TABLE OF CONTENTS
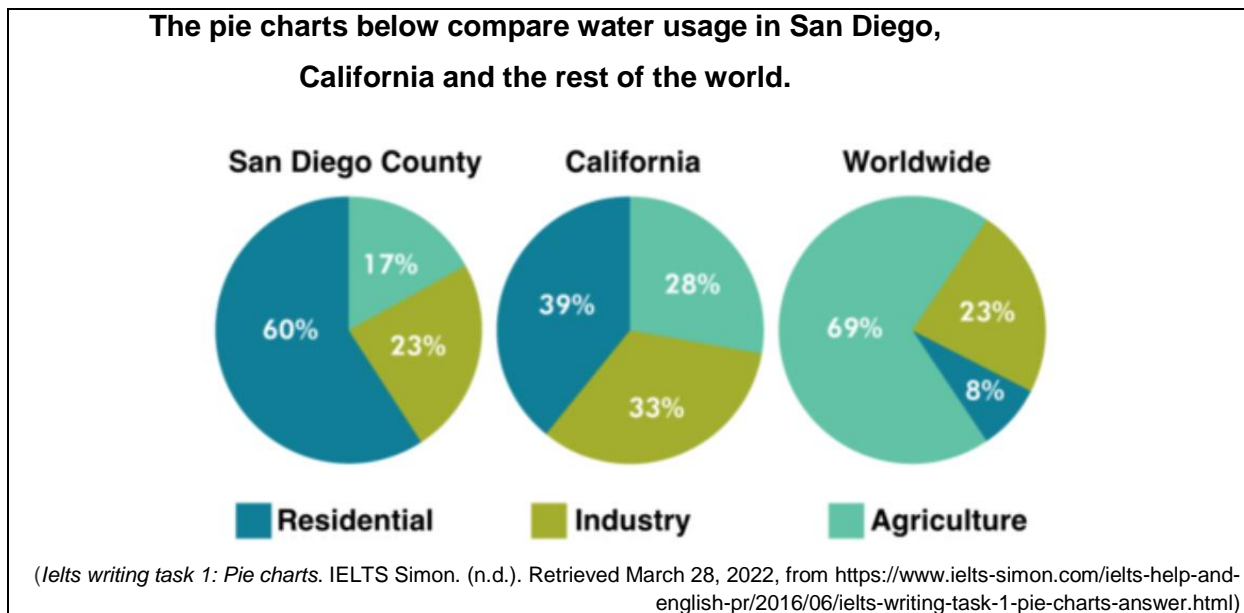
UNIT 1: Static Pie charts

I. Pre-writing

1. Definition and Characteristics

* **Definition**: A pie chart is a circular chart divided into segments, representing percentage (%).

