

# IELTS WRITING

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## TASK 1 - **REPORT**

|                           |   |   |
|---------------------------|---|---|
| Task Achievement (Task 1) | Presenting accurate information<br>Providing an overview<br>Highlighting key features / stages<br>Supporting detail with data       | Addressing the task (answering the questions)<br>Giving relevant main points which are supported & developed<br>Giving a clear position (stating an opinion when asked)<br>Providing a conclusion<br><a href="http://www.ieltsliz.com">www.ieltsliz.com</a> |
| Coherence and Cohesion    | Organising information /ideas into paragraphs<br>Having one central idea in each paragraph (T2)<br>Using a range of linking devices |   |
| Lexical Resource          | Using a range of words & paraphrasing<br>Using collocations<br>Spelling<br>Avoid errors   |   |
| Grammar Range & Accuracy  | Using a range of sentence structures<br>Using a range of grammar tenses<br>Punctuation<br>Avoiding errors                           |   |



# TASK ACHIEVEMENT

7

The response covers the requirements of the task.

The content is relevant and accurate – there may be a few omissions or lapses. The format is appropriate.

(Academic) Key features which are selected are covered and clearly highlighted but could be more fully or more appropriately illustrated or extended.

(Academic) It presents a clear overview, the data are appropriately categorised, and main trends or differences are identified.

(General Training) All bullet points are covered and clearly highlighted but could be more fully or more appropriately illustrated or extended. It presents a clear purpose. The tone is consistent and appropriate to the task. Any lapses are minimal.

# TASK ACHIEVEMENT

6

The response focuses on the requirements of the task and an appropriate format is used.

(Academic) Key features which are selected are covered and adequately highlighted. A relevant overview is attempted. Information is appropriately selected and supported using figures/data.

(General Training) All bullet points are covered and adequately highlighted. The purpose is generally clear. There may be minor inconsistencies in tone.

Some irrelevant, inappropriate or inaccurate information may occur in areas of detail or when illustrating or extending the main points.

Some details may be missing (or excessive) and further extension or illustration may be needed.



# COHERENCE & COHESION

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Information and ideas are logically organised and there is a clear progression throughout the response. A few lapses may occur.

A range of cohesive devices including reference and substitution is used flexibly but with some inaccuracies or some over/under use.

# COHERENCE & COHESION

6

Information and ideas are generally arranged coherently and there is a clear overall progression.

Cohesive devices are used to some good effect but cohesion within and/or between sentences may be faulty or mechanical due to misuse, overuse or omission.

The use of reference and substitution may lack flexibility or clarity and result in some repetition or error

# LEXICAL RESOURCE

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7

The resource is sufficient to allow some flexibility and precision.

There is some ability to use less common and/or idiomatic items.

An awareness of style and collocation is evident, though inappropriacies occur.

There are only a few errors in spelling and/or word formation, and they do not detract from overall clarity.

# LEXICAL RESOURCE

6

The resource is generally adequate and appropriate for the task.

The meaning is generally clear in spite of a rather restricted range or a lack of precision in word choice.

If the writer is a risk-taker, there will be a wider range of vocabulary used but higher degrees of inaccuracy or inappropriacy.

There are some errors in spelling and/or word formation, but these do not impede communication.



# GRAMMAR RANGE & ACCURACY

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7

A variety of complex structures is used with some flexibility and accuracy.

Grammar and punctuation are generally well controlled, and error-free sentences are frequent.

A few errors in grammar may persist, but these do not impede communication.

# GRAMMAR RANGE & ACCURACY

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6

A mix of simple and complex sentence forms is used but flexibility is limited.

Examples of more complex structures are not marked by the same level of accuracy as in simple structures.

Errors in grammar and punctuation occur, but rarely impede communication



# 1 PLAN

4-5 mins



# 2 WRITE

10-12 mins



# 3 CHECK

3-5 mins



# Question Types

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**1 Line Graph**

**2 Table**

**3 Bar-graph**

**4 Pie-chart**

**5 Flow Chart**

**6 Artificial Process**

**7 Natural Process**

**8 Map**

**9 Combination**

Generally, the charts, graphs and tables can either show comparisons of data at one moment in time or compare data over a fixed period of time.



# Paraphrasing

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Paraphrasing is simply re-writing a phrase or sentence so that it has the same meaning but with different words. Paraphrasing is one of the most important skills to learn before doing your IELTS test. It is most important for writing and speaking.

# Common Structure

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- **Introduction** : Paraphrase question information (what, where and when)
- **Overall** : Summary of the most important points in 2-3 sentences.
- **Body Paragraphs** : Give details of the most important points with statistics and data in comparison with one another.



# INTRODUCTION

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- Name the Graph (Simple Present – V+s/es)
- Answer questions such as what, where and when

***The diagram below shows the final medal table from the London Olympic Games in 2012.***

The table illustrates the ten most successful countries that competed at the London Olympics of 2012 in terms of medals won.

Display  
Exhibit  
Demonstrate  
Present  
Express  
Register  
Illustrate  
Compare  
Represent  
Depict

***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.***

***The graph below shows the quantities of goods transported in the UK between 1974 and 2002 by four different modes of transport.***

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



*The graph below shows the proportion of the population aged 65 and over between 1940 and 2040 in three different countries.*

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

*The graph below shows the consumption of fish and some different kinds of meat in a European country between 1979 and 2004.*

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



*The charts below show the main reasons for study among students of different age groups and the amount of support they received from employers.*

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

*The chart below shows how frequently people in the USA ate in fast food restaurants between 2003 and 2013.*

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

**The diagram shows the procedure for university entry for high school graduates.**

**Write a report for a university or college lecturer describing the information.**

The diagram below shows the typical stages of consumer goods manufacturing, including the process by which information is fed back to earlier stages to enable adjustment.

*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.*

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



# OVERALL

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- A general summary of what the data shows
- To write your overview, pick 3 or 4 of the main features and write about them generally without referencing any data.

| Band 5  | Band 6  | Band 7   |
|---|---|--|
| Recounts detail mechanically with no clear overview; there may be no data to support the description. | Presents an overview with information appropriately selected. | Presents a clear overview of main trends, differences or stages. |



## How do I select the correct features?

To understand this, we have to think about the different types of graphs and charts we might see. There are generally two different kinds of charts and graphs: dynamic and static.

Dynamic charts show data over time, and static charts show data at just one point in time. This will affect the type of data we select.

