

Part 1: Linking Parts of a Text: Conjunctions and Sentence Connectors

Conjunctions (e.g. **ALTHOUGH** and **WHENEVER**) link clauses within a sentence:

- **Although** approximately 60% of the world's food supply comes from rice, wheat, and corn (Wilson 1998), as many as 20,000 other plant species have been used as food.
- You should provide a reference to the source **whenever** you quote or paraphrase another writer.

Sentence connectors (e.g. **IN ADDITION** and **HOWEVER**) link two sentences:

- Mental labour has usually been valued more highly than physical labour. **In addition**, work performed outside the home is judged to be more valuable than work done in the home.
- Around 200 plant species have been domesticated for food. **However**, at present more than 75% of the food supply of the human population is obtained, directly or indirectly, from just 12 kinds of plants.

Look at the following table which shows the TYPE OF LINK (1 - 6) along with the CONJUNCTIONS (A) and SENTENCE CONNECTORS (B) used for each.

TYPE OF LINK:	CONJUNCTIONS:	SENTENCE CONNECTORS:
1) Comparison, contrast, and indicating that something is unexpected	1A) although whereas even though while yet	1B) however on the contrary even so meanwhile on the other hand*
2) Reasons and results	2A) as so that because since insofar as	2B) as a consequence as a result therefore hence
3) Adding information	3A) and	3B) above all in addition too furthermore
4) Condition	4A) as long as if unless provided (that)	4B) if not otherwise if so
5) Time: one event at the same time as another	5A) as whenever when while	5B) at that time at the same time meanwhile
6) Time: one event before or after another	6A) after before as soon as since	6B) afterwards earlier later subsequently

* **NOTE:** There is **NO SUCH** (conjunction / connector) **PHRASE** as "on the other side" in English – it is Czeenglish.

LANGUAGE NOTE: The words *after*, *before* and *so* can be conjunctions as well as sentence connectors. There are also sentence connectors (e.g. *too*, *as well*) which are not used in the initial position. Generally speaking, sentence connectors are followed by a comma, but conjunctions are not.

PRACTICE:**[Page 2]**

Use the following words / phrases to connect the beginnings and endings below (1 - 12).
Sometimes more than one answer might be possible.

AFTER / AS A CONSEQUENCE / AS A RESULT / AS LONG AS / IF NOT / ON THE OTHER HAND
OTHERWISE / PROVIDED THAT / SO THAT / SUBSEQUENTLY / UNLESS / WHEREAS

- (1) The speakers were positioned in the classroom _____ everyone could hear clearly.
- (2) The Industrial Revolution refers to the transformation in Britain from a predominantly agricultural to industrial society, beginning around 1750. _____, other nations went through a similar change.
- (3) A BSc degree takes three years in England, _____ in Scotland it usually takes four.
- (4) The population explosion will continue _____ death rates are significantly lower than birth rates.
- (5) The company paid below-average wages. _____, employee motivation was low.
- (6) Through films and television, children are exposed to violence in the form of entertainment. _____, they grow up believing that aggression is acceptable.
- (7) All the subjects in the experiment had to be between the ages of 20 and 30. _____, they were excluded from the research.
- (8) Anyone can stand for parliament, _____, they are over 18 years of age.
- (9) Climbers need to acclimatise gradually. _____, they run the risk of suffering from altitude sickness.
- (10) Many Koreans entered the United States in the late 1960s _____ changes to the immigration laws in 1965.
- (11) My husband likes classical music – I, _____, like all kinds.
- (12) Do not call me _____ it is a real emergency.

Part 2: Language for Writing: Comparing and Contrasting

[Page 3]

In academic writing we often compare or contrast two or more definitions, situations, events, etc., or what two writers do, find or think. Listed below are 3 ways of comparing and contrasting.

1) Similarities and differences are signalled using linking expressions (e.g. *similarly*, *whereas*).

EXAMPLES: *In North America and northwest Europe business relationships are typically instrumental and all about achieving objectives. **But** further south and in many other cultures, business is a human affair and the whole range of emotions are deemed appropriate.*

***Although** approximately 60% of the world's food supply comes from rice, wheat, and corn (Wilson 1998), as many as 20,000 other plant species have been used as food.*

2) Differences are highlighted using comparative adjective or adverb phrases (with *more / less / -er ...than*) or the words *more* or *less*.

EXAMPLES: *The current level of crime in the country is **much less than** accounts in the popular press might lead us to believe.*

*The universalist approach is roughly: "What is good and right can be defined and always applies." In particularist cultures **far greater attention** is given to the obligations of relationships and unique circumstances.*

3) Similarities and differences are not highlighted with any particular words or phrases. In this case, clauses or sentences often contain the same phrases or have the same structure.

EXAMPLES: ***Some cultures** believe that suicide might be permissible under some circumstances. **Other cultures** may regard it as a sin or even as a crime.*

***Achievement means** that you are judged on what you have recently accomplished and on your record. **Ascription means** that status is attributed to you by birth, kinship, gender or age, and also by your connections and your educational record.*

PRACTICE: Use the following words to fill in the gaps in the sentences below (1 - 10).

ALTHOUGH	MEANS / MEANS	MUCH / LESS	MUCH / THAN
SIMILARLY (2X)	SOME / OTHER	SOME / OTHERS	WHEREAS (2X)

(1) Cars must stop at red traffic lights: _____, bicycles have to stop too.

(2) Tesla is a _____ faster car _____ the other electric cars on the market.

(3) _____ he had only entered the contest for fun, he won first prize.

(4) He thought he knew better than I did, though he was _____ experienced.

(5) Politic _____ wise or prudent (rozumný / prozíravý / opatrný). Political _____ 'connected with politics'.

(6) A mother recognizes the feel of her child's skin when blindfolded. _____, she can instantly identify her baby's cry.

(7) While _____ people simply dream of success, there are _____ people who wake up and work hard at it.

(8) In Los Angeles, a chief cause of this pollution is paved-road dust, _____ in San Diego, it's smoke from fireplaces.

(9) "_____ books are to be tasted, _____ to be swallowed, and some few to be chewed and digested." - Francis Bacon

(10) He is a globalist, _____ we are nationalists who will put our country first.

The Writing Section on the FEL B2 Written English Exam has 3 parts:

PART 1 – Key Word Sentence Transformations (15 points)

← You have already been introduced to this...