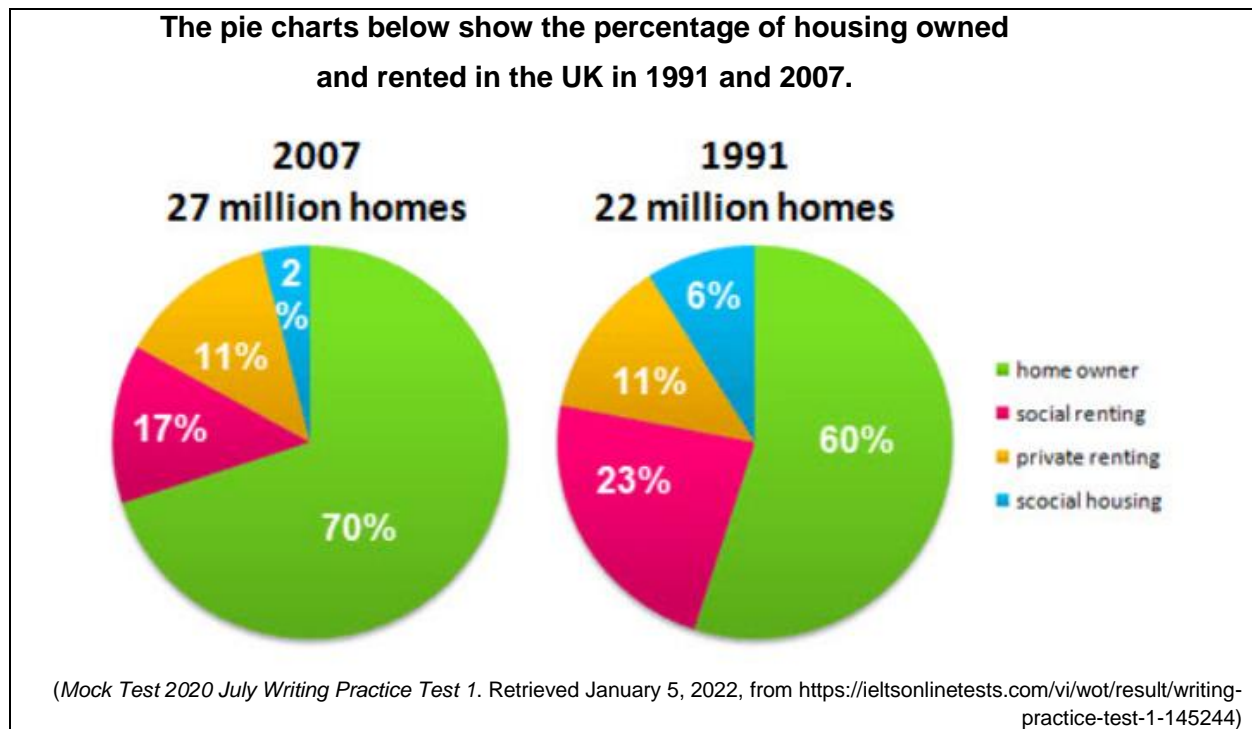* **Characteristics**:

- A pie chart in IELTS Writing Task 1 often consists of one or more circles which show how the total amount is divided up.
- A pie chart task usually includes a title, segments, names of each segment and percentage (%).
- If the pie charts illustrate how information is distributed in one year, they are called static charts.
- If the pie charts show changes over years, they are called dynamic charts.

An example of a static chart:

The pie charts below compare water usage in San Diego, California and the rest of the world.

San Diego County — Residential 60%, Agriculture 17%, Industry 23%

California — Residential 39%, Agriculture 28%, Industry 33%

Worldwide — Agriculture 69%, Industry 23%, Residential 8%

Residential | Industry | Agriculture

(*Ielts writing task 1: Pie charts*. IELTS Simon. (n.d.). Retrieved March 28, 2022, from https://www.ielts-simon.com/ielts-help-and-english-pr/2016/06/ielts-writing-task-1-pie-charts-answer.html)

An example of a dynamic chart:

The pie charts below show the percentage of housing owned and rented in the UK in 1991 and 2007.

2007
27 million homes

1991
22 million homes

- home owner
- social renting
- private renting
- scocial housing

(*Mock Test 2020 July Writing Practice Test 1*. Retrieved January 5, 2022, from https://ieltsonlinetests.com/vi/wot/result/writing-practice-test-1-145244)

2. General outline for a static pie chart

Outline of static pie charts (in one given year)	
Introduction: Information about the chart	Explain in your own words what the pie chart(s) shows by paraphrasing the question in 1 sentence. Make sure that your introduction can answer these questions: 1. What does the pie chart(s) show or represent? 2. What time period is reported? 3. What place is reported? 4. What is the unit of measurement?
Overview: General features	Group the most specific features of the pie chart(s) (e.g. the highest proportion, similarities, etc.)
Details (Type 1 – One chart): Main features	Focus on: + The greatest proportion/ second greatest proportion + The quarter/ half/ a third, etc. + The small proportions should be combined together + The category "Others" could be ignored if it's a small number.

Details (Type 2 – Multiple charts): Main features	- Compare data between diagrams as well as within diagrams.
	- Focus on:
	+ The greatest proportion/ second greatest proportion
	+ The quarter/ half/ a third, etc.
	+ The small proportions should be combined together
	+ The category "Others" could be ignored if it's a small number.

*Note:

- Do not discuss specific data in the overview.

- If you do not give any overview, you will get below band 5 for the Task Achievement criterion.

- You don't have to describe every single detail in the body paragraphs. Just choose the most important ones.