### GRAPHS

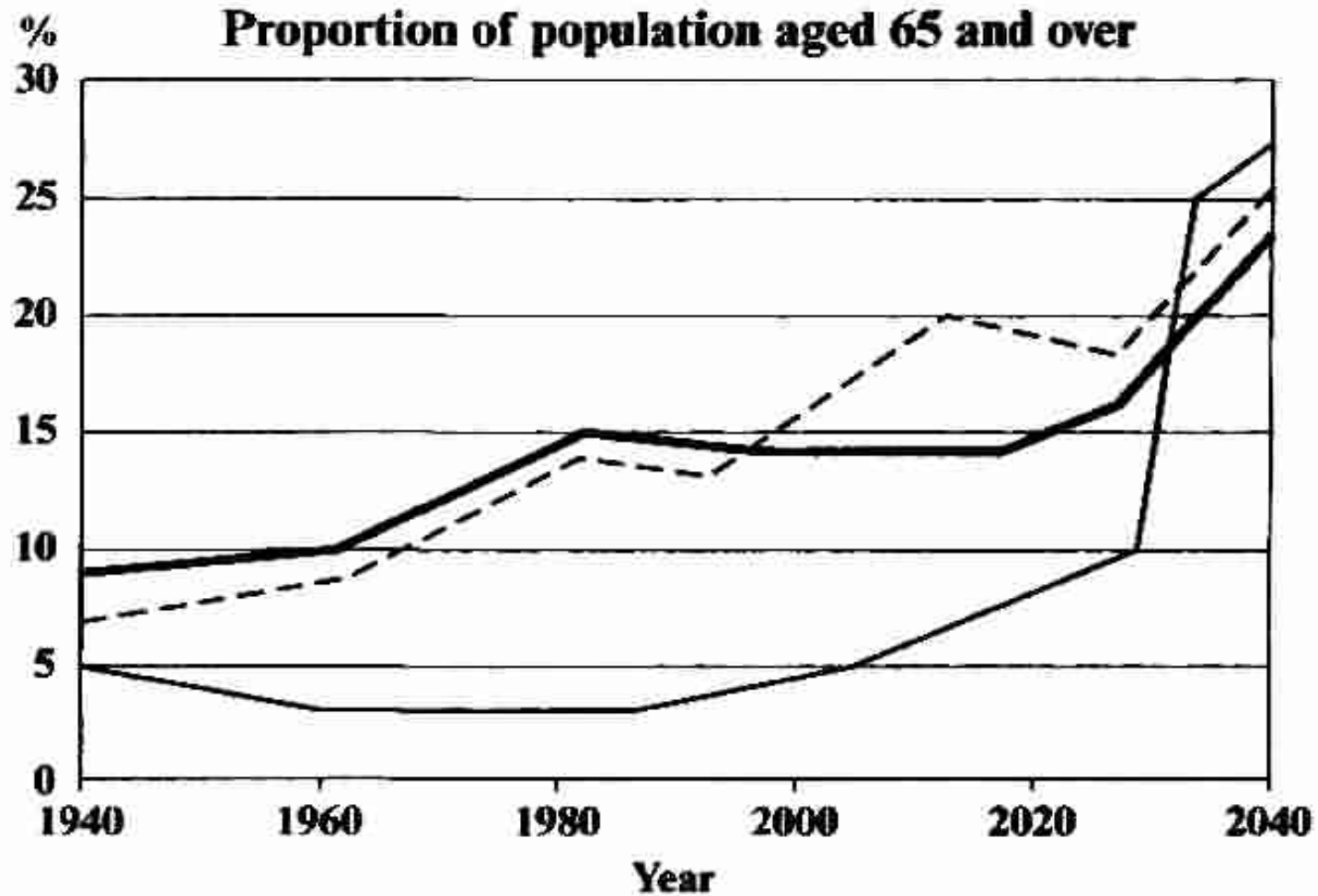
- Bar Graph
- Pie Chart
- Table Graph
- Line Graph

### FLOW CHART PROCESSES

- Artificial
- Natural

### MAP

**Proportion of population aged 65 and over**



### 2012 Olympics medal table

| Rank | Nation              | Gold | Silver | Bronze | Total |
|------|---------------------|------|--------|--------|-------|
| 1    | United States (USA) | 46   | 29     | 29     | 104   |
| 2    | China (CHN)         | 38   | 27     | 23     | 88    |
| 3    | Great Britain (GBR) | 29   | 17     | 19     | 65    |
| 4    | Russia (RUS)        | 24   | 26     | 32     | 82    |
| 5    | South Korea (KOR)   | 13   | 8      | 7      | 28    |
| 6    | Germany (GER)       | 11   | 19     | 14     | 44    |
| 7    | France (FRA)        | 11   | 11     | 12     | 34    |
| 8    | Italy (ITA)         | 8    | 9      | 11     | 28    |
| 9    | Hungary (HUN)       | 8    | 4      | 5      | 17    |
| 10   | Australia (AUS)     | 7    | 16     | 12     | 35    |



# How do I select the correct features?

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At **DYNAMIC GRAPHS**, we should be looking out for:

- What does the data do from the start to the finish?

Generally go up or down, or fluctuate or stable

- Any significant difference from the general trend?
- Overall increase/decrease?

# How do I select the correct features?

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At **STATIC GRAPHS**, we should be looking for:

- What are the highest/lowest values?
- What are the most noticeable differences?
- Any similarities?
- Any significant exceptions?

# How do I select the correct features?

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## PROCESSES/FLOW CHARTS

- How many steps or stages are there in total?
- Where does it begin and end?
- What are the major / complicated steps?



# How do I select the correct features?

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## MAPS

- What are the major changes?
- What things remained unchanged?
- How the changes affected overall?

# Prioritising

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- Prioritising means you should choose two or three significant features and write about these. The examiner expects you to do this, and the question will often specifically say 'select main features.' There should be 2 or 3 main features for you to comment on.
- When students don't do this, they write about every single piece of data they see. This results in them not summarising (this is a summarising task), not writing an effective overview and spending too much time on it.



# WHERE TO WRITE?

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Write the overview before the details because it clarifies to the examiner that they have identified the main features and helps them write the details paragraph. In the details paragraphs, you will take the statements you made in the overview and support them with data.

# COMMON PROBLEMS

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1. Not knowing which information to include in your answer.
2. Being unaware of what the examiner expects.
3. Including opinion and drawing conclusions.
4. Not using an appropriate structure.
5. Not using appropriate grammar for describing data, trends and making comparisons.
6. Not using a wide variety of appropriate vocabulary.
7. Failing to write an effective overview.
8. Copying words and phrases from the question.
9. Failing to support descriptions, trends, and comparisons with accurate data.
10. Writing one long paragraph.



# SAMPLE

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The diagram shows the levels of charitable donations of people living in Britain, separated by age, between 1990 and 2010.

Overall, there was a general decrease in the percentage of people who donated money over the two time periods. However, the pattern differs between the three age groups before 50 and the two age groups after the age of 50.

The highest decrease was in the 18-25 category, which decreased 10%, from 17% in 1990 to 7% in 2010. 42% of people in the 36-50 age group gave to charity in 1990, the highest on the chart, and this fell to 35% in 2010. There was also a significant decline in donations among 26-35-year-olds, from 31% to 24%.

The exception to this general trend downwards was among the 51-65-year-olds and over 65s. In 2010, the 51-65-year-olds gave the highest percentage with nearly 40 percent and this rose from 35% in 1990. Finally, those over 65 displayed a slight percentage increase of 3 percent.