PART 2 - Recognizing the Parts of a Paragraph (5 points)

← You have already been introduced to this...

PART 3 - Academic / Formal Writing (10 points)

For Part 3 of the Writing section on the B2 Exam you will be asked to do the following:

- 1) **CHOOSE ONE** of the following options (**A** or **B**) and write your text **CLEARLY** on the last page.
 - OPTION A: [a FORMAL LETTER] ← This will be part of the B2-2 Materials
 - OPTION B: [an ACADEMIC TEXT] ← This can be either MAPS or a DIAGRAM

← You will be given an extra piece of paper at the B2 Exam...
 USE IT to write a FIRST DRAFT
 If the writing on the B2 Exam is NOT CLEAR – it WILL NOT be read
 We will focus on the MAPS for now...
- 2) Write a **MINIMUM of 150 words and a MAXIMUM of 175 words**.

← PLUS or MINUS 5 – 10 words is generally acceptable...
 HOWEVER – Exams have word limits (and time limits) for a reason → those whose language skills are at the appropriate level should be able to manage within the limits given.
- 3) Write in a **STYLE AND FORMAT / STRUCTURE APPROPRIATE** to your choice (A or B).

← ACADEMIC Writing (B) uses "more FORMAL" words / phrases, and tends to avoid the use of contractions – it also uses PARAGRAPHS...
 FORMAL Writing (A) also uses PARAGRAPHS, and MUST NOT USE any contractions.
- 4) Write something that is **RELEVANT, CLEARLY COMMUNICATED, WELL-ORGANISED, WELL-PRESENTED**.

← Your writing MUST fulfill the task → PAY ATTENTION to the "Instruction Words"...

"SUMMARIZE" = give a concise account of the main principles or features of something.
 "DESCRIBE" = give a detailed account of something by reference to qualities, recognizable features, or characteristic marks.
 "COMPARE/CONTRAST" = describe the main points of similarity and difference between two or more things.
 → it would be a good idea to use some "COMPARE / CONTRAST" words – see Page 3 (and Page 1)

The following instructions are ALWAYS directly below the pictures:

DO NOT GIVE YOUR DESCRIPTION / SUMMARY A TITLE

← for some reason, approximately 25 – 30% of students ignore this
 – the words used in the (useless) "title" are counted in the 150 – 175 limit...
 → writing a (useless) "title" is #1 – a waste of words, and #2 – proof that you cannot follow instructions

TASK →

THE MAPS BELOW SHOW THE CHANGES THAT HAVE TAKEN PLACE IN THE CENTRE OF A TOWN SINCE 1700.

INSTRUCTIONS →DESCRIBE THE KEY CHANGES TO THE TOWN AS SHOWN IN THE PICTURES.SUMMARIZE THE INFORMATION SHOWN IN THE PICTURES BY SELECTING AND REPORTING THE MAIN FEATURES, AND MAKE COMPARISONS / CONTRASTS WHERE RELEVANT.

PLEASE note

that the task is "describing" /

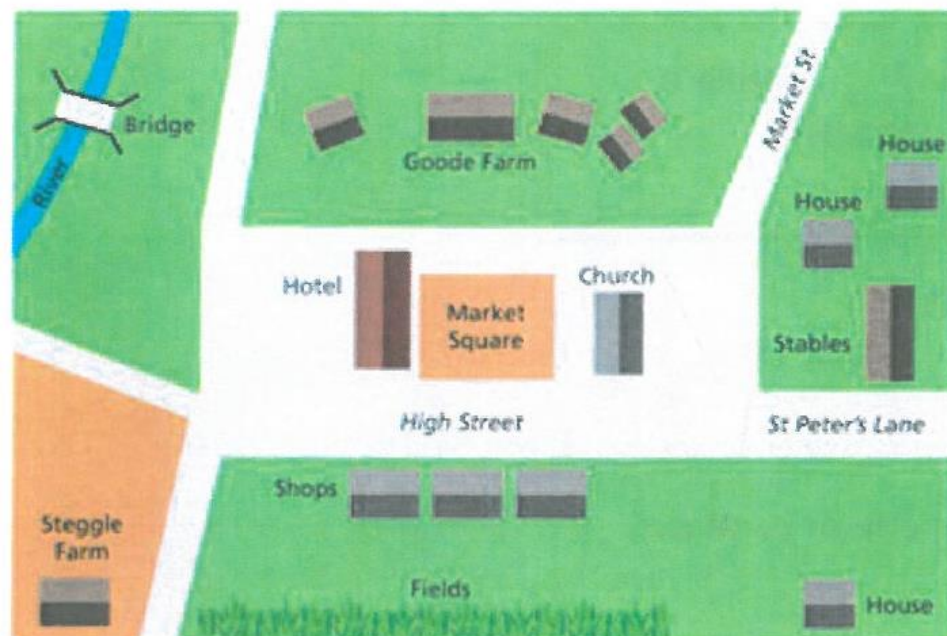
"summarizing" – NOT writing an 'article'

↑ PLEASE note the words "SHOWN IN THE PICTURES"

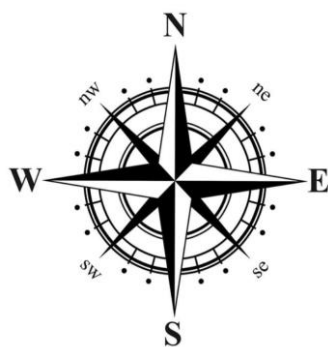
...your writing should NOT contain information that is

NOT "SHOWN IN THE PICTURES"

Town centre, 1700



Town centre today

**DO NOT GIVE YOUR DESCRIPTION / SUMMARY A TITLE**

REMINDER → this task is an Academic Writing Task...

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↓ from the WEEK 5 Materials ↓

What is Academic Writing?

Academic writing is the formal writing style used in colleges and universities. It is what students are expected to produce for classes and what professors and academic researchers use to write scholarly materials.

What are Some of the Main Characteristics of Academic Writing?

ACADEMIC WRITING IS formal in tone / register and style:

- it uses appropriate (more formal / academic / professional) language and proper tenses.
- it communicates the writer's ideas / thoughts CLEARLY and CONSIDERATELY.