3. Language for Writing

a. Introduction

Type of chart	Verb	Noun phrase	Time
The pie chart	illustrates compares highlights gives information about	• the number of + countable noun • the amount of + uncountable noun • how many/ how much + clause • the various + noun/ noun phrase that + clause	• in 2010 • between 2010 and 2020 • from 2010 to 2020 • over a 10-year period

b. Overview

Overall, there is	a significant difference	between A and B.
	a wide disparity	in + the number of/ the amount of + N

Example: Overall, there is **a significant difference between** the two groups in this survey.

c. Details

* Language to describe proportions

• per cent/ percent (%)

- percentage
- proportion

Example:

- The <u>percentages</u>/ <u>proportion</u> of water usage and power usage were 15% and 18%, respectively.

* Common Verbs in pie charts

- N + **accounts for** = **makes up** = **represents** = **contributes** + …%
- N + **takes up the remaining** + …%

Example: Water usage <u>makes up</u> 15% of the total spending.

* Language to describe percent and fraction:

Percentages	Fractions
	THIRDS
33%	a third/ one third
66%	two thirds
	QUARTERS
25%	a quarter/ one quarter
50%	a half/ one half/ half
75%	three quarters
	FIFTHS
20%	a fifth/ one fifth
40%	two fifths
60%	three fifths
80%	four fifths

Percentages	Fractions
	TENTHS
10%	a tenth/ one tenth
20%	two tenths
30%	three tenths
40%	four tenths
50%	a half/ one half/ half
60%	six tenths
70%	seven tenths
80%	eight tenths
90%	nine tenths

Task 1. Match the percentages (a-g) to the fractions (1-7).

a. 50%   b. 75%   c. 25%   d. 33.3%   e. 40%   f. 10%   g. 66.6%

1. two-thirds   2. half   3. a / one quarter   4. two-fifths

5. three-quarters   6. a / one third   7. a/ one tenth

Task 2. Write a suitable percentage for each of these descriptions.

Example: just over three-quarters of visitors …   77%

1. just over a quarter of people said …   _____

2. nearly a third of the respondents chose …   _____

3. around a fifth of all passengers …   _____

4. more than half of the total population …   _____

5. approximately two-thirds of the people in the survey …   _____

* Language of majority and minority

> 76%	a (large) majority
65% - 75%	a significant proportion/ percentage
10% - 15%	a minority
5%	a very small number/ an insignificant amount
1% - 4%	a tiny fraction

Example: A significant percentage of the local budget was spent on social services.

* Superlatives:

A	is	the most the second most the least	+ prevalent/ popular + Noun
	is	the (second/ third) largest/ smallest	+ countable Noun
	has	the greatest/ widest/ most significant	+ countable & uncountable Noun
A	uses produces consumes is responsible for	the largest/ highest/ smallest/ lowest	+ proportion of (+ uncountable Noun)
			+ number of (+ countable Noun)
			+ amount of (+ uncountable Noun)
			+ quantity of (+ countable & uncountable Noun)
A	continues	to be	the major producer/ company/ country/ (countable Noun)

A	ranks		first/ second/ third

Example:

- Listening to music is **the second most popular** choice among high school students.

- Japan produced **the largest** number of small cars in the 80s.

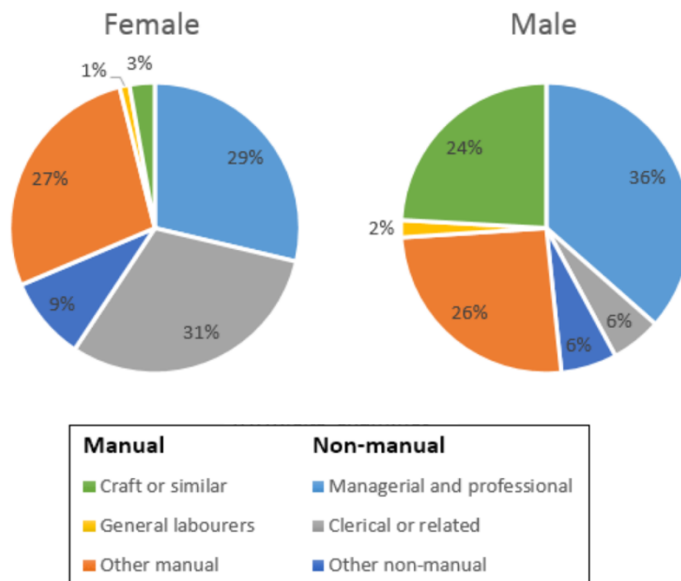- Japan **continued to be the major car producer** in the 80s.