# BODY PARAGRAPHS

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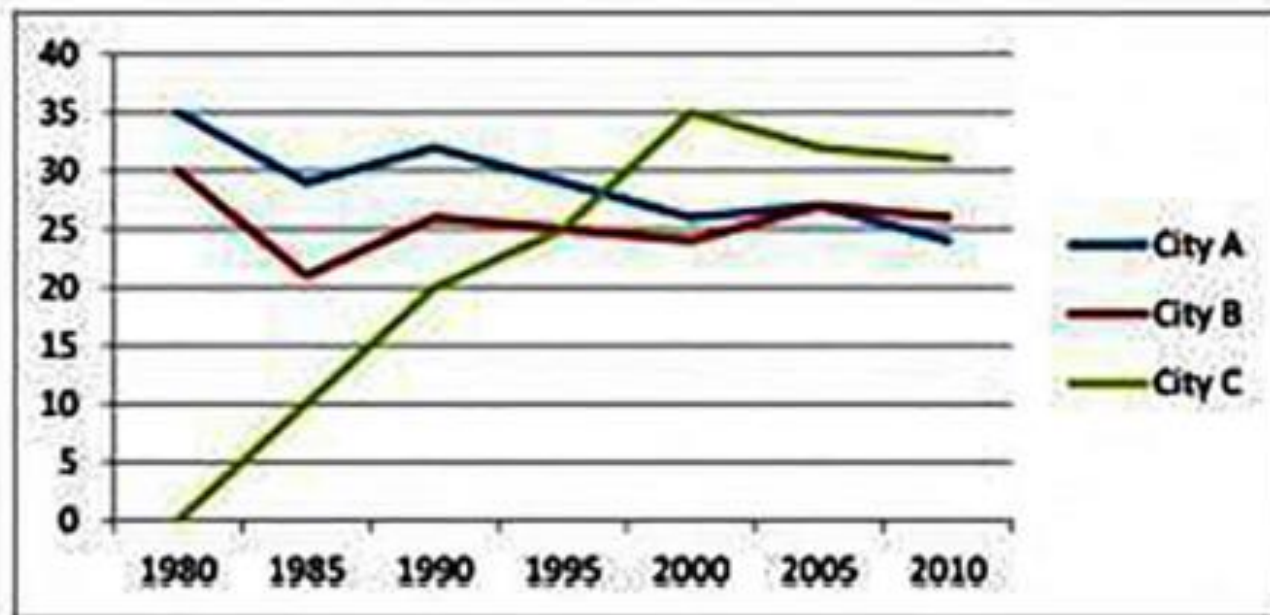
Give details of the selected main features with statistics and data in comparison with one another.

- Note any outstanding highs and lows
- Look also at similarities and/or differences
- And data that stands out as exceptional



The graph shows the information about the international conferences in three capital cities in 1980 – 2010.

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



The line graph compares three capital cities in terms of the number of international conferences hosted between 1980 and 2010.

Overall, it is clear that the number of international conferences in City A and City B declined over this period. In contrast, in City C the number of such conferences saw a rapid increase until the year 2000.

In 1980, there were 35 international conferences in City A, compared with 30 in City B. Despite similar fluctuations, these figures then decreased in general, until in 2005 both cities hosted 27 conferences. By 2010, conferences in City B had overtaken the number in City A, with 26 and 24 international conferences respectively.

City C held no international conferences in 1980. However, it was the venue for 20 conferences in 1990, and by the year 2000 this figure had risen dramatically to 35. The number then remained higher than in the other two cities, although it fell slightly to 31 conferences by the end of the period.

164 words



## IDP SAMPLE

The chart shows that there is considerable variation in the popularity of participating in different sports, among adults in the area in question. It also shows that there were significant changes in the numbers taking part in these sports between 1997 and 2017.

By far the highest number of people doing sports in 1997 did gentle walking. The figure for this was 50,000, compared with the next highest participation sport, which was aerobic gym at 36,000.

However, the numbers doing gentle walking did not increase significantly over the 20-year period. Notably, there were only 5,000 more people taking part in 2017. This is in contrast with basketball, which saw a massive rise, with figures almost tripling from 9,000 in 1997 to 24,000 in 2017.

Other sports also grew considerably in popularity. The number of people playing football rose from 34,000 to 48,000, and those doing hiking from 35,000 to 49,000. Figures for jogging essentially stayed the same, but there was a major decline in cricket, which had only 7,000 players in 2017, compared to 27,000 in 1997, making it the major sport with the smallest numbers participating.

# 3 CHECK

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## GRAMMAR

- Identify your main areas of weakness
- Read after every completed sentence
- Read after every completed paragraph
- Read after you have completed the essay

# 3 CHECK

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## VOCABULARY

- Meaning
- Collocations
- Appropriacy
- Variance
- Level



# 3 CHECK

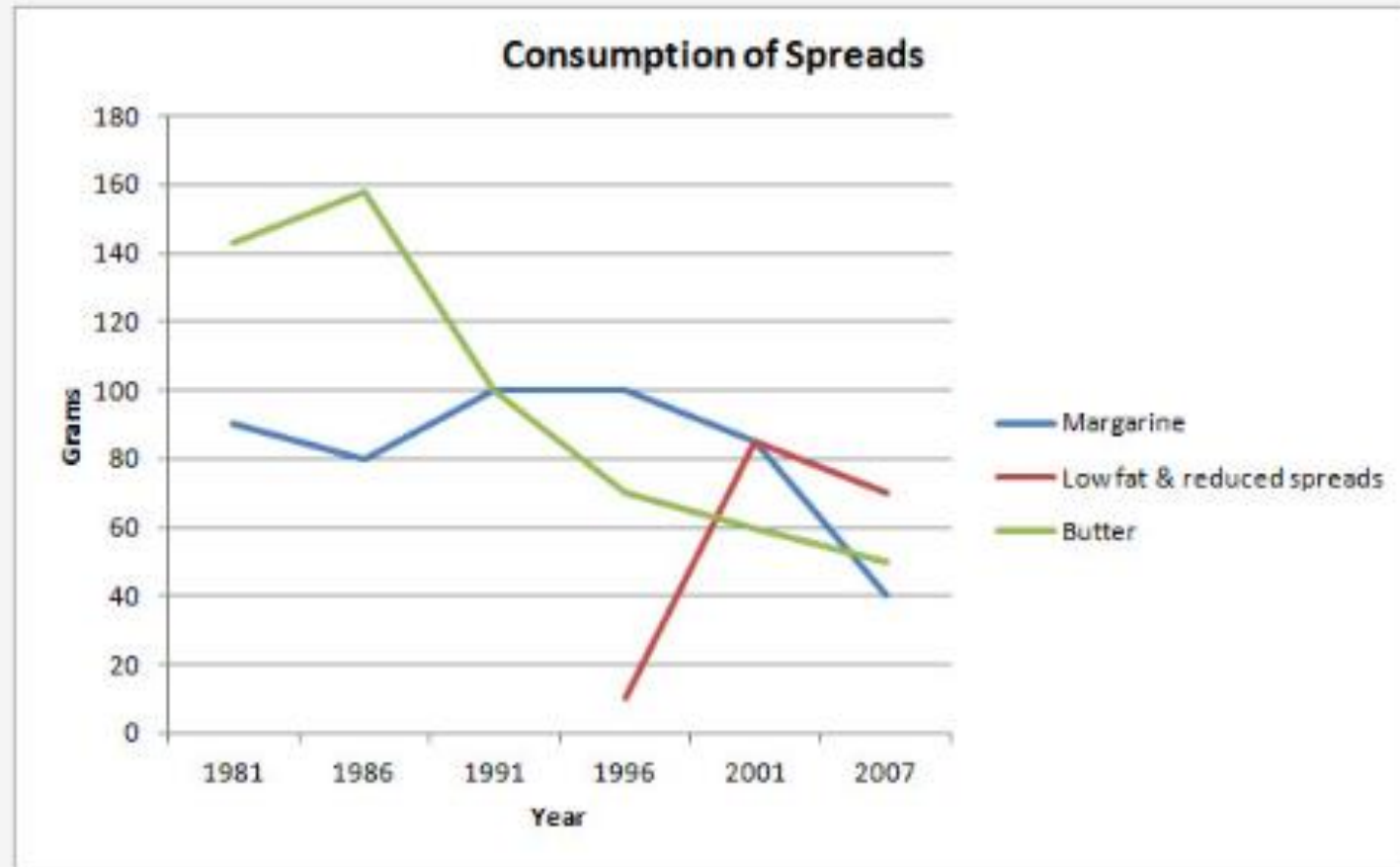
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## EVERYTHINGELSE