ACADEMIC WRITING IS NOT personal:

- it avoids being too personal – the text should focus on the research / subject itself.
- it ALWAYS AVOIDS addressing the reader directly with the second-person pronoun "you".
- it avoids use of the first-person pronouns "I" "We" "Us". (people = THEY . . . NOT "us")
- it avoids referring to yourself (~~In my opinion... I think that... I like/dislike... I will argue that...~~)

ACADEMIC WRITING IS planned and focused:

- it answers the question / task and demonstrates an understanding of the subject.

ACADEMIC WRITING IS NOT a place to ASK questions:

- it ANSWERS the Question / Prompt / Task → it should NOT ASK QUESTIONS.
- it **fulfills** a task (QUESTION or PROMPT) → it does not INTERPRET the task.

AN ACADEMIC PAPER (in fact, all academic work) HAS THREE DISTINCT SECTIONS:

- **INTRODUCTION:** In the introduction, you need to grab the reader's attention and identify the thesis (MAIN IDEA) of the paper.
- **BODY:** This is the main part of the work and the paragraphs must be clearly written and be arranged in a logical order, such as chronologically or in order of importance.
- **CONCLUSION:** In the conclusion, you re-emphasize the thesis and summarize all the main points. The conclusion consists of one paragraph which shows the final conclusion to the reader.

↑ your ability to do this will count towards the final mark on the B2 English Exam ↑

STARTING THE TASK:

There should be some type of introduction → the writer (you) should present his / her information in a way that the reader (in this case, me) DOES NOT have to go back and look at the maps.

The best way to begin is to "paraphrase" the task / question:

EXAMPLE (simple, but good enough):

"The maps show the changes that have taken place in the centre of a town since 1700."

EXAMPLE (a bit more advanced):

"The maps show the development that has taken place in a town centre since the year 1700."

NOTICE that NEITHER of the example sentences above use the word "below" . . . WHY do you think that is??

This one sentence can be enough → however – the "introduction" could also make mention of what the biggest changes were (or where these have taken place).

EXAMPLES:

"The biggest changes have taken place in the eastern and southern parts of the town centre."

"The largest differences appear to be the increase in housing and the development of roadways."

DO NOT WRITE (the following – or anything like the following):

"In the pictures we can see..."

"In this paper I will describe the differences..."

"The two maps allow us to see..."

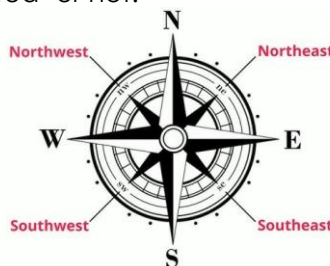
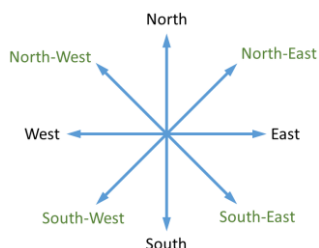
DESCRIBING LOCATION:

[Page 7]

The purpose of describing a map is to test whether an examinee is able to describe physical locations. Examination candidates do not have to be genius geographers, but they should be able to give a reasonable description of a place.

First of all, in most cases one should use cardinal directions (NORTH, SOUTH, EAST, WEST) to show the location of certain things on the map. Why? Because regular directions (LEFT, RIGHT, FORWARD, BEHIND) can be subjective. They change according to where a person is.

In general, words such as "North-East" can be 'hyphenated' or not.



CAPITALIZATION:

At the most basic level, the standard advice is to lowercase north, south, east and west when used as compass directions and to capitalize them when they are used as part of a proper noun or adjective or refer to regions or geographic areas.

EXAMPLES:

- **North** Carolina is **north** of **South** Carolina and **east** of **West** Virginia.
- The Rocky Mountains are **west** of Denver.
- The **East** Coast was slammed with another storm yesterday.

NORTH, SOUTH, EAST AND WEST – USAGE:

Each of the points of the compass (north, south, east, west, south-east, north-west etc) can be:

- **NOUN** - The sun rises in the **east**.
- **ADJECTIVE** - It is sunny on the **east** coast.
- **ADVERB** - We drove **east** for 50 miles.

Here are some example sentences:

NOUN Penguins live in the **south**.
The wind is coming from the **east**.
He lives in the **south-east** of England.

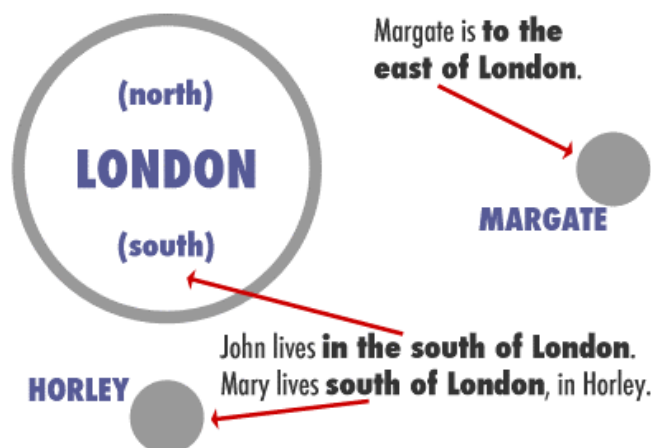
ADJECTIVE He lives in **South** London.
The storm will reach the **north-west** coast tomorrow.
Polar bears live at the **North** Pole.
Penguins live at the **South** Pole.

ADJECTIVE | NOUN Is the country **South** Africa in the **south** of the African continent?

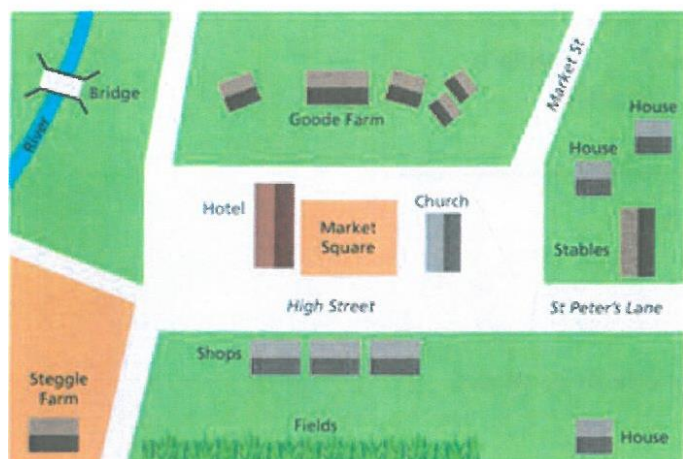
ADVERB Our house faces **south-west**.
Our car broke down a mile **east** of the city.
He lives **south** of London.

