  gradual  slow  small  slight | increase  jump  rise  growth  decrease  drop  fall  decline  reduction  fluctuation  variation | I  in the number of (cars). | From (Jan) to (Feb)  Between (Jan) and (feb). |

* The following sentences may be used when describing small changes or no changes:

|  |  |  |  |
| --- | --- | --- | --- |
| The number of (cars sold | remained  stayed the same  little  hardly any  no | steady  stable  change | From (Jun) to (Dec). between (Jun) and Dec  in the number of (Cars sold) |

* Use the sentences below when describing the highest and lowest points:

|  |  |  |  |
| --- | --- | --- | --- |
| The monthly profit | **peaked**  **reached**  **bottomed out**  **reached** | a peak  a high point  the bottom  a low point | in December. at 20% |

**Describing Chart/Bar chart**

**Commonly Written Expression**

* **Introduction**

The introduction should describe the purpose of the chart and say what overall trends can be seen. You should not copy the exact words given in the instructions.

|  |  |  |  |
| --- | --- | --- | --- |
| Type of chart (Subject) | | Main Verb | Object Noun Clause |
| The | chart  graph  table  diagram  figures  statistics | Main Verb  shows  indicates  illustrates  describes  gives  presents  show  indicate  illustrate  describe  give  present | the number of.......  the proportion of.... information......  data on.....  that..... |

* + **Body**

The body should point out the source of information. The expressions below may be used:

|  |  |  |  |
| --- | --- | --- | --- |
| According to the As (is) shown in the  As can be seen from the  It can be seen  We can see  It is clear/apparent | table/chart  diagram  graph  figures  from | table/chart  diagram  graph  figures | that…. |

* + The following sentences may be used to write the propositions or percentages;

|  |
| --- |
| The profit remained steady at 10%.  The profit rose/peaked to 10%.  The monthly profit increased/ fell by 10% from 10% from 10% to 20%. |

|  |
| --- |
| China has a largest percentage/number (10%/245) of students.  Taiwan accounted for 10% of the students.  They made twice/three times/four times of the profit percentage  The profit percentage/percentage of the profit doubled/increased three fold from....  There were more males than females (10% and 5%) respectively |

* + **The following expression may be written in describing or comparing data:**

|  |
| --- |
| in relation to………  compared with.........  twice as high/large/many as.....  three times as high/large/many as…..  double/trebles/half the percentage/ number of....... |

|  |  |  |  |
| --- | --- | --- | --- |
| Subject-main verb | Adverb of degree | fraction | The scale being compared |
| Company A has | almost  nearly  approximately  about  just over | a/one  half  a third  three quarters  a quarter  half  three quarters  twice  three times | of the (total) number of (employees).  As many (employees) as As much (space) as company B |

|  |  |  |  |
| --- | --- | --- | --- |
| Sub-main verb | Adverb of degree | Comparison word+ noun | The scale being compared |
| Company A has | Almost  Nearly  about approximately  exactly  precisely | as many (employees) as  as much (space) as  ***the same*** number  proportion  amount | Company B  of (employees) as Company B |

* + While describing graphs, you have to examine whether there is an obvious trends, it is important to mention this, or look for obvious differences such as the largest, the smallest
  + You should state what the overall trend is (upwards, downwards or unchanging).
  + Mention the lowest and highest point reached
  + Most graphs will fluctuate in some way or another, so you identify a trend and point out the expectation.

Overall, gold sales in Dubai remained relatively unchanged at the end of 2002 despite violent fluctuations throughout the year. Besides, they were at their highest in March while the weakest sales figures could be observed in July and September.

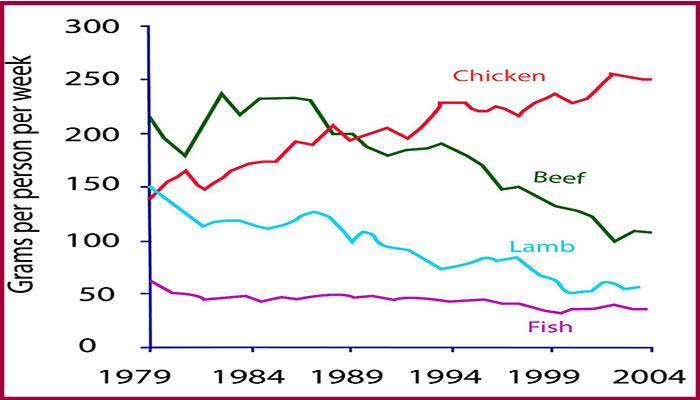
*(182 words)*

**Writing Task 1**

You should spend about 20 minutes on this task.

The graph below shows the consumption of fish and some different kinds of meat in a European country between 1979 and 2004. Summarize the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



**Answer:**

The diagram shows how much different kinds of ........was consumed in a country in

Europe from………………………..