- Paragraphing
- Word count
- Coherence
- Cohesion

**Spelling**  
**Subject verb disagreement**  
**Punctuation**  
**Conjunctions & Preposition**  
**Tense**

The graph below shows the consumption of 3 spreads from 1981 to 2007.



*The line graph illustrates the amount of three kinds of spreads (margarine, low fat and reduced spreads and butter) which were consumed over 26 years from 1981 to 2007. Units are measured in grams.*

*Overall, the consumption of margarine and butter decreased over the period given, while for low fat and reduced spreads, it rose. At the start of the period, butter was the most popular spread, which was replaced by margarine from 1991 to 2001, and following that low fat and reduced spreads became the most widely used spread in the final years.*

*With regards to the amount of butter used, it began at around 140 grams and then peaked at 160 grams in 1986 before falling dramatically to about 50 grams in the last year. Likewise, approximately 90 grams of margarine was eaten in the first year after which the figure fluctuated slightly and dropped to a low of 40 grams in 2007.*

*On the other hand, the consumption of low fats and reduced spreads only started in 1996 at about 10 grams. This figure, which reached a high of just over 80 grams 5 years later, fell slightly in the final years to approximately 70 grams in 2007.*

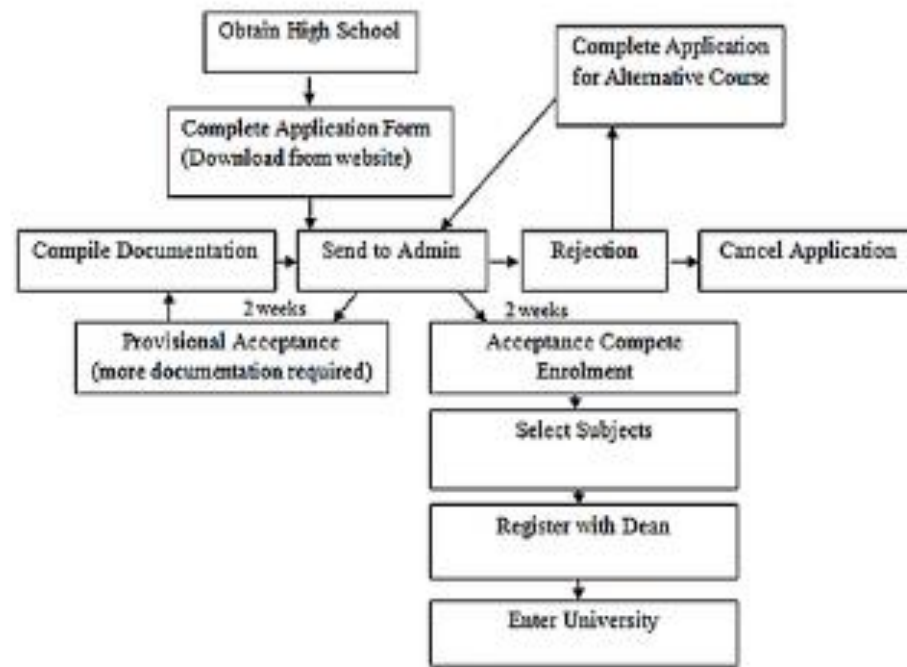


You should spend about 20 minutes on this task.

The diagram shows the procedure for university entry for high school graduates.

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

Write at least 150 words



Illustrated in the flowchart is the procedure which students, who have graduated from high school, follow when applying for a college course.

Overall, there are several steps commencing with high school graduation and ending with either rejection of the application or successfully entering university.

Once the application form has been downloaded and completed by high school graduates, it is forwarded to the university admin department where there are 3 possible outcomes. If it is rejected, it will either be cancelled, or the applicant can apply for a different course and resubmit their alternate application to the same department.

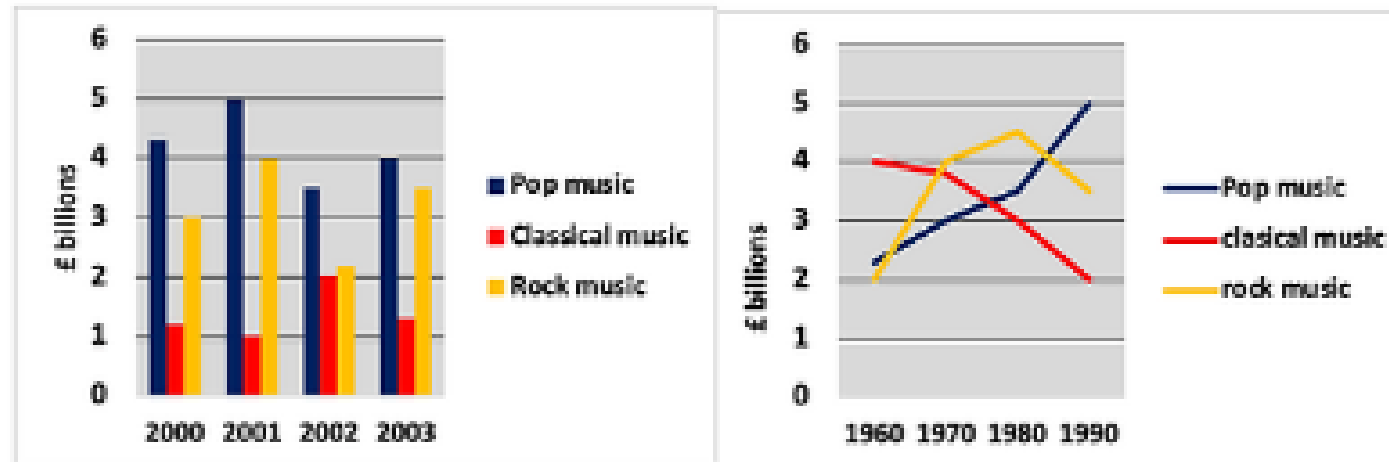
Alternatively, when the form is provisionally accepted, after a 2-week consideration period, the applicant is required to gather and provide additional documents to support their application and then submit these to the college. Once candidates are accepted, at the end of a fourteen-day appraisal, they can complete their registration with the Dean, after they have chosen their preferred subjects and then they finally join the college.