PREPOSITIONS:

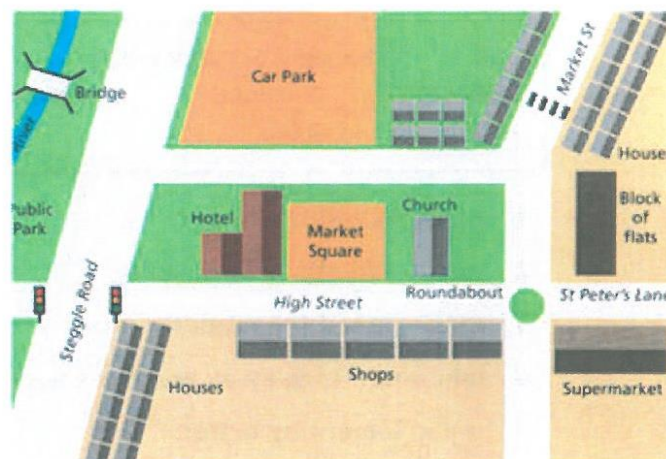
The picture below shows the important difference between "in the south (of)" and "to the south (of)" or just "south (of)":



Town centre, 1700



Town centre today

**PRACTICE:**

Complete the sentences below (1 - 6) by filling in the blank spaces. Each line (_) is one letter).

EXAMPLE:

- (0) In the town centre today, there is a roundabout **AT THE INTERSECTION** of High Street, St. Petr's Lane, and Market Street.
- (1) The Market Square _ _ _ _ _ the hotel and the church. It is _ _ _ _ _ the hotel, and _ _ _ _ _ the church.
- (2) In 1700, there were stables _ _ _ _ _ part of the town centre.
- (3) There is currently a supermarket in the _ _ _ _ _ part of the town centre, directly _ _ _ _ _ the block of flats _ _ _ _ _ St. Peter's Lane.
- (4) The bridge spanning the river is _ _ _ _ _ Steggie Road.
- (5) In 1700, Goode Farm was in the _ _ _ _ _.
- (6) There have always been shops _ _ _ _ _ of High Street.

DESCRIBING CHANGES IN A PLACE:

- | | | |
|---|---|----------------------------------|
| (1) To make something bigger | = | EXTEND / EXPAND |
| (2) To make something new again | = | RENOVATE / MODERNISE [MODERNIZE] |
| (3) To make something modern | = | MODERNISE [MODERNIZE] / RENOVATE |
| (4) To take something away and put something else in its place | = | REPLACE |
| (5) To make something better | = | IMPROVE |
| (6) To make something smaller | = | REDUCE |
| (7) To build several buildings in an area where there was nothing | = | DEVELOP |
| (8) To put in something totally new | = | ADD |
| (9) To take something away | = | REMOVE |
| (10) To build something again | = | RECONSTRUCT |

PRACTICE:

Complete the sentences below (1 - 8) by filling in the blank spaces with one of the words above. You may have to change the tense.

- (1) The hotel has been _____.
- (2) Steggie Farm has been _____ by a road.
- (3) The roads have been _____ and traffic lights, a roundabout and a zebra crossing [BrE] (crosswalk [AmE]) have been _____.
- (4) There are now more shops; two buildings have been _____.
- (5) Even though the houses are now smaller, there are more of them now that the area off of Market Street has been _____.
- (6) Goode Farm has been _____ with a car park [BrE] (parking lot [AmE]).
- (7) A supermarket has _____ the house in St. Peter's Lane.
- (8) The stables were _____ and a block of flats now stands in its place.

Academic Vocabulary / Word Formation

Complete the following sentences (1 - 10) by filling in the blank spaces with **the proper form of the word given for that sentence**. Use ONLY ONE word per blank space: DO NOT add any words [e.g. prepositions].

- (1) ACHIEVE For an actor, winning an Oscar is one of the greatest _____ you can hope for.
- (2) APPROPRIATE His casual clothes were _____ for such a formal occasion.
- (3) CONNECTOR The _____ between smoking and heart disease is well known.
- (4) EXPLODE The fire was thought to have been caused by a gas _____.
- (5) INDICATE Helen's face gave no _____ of what she was thinking.
- (6) MOTIVATION Our staff members are hard-working and highly _____.
- (7) NATION At the International School they have pupils of 46 different _____.
- (8) SIMILAR I can see the _____ between you and your mother.
- (9) TRANSFORM Computers have _____ the way work is done.
- (10) WRITING Autobiographies are _____ in the first person.

Prepositions

Complete the following sentences by filling in the blank spaces (1 - 10) with the proper preposition. You may use ONLY ONE word for each blank space.

- (1) Conjunctions link clauses _____ a sentence.
- (2) The Industrial Revolution refers _____ the transformation in Britain from a predominantly agricultural to industrial society, beginning around 1750.
- (3) Through films and television, children are exposed _____ violence in the form of entertainment.
- (4) All the subjects in the experiment not between the ages of 20 and 30 were excluded _____ the research.
- (5) Many Koreans entered the United States in the late 1960s after changes _____ the immigration laws in 1965.
- (6) You should provide a reference _____ the source whenever you quote or paraphrase another writer.
- (7) The current level _____ crime in the country is much less than accounts in the popular press might lead us to believe.
- (8) Ascription means that status is attributed _____ you by birth, kinship, gender or age, and also by your connections and your educational record.
- (9) Describe the key changes _____ the town.
- (10) Summarize the information shown _____ the pictures.

SUPPLEMENT: How to Write an Academic Text for OPTION A (Map)

[Page 10]

In general, the OPTION A map questions are the easiest to answer.

There are no numbers to analyse, just 2 or 3 maps to compare. Very occasionally, there might only be a single map, but this is rare.

The maps will usually be of the same location at different times. This could be in the past, the present time or a plan for a proposed development in the future. You are required to write about the changes you see between the maps.

There are 5 steps to writing a well-organised academic text (or short essay):

- 1) Analyse the question
- 2) Identify the main features
- 3) Write an introduction
- 4) Write an overview
- 5) Write the details paragraphs

The importance of steps 1 and 2 cannot be overemphasised. It is essential that this planning stage is completed properly before the writing actually starts.

Below is a model academic text/essay structure that can be used as a guideline.