* Linking words

Comparison (Similarities)
Similarly,   **+ clause**   **Likewise,**
Example: The money that the government spent on arts accounts for only a tiny fraction of the total budget. **Similarly,** only a small amount of money was spent on facilities.

Contrast (Differences)
However,   **On the other hand,**   **+ clause**   **By/ In contrast,**
Example: The money that the government spent on arts accounts for only a tiny fraction of the total budget. **On the other hand**, a large amount of money was spent on social services.
Although   **While/**   clause 1,   **+ clause 2**   **Whereas**
Example: **Although** only a minority of the local budget was spent on facilities, it was still higher than the budget for health care.
Clause 1, while/ whereas + clause 2
Example: About seventy percent of the local budget was spent on social services, **while/ whereas** just approximately five percent was spent on arts.

4. Sample static pie charts

The two pie charts below show some employment patterns in Great Britain in 1992. Summarize the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.

Female   Male

Manual

■ Craft or similar

■ General labourers

■ Other manual

Non-manual

■ Managerial and professional

■ Clerical or related

■ Other non-manual

(Preparation for IELTS Exam. (n.d.). Retrieved March 28, 2022, from *https://w\
exam.org/IELTS/academic_writing_samples_ta*

Task 3. Look at the pie charts above and answer the following questions. Try to write in complete sentences.

1. What do the pie charts show?

_____

_____

2. What are the general similarities and differences between male and female charts?

_____

_____

3. What are the main differences between men and women in the non-manual employment? What are the percentages?

_____

_____

4. In the manual occupations, what category has the most significant difference between male and female laborers? What are the percentages?

_____

_____

5. What are the percentages of men and women in other manual jobs?

_____

_____

Task 4. Look at the pie charts in Task 1 and fill in the blanks with suitable words or phrases to complete the following outline.

Paragraph 1: **Introduction**	- Charts illustrate _____ _____ (1) - Occupations divided into 2 groups: _____ _____ (2)
Paragraph 2: **Overview**	- Generally, more women work in _____ (3) occupations than _____ (4) occupations. - **In contrast**, _____ (5) more in manual jobs.
Paragraph 3: **Body 1**	- In non-manual occupations: a greater _____ (6) of women found in clerical-type positions, **whereas** a smaller percentage of women than men employed in _____ (7) positions. - Other non-manual occupations: percentage of _____ (8) slightly higher **compared to** _____ (9).
Paragraph 4: **Body 2**	- Manual employment: most significant difference between two sexes - employment in _____ jobs (10). - Males make up _____ (12) of the workforce. **In contrast,** females account for _____ (13).

Task 5. Read the sample introduction of the pie chart in Task 1.

The charts provide information on the proportion of males and females in employment in six broad categories, divided into manual and non-manual occupations.

Then, rearrange the steps of writing an introduction in the correct columns below.

a. Paraphrase the chart title

b. Rewrite time period (if any)

c. Change introductory expressions

Step 1: _____	**Step 2:** _____	**Step 3:** _____

The two pie charts below **show** => *The provided pie charts* **demonstrate** … **Other useful verbs and phrases:** **show / illustrate / compare / provide information about**	**Useful structures:** • **the number/amount/ percentage/proportion of + N.** *the proportion of males and females in employment* • **how + S + V** *how the career choices of males and females were different* • **how many/much + N.** *how many males and females were in employment*	- from 1985 to 1995 = between 1985 and 1995 - in 1985 = in the year 1985 - in 1985 and 1995 = in 1985 and 1995 respectively

Task 6. Read the sample overview of the pie chart in Task 1 and answer the questions.

In general, a greater percentage of women work in non-manual occupations than in manual occupations, and the reverse is true for men.