You should spend about 20 minutes on this task.

The graphs below provide information about the sales of three different types of music in England.

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

Write at least 150 words





Depicted in the diagrams are the sales of three kinds of music per decade and annually.

Overall, pop music was consistently the best seller, according to the bar chart, while the line graph shows that sales of pop and rock increased whereas classical decreased.

The sales of all music types, illustrated in the bar chart, fluctuated over the years but pop was consistently the most popular and peaked at £5 billion in 2001 while rock reached its highest level in 2001 at £4 billion. Classical, in comparison, was always the least popular with the lowest amount sold in 2001 at just over £1 billion.

As for the line graph, the sales for pop more than doubled from approximately £2.2 in 1960 to £5 billion in 1990 whereas classical sales slumped by 50% from £4 to £2 billion over the same period of time. There was a steep rise in the sales of rock from £2 to £4.5 billion from 1960 to 1980 but sales sharply declined over the next decade from approximately £4.5 to £3.5 billion.

You should spend about 20 minutes on this task.

The picture below shows an automatic photo booth.

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

Write at least 150 words





The main features of a coin-operated photo booth are depicted in the photograph.

Overall, the device allows users to take two different types of photos.

On the outside of the device, the user should, to begin with, insert coins into the slot. The amount they pay depends on which type of service they want, either a single large size picture or four passport sized ones. The customer can then select if they want black and white or color prints, although passport photos must be in color.

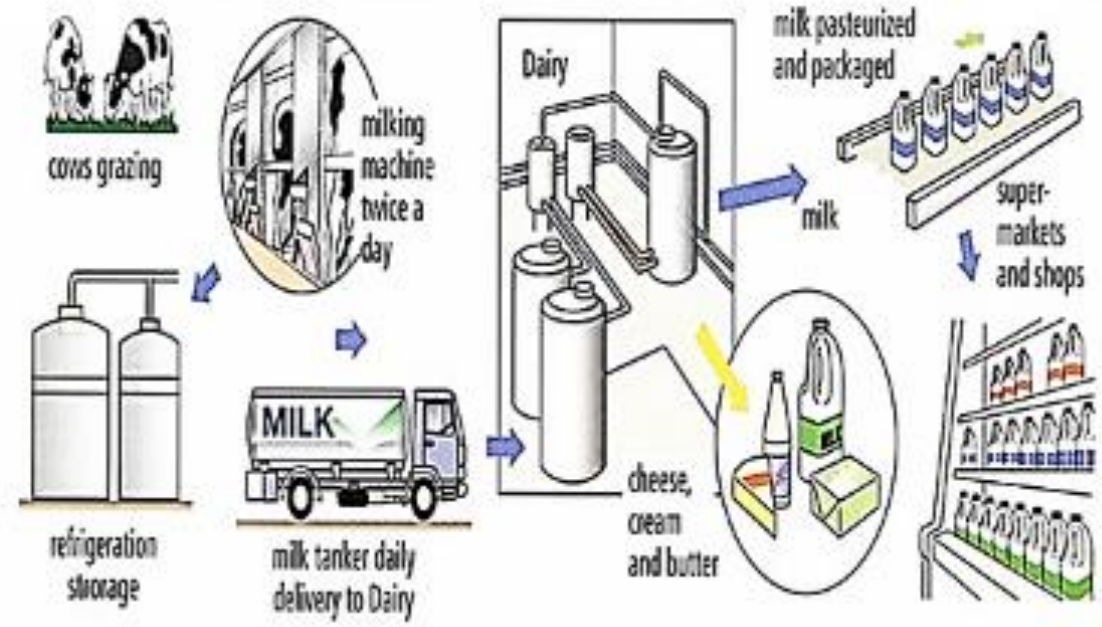
The user has to close the curtain when the photographs are being taken. There is a mirror inside the booth in which people can check their appearance and there is an adjustable stool that should be lowered or raised so that the user's eyes are level with the screen. A light above the screen comes on to signal the photo will be taken and the flash goes off after three seconds. The photos can be collected from the large slot on the outside of the booth within a minute.

You should spend about 20 minutes on this task.

The diagram below shows the production and processing of milk for commercial sale.

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

Write at least 150 words



Depicted in the flow chart is the procedure for producing milk and associated products.

Overall, there are several stages commencing with cows grazing on grass and finishing with the product being converted into various dairy produce and placed on sale at retail outlets.

After cows have eaten grass, they are milked using a mechanical milking machine two times every day and once this is completed, the milk is stored in refrigerated containers. In the next stage, it is transported to a dairy by a specially designed lorry on a daily basis.

Once at the dairy, the milk is stored in tanks before it is either turned into dairy products such as butter, cheese or cream or, alternatively, it is moved on to the pasteurization stage. After the milk is pasteurized, it is then divided into containers, such as plastic bottles, that are transported to supermarkets and shops where they are sold to consumers.