Ideally, the text/essay should have 4 paragraphs (although, if done correctly, this could be presented as one single academic paragraph):

Paragraph 1 – Introduction

Paragraph 2 – Overview

Paragraph 3 – 1st main feature

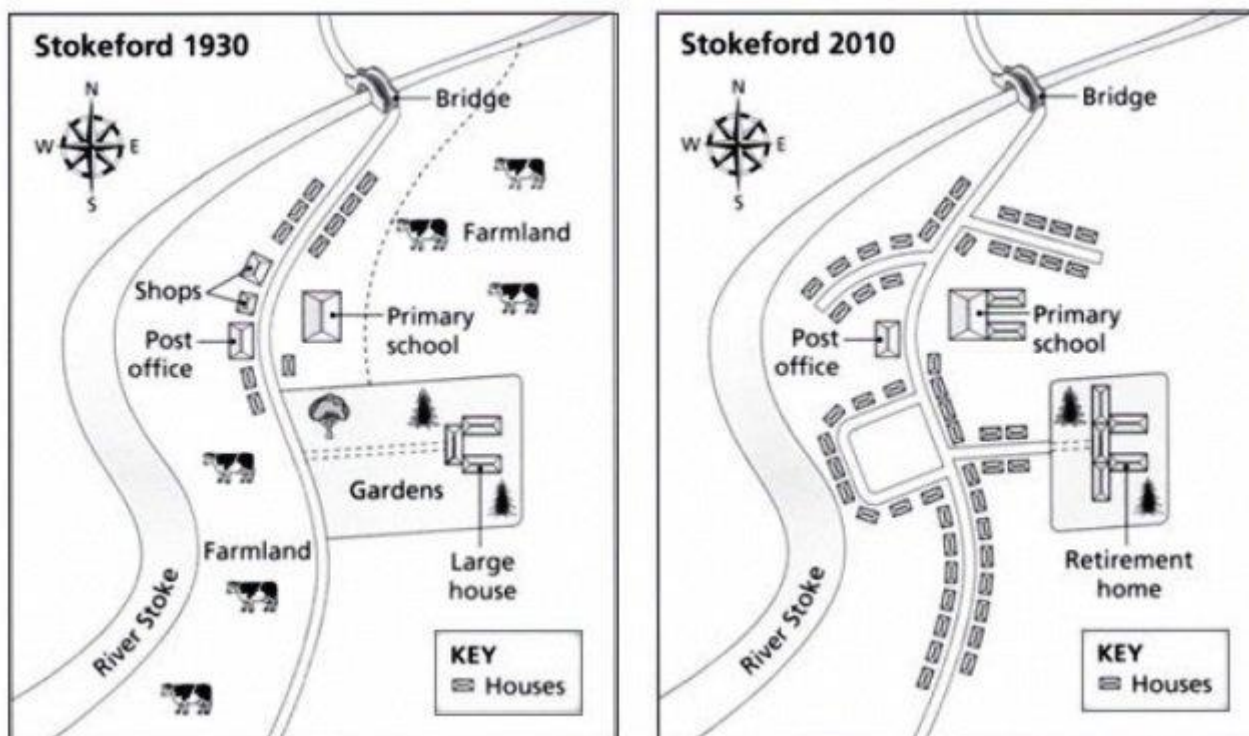
Paragraph 4 – 2nd main feature

PRACTICE QUESTION / TASK:

The maps below show the village of Stokeford in 1930 and 2010.

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

Write at least 150 words (and no more than 175 words).



STEP 1 – Analyse the question / task

[Page 11]

The overall format of every OPTION A question / task is the same. Every question / task consists of 3 things:

(1) A brief description of the graphic

Sentence 1 – “The maps below show the village of Stokeford in 1930 and 2010.”

(2) The instructions

Sentence 2 – “Summarise the information by selecting and reporting the main features, and make comparisons where relevant.”

(3) The graphic

– the map / maps.

Sentence 2 clearly states what must be done in order to fulfil the task. You must do 3 things:

- 1) Select the main features.
- 2) Write about the main features.
- 3) Compare the main features.

All three tasks refer to the ‘**main features**’ of the graphic. You **do not have to write about everything**. Just pick out 2 or 3 key features and there will be plenty to write about.

STEP 2 – Identify the Main Features

All you are looking for are the main features. Start with the earliest map. Identify the key features and look to see how they have changed in the later map, and again in the final map if there are three.

Here are some useful questions to ask?

- 1) What time periods are shown?

Are the maps of past, present or future situations? This is important to note because it will determine whether the essay is written using past, present or future tenses.

The two maps in the practice question / task show the village of Stokeford at two different times in the past. This immediately suggests that the past tense will be needed in the essay.

- 2) What are the main differences between the maps?

What features have disappeared? What new features are in their place?

- 3) What features have remained the same over the time period?

Although the location on the maps will have undergone major development, some features may remain unchanged.

Also, think about directional language that can be used, such as:

north / south / east / west / north-east / north-west / south-east / south-west

So, what information is contained in the practice question / task maps?

There are a number of different features that could be selected such as, the loss of the shops, the disappearance of farmland, the enlargement of the school and the development of the large house into a retirement home.

NOTE: Many maps will contain far more changes than these sample maps and the changes may be more complex. In such cases, there will simply not be enough time to write about all of them so just 2 or 3 main features should be selected to focus on.

As these maps are quite simple, all 4 of the major changes previously identified will be listed.

Main feature 1: The farmland has been built on.

Main feature 2: The large house has been converted into a retirement home.

Main feature 3: The school has been enlarged.

Main feature 4: The shops have disappeared.

Now the actual essay / text writing can begin. Here is a reminder of the 4-part structure that should be used.

Paragraph 1 – Introduction

Paragraph 2 – Overview

Paragraph 3 – 1st main feature

Paragraph 4 – 2nd main feature

For this essay, the overall structure will be adapted a little in order to write about two of the features in Paragraph 3 and the other two features in Paragraph 4.

STEP 3 – Write an Introduction

[Page 12]

In the introduction, simply paraphrase the question, that is, say the same thing in a different way. This can be done by using synonyms and changing the sentence structure. For example:

Question: "The maps below show the village of Stokeford in 1930 and 2010."

Introduction (Paragraph 1): The two maps illustrate how the village of Stokeford, situated on the east bank of the River Stoke, changed over an 80-year period from 1930 to 2010.

This is all that needs to be done for the introduction.