1. What is the opening phrase of the sample overview?
2. List at least 3 other opening phrases used in IELTS Writing task 1.
3. What kinds of features are described in the sample overview?
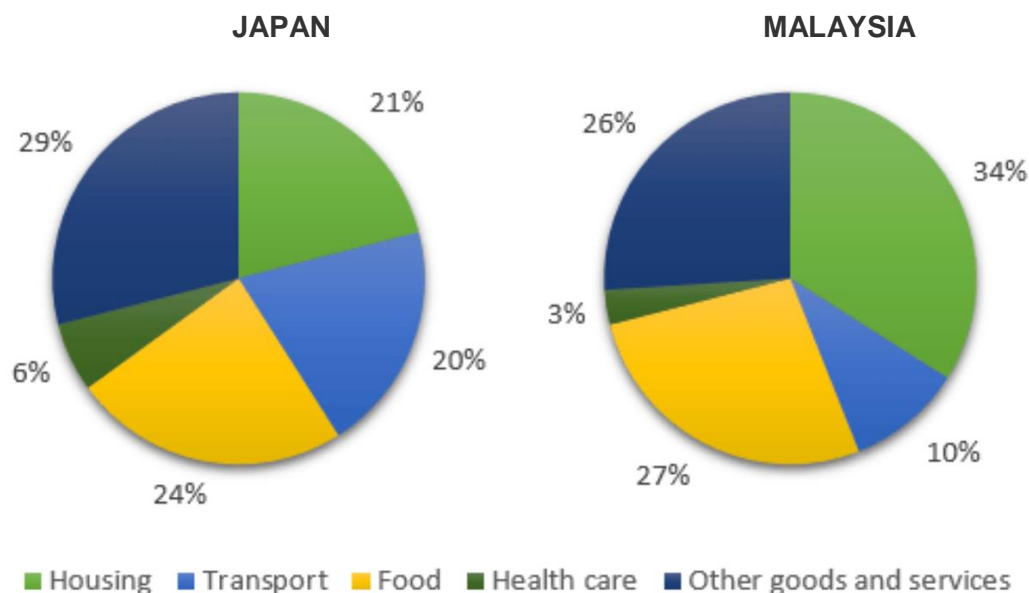4. Are there any specific numbers in the overview?

=> Steps of writing an overview of the static charts:

- Identify the highest percentages/ figures, or main differences between the two charts.

- Do not include any specific data.

- Begin the overview with any of the following words or phrases: Overall, In general, It is clear that + clause, etc.

5. Practice
Look at the pie charts below and do the following tasks.

The pie charts below show the average household expenditures in Japan and Malaysia in the year 2010.

JAPAN

MALAYSIA

■ Housing ■ Transport ■ Food ■ Health care ■ Other goods and services

(Preparation for IELTS Exam. (n.d.). Retrieved March 22, 2022, from https://www.englishexam.org/IELTS/academic_writing_samples_task_1/845/)

Task 7. Analyze the charts by answering the following questions. Answers in your own words.

1. What do the pie charts show?

_____

_____

2. What is the largest expense in Japan? Compare this expense with the same expense section in Malaysia: in which country is it higher and by how much?

_____

_____

3. What is the largest expense in Malaysia? Compare this expense with the same expense section in Japan: in which country is it higher and by how much?

_____

_____

4. What is the smallest expense in both countries? Compare Japan with Malaysia: in which country is the expense higher and by how much?

_____

5. Compare the remaining two expenses between Japan and Malaysia.

Task 8. Complete the outline for the charts based on the ideas in Task 7 and the useful language in Pre-writing.

Paragraph 1: **Introduction**	
Paragraph 2: **Overview**	
Paragraph 3: **Body 1**	
Paragraph 4: **Body 2**	

II. While-writing

Use the outline above to write a complete report to describe the pie charts in Pre-writing – 5. Practice.