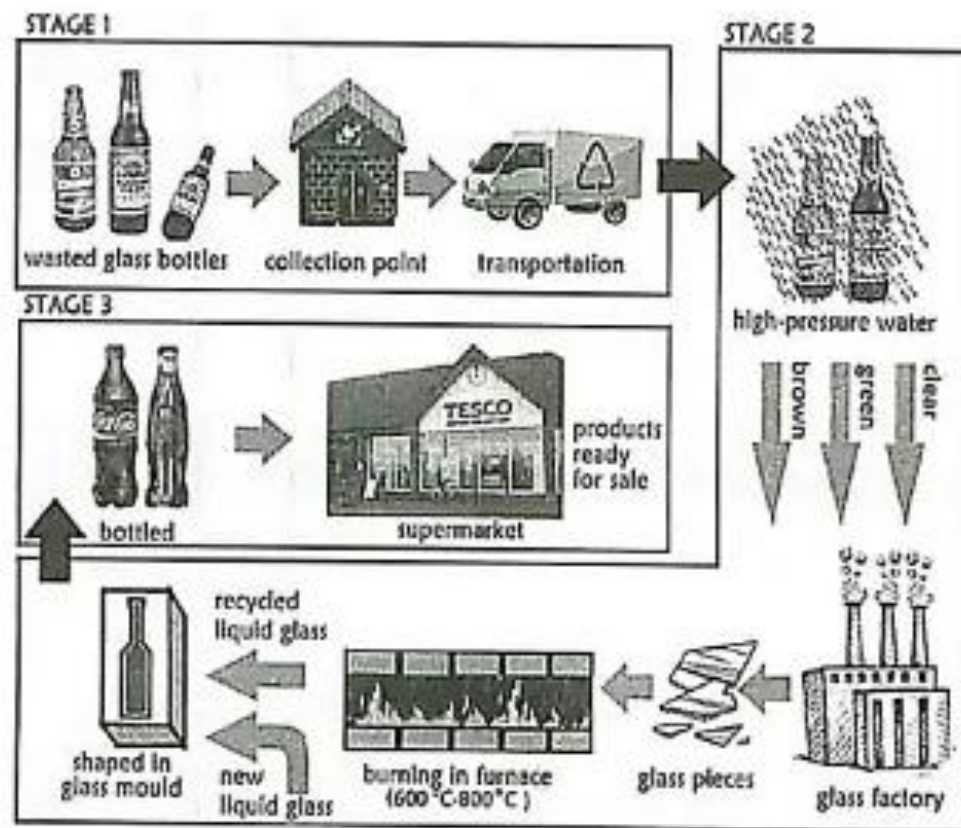


You should spend about 20 minutes on this task.

The diagram below shows the process of recycling bottles.

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

Write at least 150 words



The procedure for reusing bottles made of glass is depicted in the diagram.

Overall, there are a number of steps divided into 3 stages commencing with empty bottles and finishing with these filled with commercial products, on sale at retail outlets.

Initially, in stage 1, the bottles are taken to a collection point where they are gathered and transported away by a truck. In stage 2, the bottles are divided into three categories according to their color after they have been cleaned using a high-pressure wash.

Subsequently, at the glass factory, they are crushed into pieces and then loaded into a furnace where they are heated at high temperatures until liquified. Next, the liquid glass is mixed with new glass material and poured into a mold which shapes it into a new bottle. In what is categorized as stage 3, bottles are filled with various products and finally transported to stores where they are placed on sale.

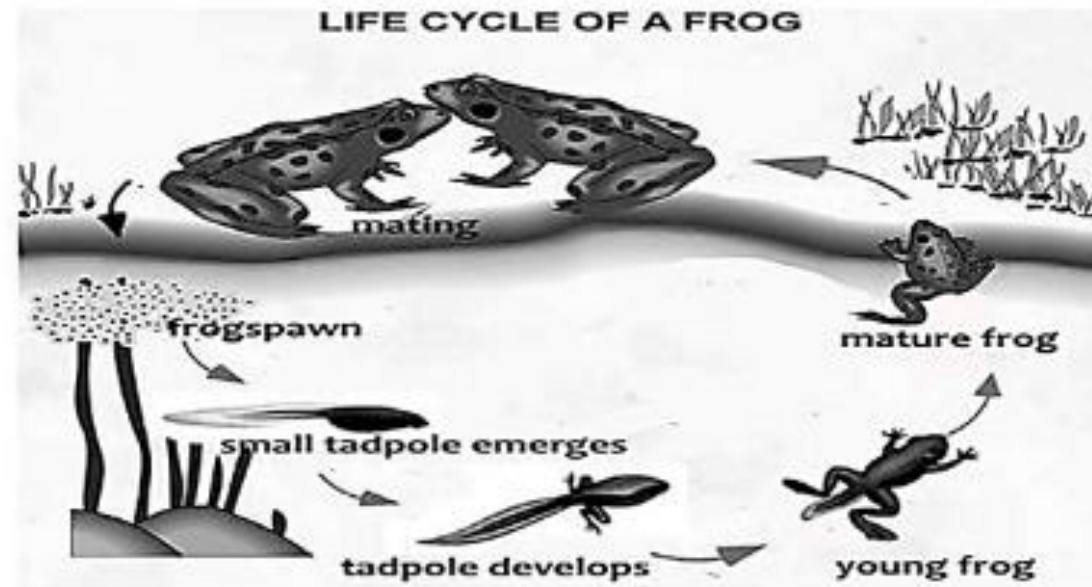


You should spend about 20 minutes on this task.

The diagram below shows the stages in the life cycle of a frog.

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

Write at least 150 words





The diagram shows the cycle of life of a frog.

Overall, there are 6 stages in its life, beginning with mating and it is an ongoing process.

Once the adult frogs have mated, the female lays her eggs or frogspawn which are attached to vegetation, just under the surface of the water. After a period of time, the infant frog or tadpole that has a tiny body with a long tail, emerges from the egg. The tadpole subsequently evolves over time and grows hind legs and develops a bigger body.

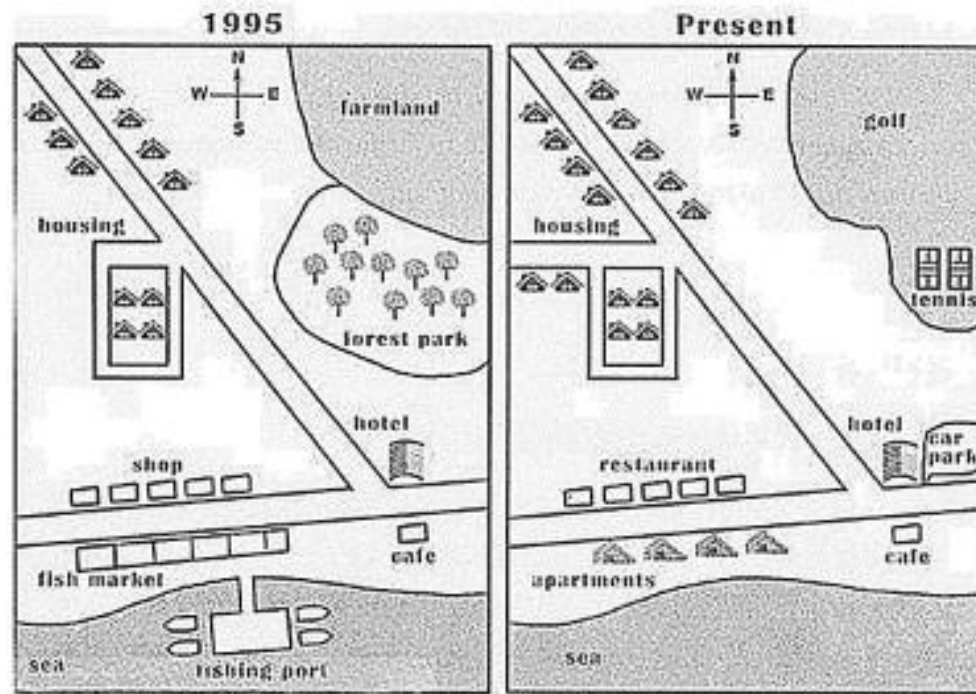
The next stage of its cycle is the evolution of the young frog which has 4 legs and a much larger body that resembles the adult frog. However, it still retains its tail which, by this time, is a lot smaller than the previous versions. The final stage of its transformation is when the young frog evolves into a mature one that no longer has a tail and has fully developed legs and a body. This mature frog then finds a mate and the cycle begins again.