STEP 4 – Write an Overview (Paragraph 2)

In the second paragraph, the general changes that have taken place should be described. No details should be given here - the detail comes later in the essay.

State the information simply.

No elaborate vocabulary or grammar structures are required, just appropriate words and correct verb tenses.

For example:

Overview (Paragraph 2): There was considerable development of the settlement over these years and it was gradually transformed from a small rural village into a largely residential area.

Two sentences would be better than one for the second paragraph but the writing would be getting into too much detail if more was said about these maps at this point - so leave the overview as one sentence.

STEP 5 – Write the 1st Detail Paragraph

Paragraphs 3 and 4 are where more detailed information should be included.

In paragraph 3, evidence to support the first 1 or 2 key features should be given.

In the case of the main features here, 1 and 3 are closely related so these two can be written about together.

Here they are again:

Main feature 1: The farmland has been built on.

Main feature 3: The school has been enlarged.

And this is an example of what could be written:

Paragraph 3: The most notable change is the presence of housing in 2010 on the areas that were farmland back in 1930. New roads were constructed on this land and many residential properties built. In response to the considerable increase in population, the primary school was extended to around double the size of the previous building.

STEP 6 – Write the 2nd Detail Paragraph

For the fourth and final paragraph, do the same thing for the remaining key features.

Here are the two that are left:

Main feature 2: The large house has been converted into a retirement home.

Main feature 4: The shops have disappeared.

This is an example of what could be written:

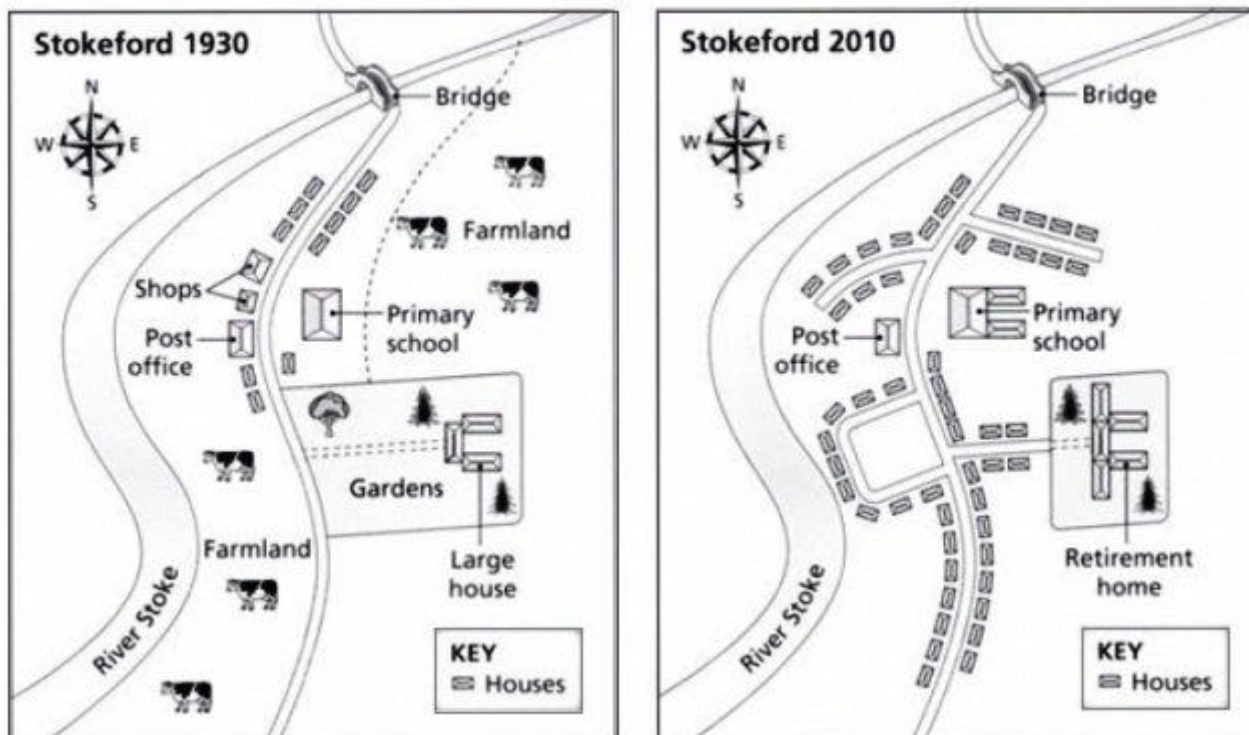
Paragraph 4: Whilst the post office remained as a village amenity, the two shops that can be seen to the north-west of the school in 1930, no longer existed by 2010, having been replaced by houses. There also used to be an extensive property standing in its own large gardens situated to the south-east of the school. At some time between 1930 and 2010, this was extended and converted into a retirement home. This was another significant transformation for the village.

On the following page the four paragraphs are brought together to create the finished essay / text.

The maps below show the village of Stokeford in 1930 and 2010.

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

Write at least 150 words (and no more than 175 words).



The two maps illustrate how the village of Stokeford, situated on the east bank of the River Stoke, changed over an 80 year period from 1930 to 2010.

There was considerable development of the settlement over these years and it was gradually transformed from a small rural village into a largely residential area.

The most notable change is the presence of housing in 2010 on the areas that were farmland back in 1930. New roads were constructed on this land and many residential properties built. In response to the considerable increase in population, the primary school was extended to around double the size of the previous building.

Whilst the post office remained as a village amenity, the two shops that can be seen to the north-west of the school in 1930, no longer existed by 2010, having been replaced by houses. There also used to be an extensive property standing in its own large gardens situated to the south-east of the school. At some time between 1930 and 2010, this was extended and converted into a retirement home. This was another significant transformation for the village.

(187 words)

Please note that this sample essay / text is over the maximum word limit (of 175) which shows that there is not much space to include very much detail at all. That is why it is essential to select just a couple of main features to write about.

Also, please note that there are NO PERSONAL PRONOUNS at all in this text.

An OPTION A process diagram question can contain a wide variety of different types of graphics. It could be a natural process such as the water cycle, a manufacturing process or a diagram of a system.

There are 5 steps to writing a well-organised academic text (or short essay):

- 1) Analyse the question
- 2) Identify the main features
- 3) Write an introduction
- 4) Write an overview
- 5) Write the details paragraphs

The importance of steps 1 and 2 cannot be overemphasised. It is essential that this planning stage is completed properly before the writing actually starts.