Write at least 150 words in 20 minutes.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

III. Post-writing

1. Peer editing: Read your partner's report. Then use the Peer Editing Sheet below to offer feedbacks that can help your partner improve his/her writing.
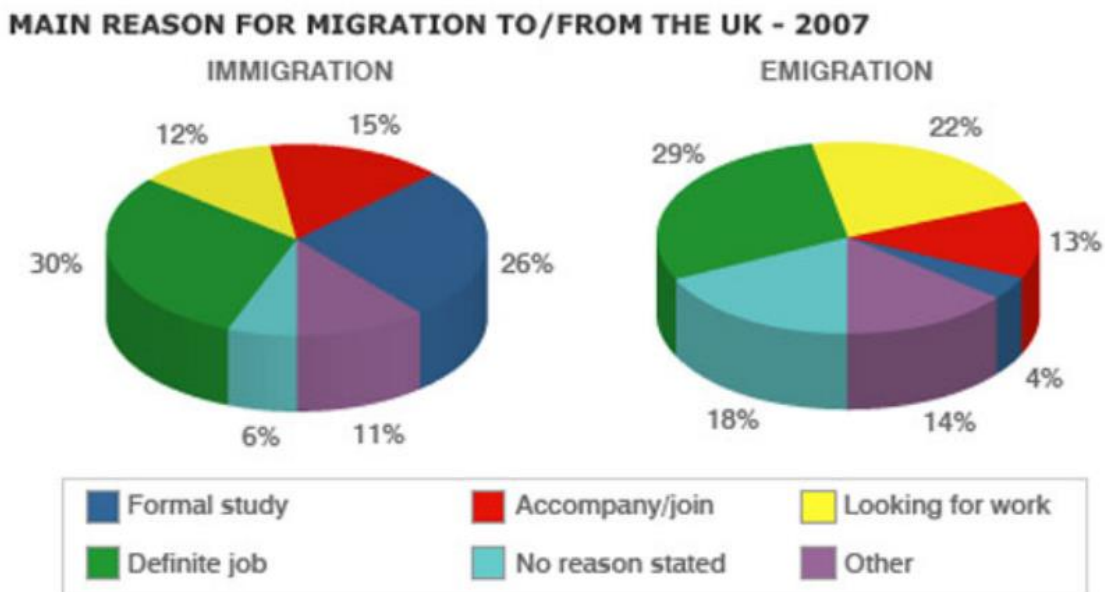
Content	Y/N	Feedback
Task Achievement		
Is the report at least 150 words?		
Has the introduction paraphrased the question?		
Has the overview shown the most significant features (the biggest/ smallest proportion, or differences/ similarities)?		
Has the report covered the most significant features (the biggest/ smallest proportion, or differences/ similarities)?		
Coherence & Cohesion		
Is the information grouped into clear paragraphs?		
Is the information presented in a logical order?		
Are the sentences well linked together?		
Lexical Resource		
Has the question been suitably paraphrased?		
Has consistent repetition of vocabulary been avoided?		
Is there sufficient use of academic vocabulary?		
Does the text contain vocabulary specific to pie charts?		
Grammatical Range and Accuracy		
Is the grammar accurate?		
Is the punctuation accurate?		
Have the verb tenses and subject-verb agreement been checked?		
Timing		
Was the task completed in less than 20 minutes?		

2. Further practice: Look at the charts below. Practice brainstorming ideas and write a complete essay.

The pie charts show the main reasons for migration to and from the UK in 2007.

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

Write at least 150 words.

MAIN REASON FOR MIGRATION TO/FROM THE UK - 2007

IMMIGRATION

15%
12%
30%
26%
6%
11%

EMIGRATION

22%
29%
13%
4%
18%
14%

■ Formal study	■ Accompany/join	□ Looking for work
■ Definite job	■ No reason stated	■ Other

(IELTS Buddy. (n.d.). https://www.ieltsbuddy.com/ielts-pie-chart.html)

ANSWER KEY

I. Pre-writing

Task 1.

1g; 2a; 3c; 4e; 5b; 6d; 7f

Task 2.

1. > 25% (e.g. ~ 26% or 27%); 2. < 33.3% (e.g. ~ 31% or 32%); 3. ~ 20% (e.g. 19% or 21%); 4. 51% - 55%; 5. 63% - 65%

Task 3.

1. The charts show the proportion of men and women in the UK in manual and non-manual occupations, including 6 categories.

2. A greater percentage of women work in non-manual occupations than work in manual occupations, and the reverse is true for men.