You should spend about 20 minutes on this task.

The diagram below shows the changes to the town of Seaville.

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

Write at least 150 words



The maps show the redevelopment of the town of Seaville from 1995 until the present day.

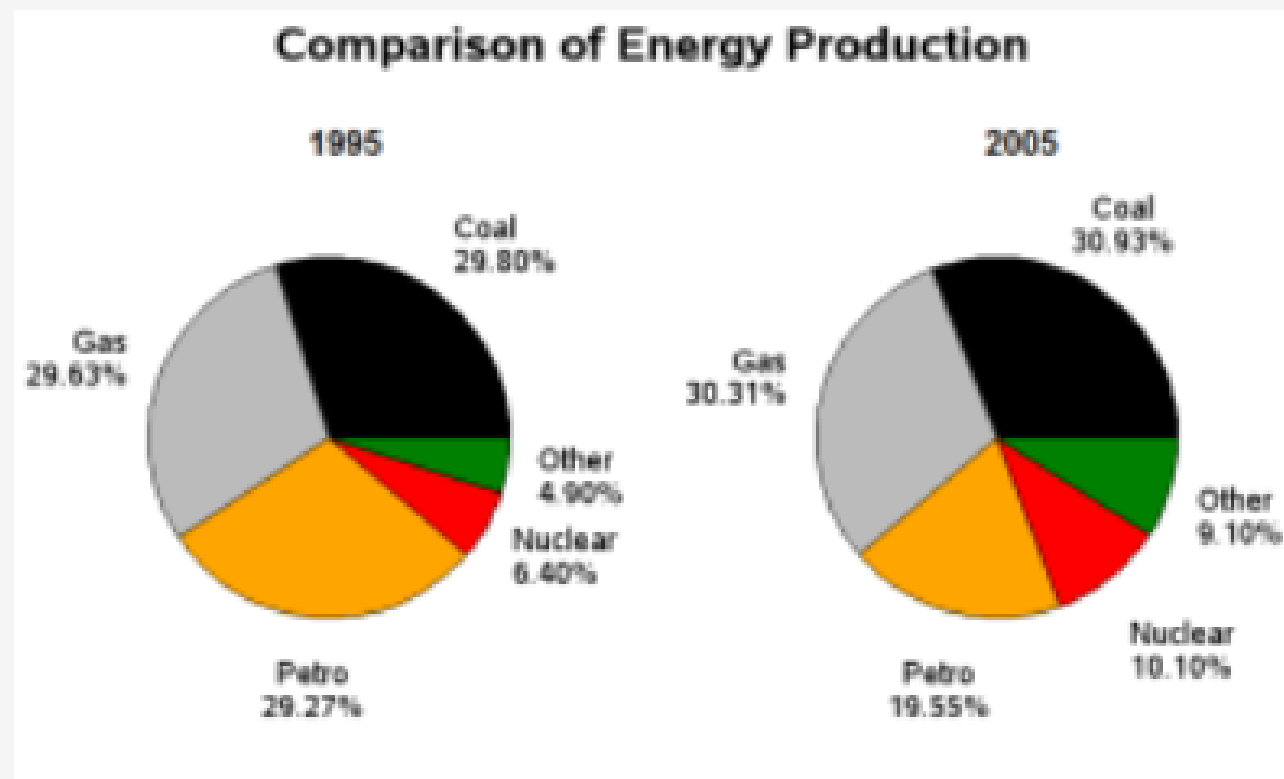
Overall, the town has changed considerably, especially with the development of the leisure facilities in the north east.

The most noticeable change to Seaville since 1995 is the construction of a golf course and tennis courts, that have replaced the forest park and agricultural area. Another striking difference is the reconstruction of the sea front, in the south, that includes the complete demolition of the fishing port. Additionally, and fish market, in the south west, has been replaced with apartments. The cafe however, located in the south east, has remained untouched.

All the retail facilities, specifically the shops, in the southwest have been converted into restaurants but the hotel has remained and has added a car park to the east of the building. The residential facilities in the north west have expanded with a few additional housing units being added to the existing ones.



The pie charts below show the comparison of different kinds of energy production of France in two years.



*The two pie charts illustrate the proportion of five types of energy production in France in 1995 and 2005.*

*Overall, in both years, the most significant sources of energy were gas and coal, which together accounted for over half the production of energy, while nuclear and other kinds of energy sources generated the least amount of energy in France. In all types of energy production there was only minimal change over the 10 year period.*

*Energy produced by coal comprised of 29.80% in the first year and this showed only a very slight increase of about a mere 1 % to 30.9% in 2005. Likewise, in 1995, gas generated 29.63% which rose marginally to 30.1% 10 years later.*

*With regards to the remaining methods of producing energy, there was an approximate 5% growth in production from both nuclear power and other sources to 10.10% and 9.10% respectively. Petrol, on the other hand, was the only source of energy which decreased in production from 29.27% in 1995 to around a fifth (19.55%) in 2005.*

# GRAPH LANGUAGE

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## Type of visual

- bar graph chart column data diagram diagram map figure flow chart graph illustration information line graph picture pie chart presentation process table table data pie chart and table bar graph and pie chart

## Verb

- compares delineates depicts describes enumerates expresses gives gives data on gives information on illustrates indicates outlines shows shows data about presents presents information about provides represents summarizes



# GRAPH LANGUAGE

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## Overview Language

- As a general trend, As can be seen, As is observed, As is presented, As an overall trend, At the first glance, it is clear Generally speaking, In common, In general, It can be clearly seen that It is obvious that Overall

## Exactly the same

- absolutely the same as equal to exactly the same as identical to just the same as precisely the same the same as

# GRAPH LANGUAGE

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## **Almost the Same**

- about the same as almost identical to almost the same as nearly the same as practically the same as

## **Not the same**

- The reverse is the case... It is quite the opposite/ reverse...