Below is a model academic text/essay structure that can be used as a guideline.

Ideally, the text/essay should have 4 paragraphs (although, if done correctly, this could be presented as one single academic paragraph):

Paragraph 1 – Introduction

Paragraph 2 – Overview

Paragraph 3 – 1st main feature

Paragraph 4 – 2nd main feature

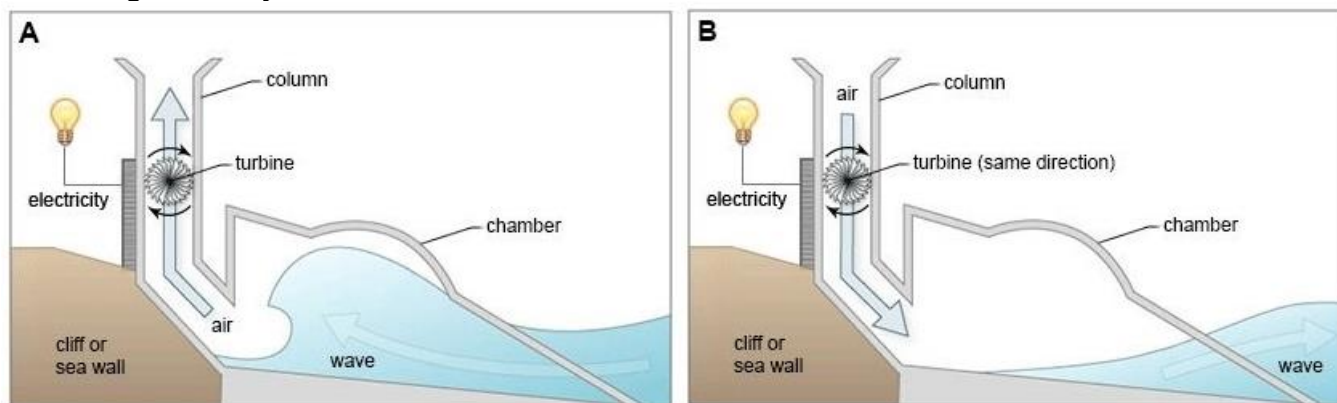
PRACTICE QUESTION / TASK:

The diagrams below show a structure that is used to generate electricity from wave power.

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

Write at least 150 words (and no more than 175 words).

Generating Electricity from The Sea



STEP 1 – Analyse the question / task

The overall format of every OPTION A question / task is the same. Every question / task consists of 3 things:

(1) A brief description of the graphic

Sentence 1 – “The diagrams below show a structure that is used to generate electricity from wave power.”

(2) The instructions

Sentence 2 – “Summarise the information by selecting and reporting the main features, and make comparisons where relevant.”

(3) The graphic

– the diagram / diagrams.

Sentence 2 clearly states what must be done in order to fulfil the task. You must do 3 things:

- 1) Select the main features.
- 2) Write about the main features.
- 3) Compare the main features.

All three tasks refer to the ‘**main features**’ of the graphic. You **do not have to write about everything**. Just pick out 2 or 3 key features and there will be plenty to write about.

STEP 2 – Identify the Main Features

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The graphic in an OPTION A process diagram question should not be difficult to understand. There are not usually any numbers to analyse as in other types of question, just a diagram to interpret or, as in this practice question, two diagrams which each show part of the process.

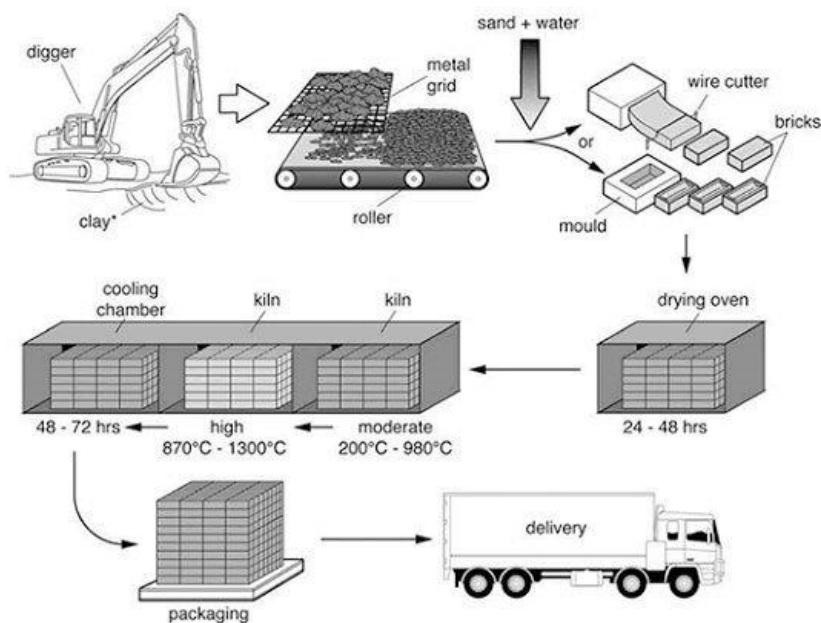
All you are looking for are the main features. These should be the easiest things to spot. There will be a lot of information in the graphic to help you identify them, especially, titles, labels and captions.

Here are some useful questions to ask?

1) Is it a linear or a cyclical process?

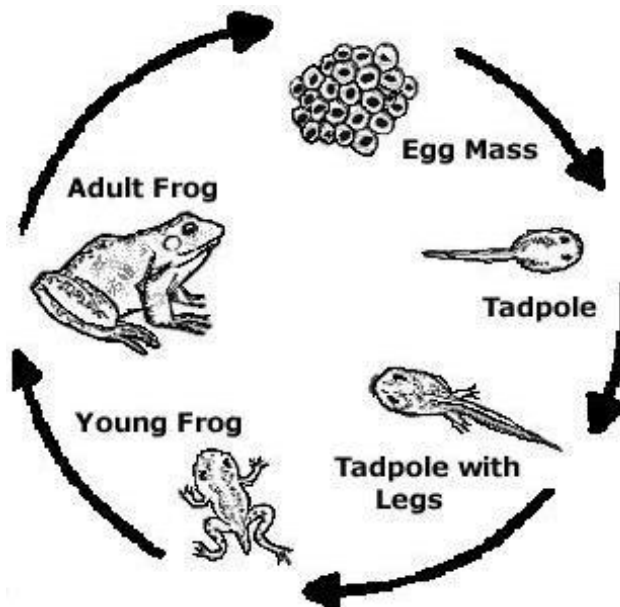
A linear process starts and finishes at different places. It will often involve the manufacture or creation of something, starting with the raw materials going in at one end and the finished product coming out the other end. An example of this can be seen in this diagram question / task about the manufacture of bricks.