3. The percentage of working women (31%) in clerical-type jobs is greater than men (6%). However, there is a smaller percentage of women than men employed in managerial and professional positions, 29% and 36% respectively.

4. In manual employment, the biggest difference is in the employment of craft workers, where males make up 24% of the total employment, compared to only 3% of female workers.

5. The difference between men and women in terms of the percentage of employment in other manual jobs is not significant (26% and 27% respectively).

Task 4.

1. the proportion of British males and females in employment in 6 different categories
2. manual and non-manual
3. non-manual
4. manual
5. men work/ men are employed
6. percentage/ratio of working women
7. men
8. managerial and professional positions
9. women/female employees
10. men/ male employees
11. craft and similar jobs

12. 24%

13. 3%

Task 5.

1c – 2a – 3b

Task 6.

1. In general

2. Overall/ Generally/ As can be seen from the graph, S + V.

3. 2-3 main/ key features on the graphs: highest/ lowest numbers, the most striking numbers(s), similarities or differences.

4. No specific numbers.

Task 7.

1. The pie charts illustrate how people in Japan and Malaysia spent on various household items and services in 2010.

2. The largest expense in Japan was other goods and services, accounting for 29% compared to 26% in Malaysia.

3. The largest expense in Malaysia was housing, whose percentage was significantly higher than in Japan, at 34% and 21%, respectively.

4. In both countries, the smallest percentage of expenditure was on health care, with 6% and 3% of total expenses.

5. Food took up 24% of total spending in Japan, while the proportion was higher in Malaysia (27%). In Japan transport was also a major expense, at 20%, which was twice as much as Malaysia (10%).

Task 8.

Paragraph 1: **Introduction**	how people in Japan and Malaysia spent on various household items and services in 2010
Paragraph 2: **Overview**	In Malaysia, the biggest spending was on housing while in Japan, it was on other goods and services.
Paragraph 3: **Body 1**	- Housing in Malaysia: significantly higher compared to Japan - Other goods & services: similar percentages between 2 countries

Paragraph 4: **Body 2**	- Health care: smallest expenditure. The figure in Japan doubled Malaysia. - Similarly, transport: a major expense in Japan & twice as much as Malaysia. - In contrast, the percentage of food expenses in Malaysia was higher compared to Japan

II. While-writing

Model answer for the pie charts:

The pie charts show the proportion of money spent on various household expenses in Malaysia and Japan in 2010.

We can see that in Malaysia, the greatest proportion of expenditure was on housing, at 34%, while in Japan housing accounted for just 21% of the total. In contrast, in this country, the greatest single expense was other goods and services at 29%, compared with 26% in Malaysia. Food came in second place in Japan, at 24%, while in Malaysia the actual proportion was 3% higher. In Japan another major expense was transport, at 20%, but this was lower by a half in Malaysia. In both countries the smallest percentage of expenditure was on health care, at 6% and 3% respectively.

Overall, the data indicates that in both cases food, housing and other goods and services were the main expenses, but in Japan, transport and other goods and services took up a higher proportion of total expenditure.

(156 words)

(*Preparation for IELTS Exam*. (n.d.). https://www.englishexam.org/IELTS/academic_writing_samples_task_1/845/)

III. Post-writing

Model answer for the pie charts:

The pie charts illustrate the primary reasons that people came to and left the UK in 2007. At first glance, it is clear that the main factor influencing this decision was employment.

Having a definite job accounted for 30 per cent of immigration to the UK, and this figure was very similar for emigration, at 29%. A large number of people, 22%, also emigrated because they were looking for a job, though the proportion of people entering the UK for this purpose was noticeably lower at less than a fifth.

Another major factor influencing a move to the UK was for formal study, with over a quarter of people immigrating for this reason. However, interestingly, only a small minority, 4%, left for this.

The proportions of those moving to join a family member were quite similar for immigration and emigration, at 15% and 13%, respectively. Although a significant number of people (32%) gave 'other' reasons or did not give a reason why they emigrated, this accounted for only 17% with regards to immigration.

(173 words)

(IELTS Buddy. (n.d.). https://www.ieltsbuddy.com/ielts-pie-chart.html*)*