In the first year, beef was the most popular with a consumption of ………………………….per person

per week. Then, this figure experienced a sudden plunge of …………………. before surging to about $30 in 1984. Following this, there were some fluctuate ………………………., after which it decreased

dramatically to around half as high as its original level in ……………………….

The figure for lamb was initially almost as high as that for chicken (around …………….. per person per week).

However, while the former declined gradually and significantly as it reached approximately…………... in the last year, the latter saw a considerable growth and outstripped beef consumption in.........., peaking at 250 in 2004.

Fish consumption was originally approximately ....... and experienced a small fall of about 10 over the period.

Overall, although beef was the most popular type of meat at first, it was replaced by....................

towards the end of the survey. In contrast ………………….. remained the least significant throughout the period.

**Vocabulary for Describing Trends**

1. Verbs and nouns for describing trends and changes:

|  |  |  |
| --- | --- | --- |
| Trend | Verbs | Nouns |
|  | * Rise * Increase * Go up (went up- gone up) * Climb * Grow * Double * Treble/triple * Boom * Surge * Soar * Rocket | * a rise * an increase * a growth * an upward trend * a doubling in + n * a trebling, in + n * a boom * a surge |

|  |  |  |
| --- | --- | --- |
|  | * fall (fell-fallen) * decline * decrease * dip (dipped) * drop (dropped) * go down (went down-gone down) * halve * plummet * plunge * deteriorate * slump | * a fall * a decline * a decrease * a drop * a reduction * a slump * a plunge |
|  | * do not change (did not change) * maintain the same level * **remain/stay+** stable/steady/constant/static/   unchanged | * no change |
| **Position** | * stand at (stood at) * level off (leveled off) * plateau (Plateaued) * level out (leveled out) * stabilize * a peak | * a leveling off * a plateau * hit/reach a high/peak * hit/reach a low |
| **Constant Change** | * fluctuate (around) | * a fluctuation |

**B) Adjectives and adverbs for degree of change**

|  |  |  |
| --- | --- | --- |
| Degree | Adjective | Adverb |
| Very extensive change | * huge * dramatic * enormous * tremendous | * Dramatically * ------ * Enormously * tremendously |
| Extensive change | * substantial * considerable * significant * remarkable | * substantially * considerably * significantly * remarkably |
| Average change | * noticeable * marked * moderate | * noticeable * markedly, * moderately |
| Small change | * slight * small * minimal | * slightly * ---- * minimally |

**C) Adjectives and adverbs for speed of change:**

|  |  |  |
| --- | --- | --- |
| Speed | Adjective | Adverb |
| Quick change | * rapid * quick * sharp * swift * steep | * rapidly * quickly * sharply * swiftly * steeply |
| Slow change | * steedy. * gradual * slow | * steadily * gradually * slowly |
| Unexpected change | * sudden * unexpected * abrupt | * suddenly * unexpected * abruptly |

**4. Transitions or connective words**

|  |  |
| --- | --- |
| **Consequence or result:** | all in all, accordingly, after all, and so, as a consequence, as a result, at last, thus, hence, finally, consequently, so, therefore, then, thereby |
| **Addition:** | again, also, and, and then, besides, equally important, finally, first, furthermore, further, in addition, in addition to, additionally, indeed, in fact, in the second place, likewise, moreover, next, too, second, other, as well as, as well |
| **Example or Illustration:** | for one thing, especially, for example, briefly, in a few words, incidentally, in effect, specifically, in explanation, in other words, in reality, for instance, to illustrate, that is, specifically, occasionally, namely, in this way, in particular, in general, frequently, thus, as a matter of fact |
| **Comparison:** | at the same time, in the same way,  likewise, similarly, just like,  just as in like manner |
| **Contrast:** | though, although, at the same time, but, rather. conversely, for all that, however, in contrast, on the contrary, nonetheless, nevertheless, on the one hand/on the other hand, whereas, notwithstanding, despite, at any rate, in spite of |
| **Cause and effect:** | because, since, as, for, because of, therefore, for reason that, due to, thus, so |
| **Clarification:** | in fact, as a matter of fact, indeed, moreover, of course, to be sur |
| **Definition:** | is, means, that is, denote, signify, indicate, stand for, represent, connote, imply, insinuate |
| **Concession:** | although this may be true, at the same time, after all, certainly, doubtless, no doubt, naturally, surely, granted that, admittedly, plainly |
| **Repetition:** | and so again, it has been said, in fact, indeed, in other words, to recapitulate, to repeat, to put it another way, that is to say |
| **Arrangement:** | if, unless, whether, for, so that, depending on, if not, except, save, but for, without, in that case |
| **Attitude:** | fortunately, unfortunately, naturally, by chance, luckily, providentially, auspiciously, thank goodness, thank heavens |
| **Summary:** | in conclusion, in summary, lastly, finally, clearly then, in brief, in short, to sum up, to summarize, to conclude, to recapitulate, after all, all things considered, all in all, for the most part, on the whole, considering, taking everything into account (consideration |