LINEAR PROCESS



A cyclical process, on the other hand, is a process that goes back to the beginning and repeats over and over again, such as the life cycle of a frog or a butterfly.

CYCLICAL PROCESS



2) Where does the process start and end?

For a linear process this will usually be obvious. It may be harder to determine for a cyclical process so it is important to examine the graphic carefully to find out.

3) How many steps are there to the process?

If there are a lot, it can be helpful to number them from 1 to whatever number the final stage is.

4) Can the process be easily broken down into stages?

In the brick-making graphic, for example, there are three stages:

- a) Creating the bricks from clay
- b) Manufacturing the finished product by drying and firing
- c) Packaging and delivery

In the life cycle graphic above, there are also three distinct stages as the frog passes through different stages of development – egg, juvenile, adult.

5) What are the raw materials? What is produced at the end of the process?

These questions obviously apply only to manufacturing processes.

For other types of process, it might be more appropriate to ask the following question.

6) What is the end result of the process?

This question is relevant for this practice OPTION A process diagram question which shows a process that creates something using a particular structure. The end result is the production of electricity.

So, what main features stand out in the practice graphic?

This graphic does not contain very much detail. There are only two stages to the process:

Stage 1: Electricity is generated as the wave flows into the structure (Diagram A).

Stage 2: Electricity is also created as the receding wave draws air back down the column (Diagram B).

NOTE: Other diagrams are more complex and you may have to go through them stage by stage to work out what is happening and then pick out just 2 or 3 main features to write about.

Now the actual essay / text writing can begin. Here is a reminder of the 4-part structure that should be used.

Paragraph 1 – Introduction

Paragraph 2 – Overview

Paragraph 3 – 1st main feature

Paragraph 4 – 2nd main feature

STEP 3 – Write an Introduction

In the introduction, simply paraphrase the question, that is, say the same thing in a different way. This can be done by using synonyms and changing the sentence structure. For example:

Question: "The diagrams below show a structure that is used to generate electricity from wave power."

Introduction (Paragraph 1): The two diagrams illustrate a method of creating electricity from the force of waves using a specifically designed man-made construction.

This is all that needs to be done for the introduction.

STEP 4 – Write an Overview (Paragraph 2)

In the second paragraph, a general description of the diagram/s or process should be given.

No details should be given here - the detail comes later in the essay.

State the information simply.

No elaborate vocabulary or grammar structures are required, just appropriate words and correct verb tenses.

For example:

Overview (Paragraph 2): The structure, consisting of a wave chamber and a tall column containing a turbine, is erected on a steeply sloping coastal cliff or sea wall where it is subject to the movement of the ocean waves.

STEP 5 – Write the 1st Detail Paragraph

[Page 17]

Paragraphs 3 and 4 are where more detailed information should be included.

In paragraph 3, the first key feature should be explained in more detail.

For this question, the first stage of the process should be expanded upon.

Here it is again:

Stage 1: Electricity is generated as the wave flows into the structure (Diagram A).

And this is an example of what could be written:

Paragraph 3: The first diagram shows how the incoming wave fills a large chamber and forces the air inside this space up the column and through the turbine. The pressure of the air rotates the turbine which generates a current of electricity. The process does not end there for the structure is able to continue producing power as the sea recedes as can be seen in the second diagram.

STEP 6 – Write the 2nd Detail Paragraph

For the fourth and final paragraph, you do the same thing for the remaining key features or, for this question, the second stage of the process.

Here it is again:

Stage 2: Electricity is also created as the receding wave draws air back down the column (Diagram B).

This is an example of what could be written:

Paragraph 4: As the water now flows away from the structure, it draws air back down the column and downwards through the turbine in the same direction as the previous upward flow of air. The turbine continues to turn, thus generating even more electricity.

Below the four paragraphs are brought together to create the finished essay / text.

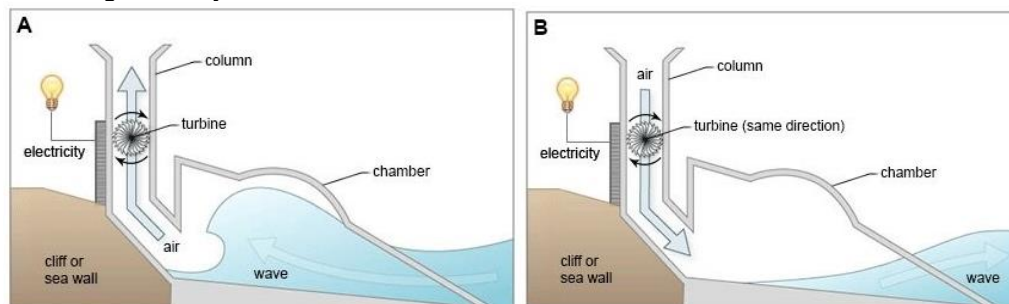
PRACTICE QUESTION / TASK:

The diagrams below show a structure that is used to generate electricity from wave power.

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

Write at least 150 words (and no more than 175 words).

Generating Electricity from The Sea



The two diagrams illustrate a method of creating electricity from the force of waves using a specifically designed man-made construction.

The structure, consisting of a wave chamber and a tall column containing a turbine, is erected on a steeply sloping coastal cliff or sea wall where it is subject to the movement of the ocean waves.

The first diagram shows how the incoming wave fills a large chamber and forces the air inside this space up the column and through the turbine. The pressure of the air rotates the turbine which generates a current of electricity. The process does not end there for the structure is able to continue producing power as the sea recedes as can be seen in the second diagram.

As the water now flows away from the structure, it draws air back down the column and downwards through the turbine in the same direction as the previous upward flow of air. The turbine continues to turn thus generating even more electricity.

(165 words)

Please note that this sample essay / text is within the allowed word limit; however, depending on the diagram(s) there may not much space to include very much detail at all. That is why it is essential to select just a couple of main features to write about.

Also, please note that there are NO PERSONAL PRONOUNS at all in this text.