## **Increase**

- doubled jump / a jump leap / a leap move upward rocket(ed) shot up skyrocket soar surge tripled upsurge

# GRAPH LANGUAGE

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- **Decrease**

Collapse / a collapse dive drop / a drop in go into free-fall halved plummet plunge take a nosedive decline / a decline in decrease/ a decrease in fall / a fall go down / a downward trend slide / a slide reduce / a reduction dip slump a downward trend a downward tendency a descending trend

- **No change**

leveled out plateaued / plateau remained constant remained stable/ a Stability remain static remained steady / Steadiness remained the same was unchanged

- **Ups and Downs**

changes Intermittently change sporadically erratically –erratic fluctuate irregularly – irregular rise and fall



# GRAPH LANGUAGE

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- **Low point**

hit rock bottom, the bottommost point, the lowest point, touch the lowest point / reached, the nadir

- **High point**

culminated at, culmination of, hit the peak, peak – the peak, reached the peak, reached the apex, reached the vertex, touched the highest point

## Adverbs/Adjectives to describe changes on a graph

| Rapid/Huge  | Moderate   | Steady                                   | Slight  |
|---|--|--|---|
| considerably-considerable<br>dramatically-dramatic<br>enormous-enormously<br>hurriedly-hurried<br>noticeably-noticeable<br>overwhelmingly-<br>overwhelming<br>quickly-quick<br>rapidly-rapid<br>sharply-sharp<br>significantly-significant<br>speedily-speedy<br>substantially-substantial<br>swiftly-swift | moderately-<br>moderate<br>gradually-gradual<br>progressively-<br>progressive<br>sequentially-<br>sequential | steadily-steady<br>ceaselessly-ceaseless | fractionally-<br>fractional<br>mildly-mild<br>slightly-slight<br>slowly-slow<br>tediously-tedious |

## Words and Phrases of approximation

| Language of approximation |                      |
|---------------------------|----------------------|
| about                     | a little more than   |
| almost                    | a little less than   |
| approximately             | more or less         |
| around                    | nearly               |
| just about                | practically the same |
| just below                | roughly              |
| just over                 | roughly the same     |
| just under                | well above           |
|                           | well below           |



## Words and Phrases to show time

1. Between ... (year/ month) ... and ... (year/ month) ...
2. From ... (year/ month/ day/date) ...to ... (year/month/day /date) ...
3. In... (year/ month) ...
4. On ... (day/ day of the week/ a date) ...
5. At ....., In ....., By .....
6. During ... (year)...
7. Over the period/ over the century/ later half of the year/ the year...
8. Over the next/past/previous days/weeks/months/years/ decades ...

### Verbs to describe

rise  
jump  
grow  
climb  
go up  
increase  
soar



### Verbs to describe

fall  
drop  
decline  
decrease  
go down  
plunge  
plummet



### Adverbs to describe... HOW?

sharply quickly  
rapidly steeply  
considerably  
significantly  
substantially  
steadily  
gradually  
moderately  
slightly  
slowly

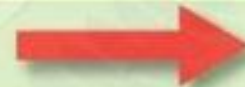


### How to describe

stay  
remain

+

constant  
steady  
stable



© Woodward English



## **Fractions**

73%- nearly three quarters

51%- just over a half

49%- just under a half

32%- nearly a third

3%- a tiny fraction

50%- exactly a half

26%- roughly one quarter

49%- around a half

24%- almost a quarter

77%- approximately three quarters

## **Proportions**

70%- a large proportion

71%- a significant majority

15% a small minority

3%- an insignificant minority



# SEQUENCE WORDS & PHRASES

## 1. The First Stage

- “First,”
- “In the first stage,”
- “At/In the beginning,”
- “The first stage is when...”
- “The process begins/starts/commences when...”
- “The process begins with” + <noun/noun phrase>

# SEQUENCE WORDS & PHRASES

## 2. Middle Stages

- “Next,”
- “Then,”
- “Before,”
- “After,”
- “After this/that,”
- “Afterwards,”
- “In the following stage,”
- “In the stage after/following this,”
- “In the stage that follows,”

# SEQUENCE WORDS & PHRASES

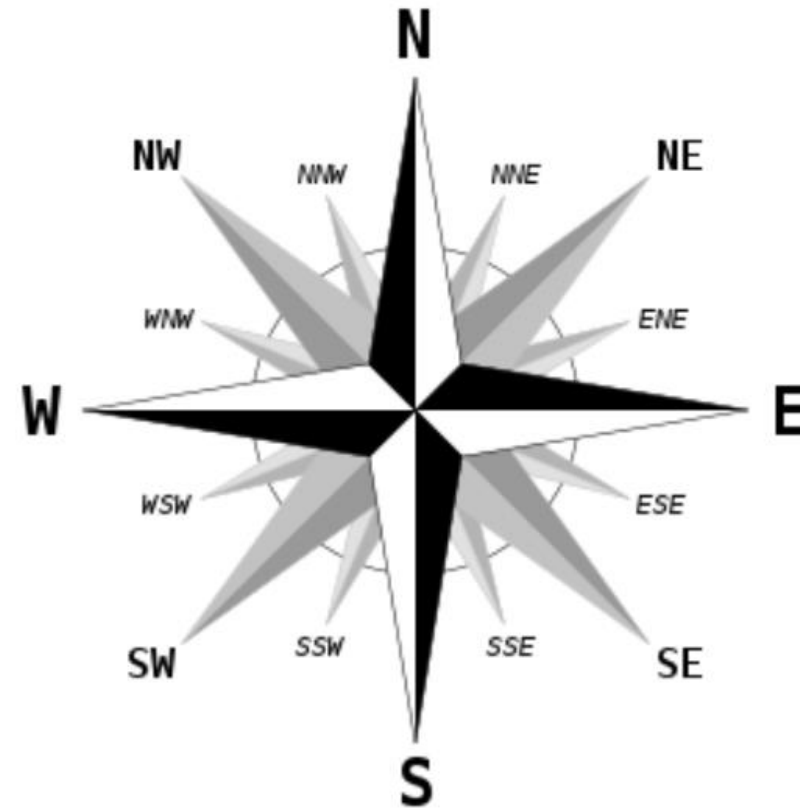
## 3. The Last Stage

- “Finally,”
- “Ultimately,”
- “Eventually,”
- “The last/final stage is when...”
- “The process ends when”
- “The process ends with”



# TASK 1 MAP VOCABULARY, GRAMMAR, PREPOSITIONS AND PHRASES

- **COMPASS POINTS**  
North, East, South, And West.
- **INTERCARDINAL DIRECTIONS**  
Northeast, Southeast, Southwest,  
And Northwest.



- On the western side - *On the western side of the lake there are no longer any greyfield sites or wasteland.*
- In the north western corner - *In the north western corner of the rubric we can see the tallest of the three buildings.*
- To the south - *To the south of the lake we can see a new footpath, leading to a lake.*
- In the centre - *In the center of the island there is a new hotel.*
- To the east of - *To the east of the first car park we can see three new buildings.*



# Giving Directions

- Go past the cinema. (Pass the cinema.)
  - Go along this road.
  - Go straight on/ahead. (Stay on this road )
  - *Go through the tunnel.*
  - At the roundabout, take the first exit.
  - Turn left at the crossroads.
  - Take the second right.
  - It's on your left.
  - You'll see it in front of you.
  - It's on the other side of the road.
- **junction**
  - **dead end**
  - **leads off**
  - **bend**
  - **just past**
  - **alongside**
  - **adjoining**
  - **carry straight on**



# Giving Directions

- near, in front of, next to, beside, across from, between
- turn right, turn left, go straight on, travel northwest, go past
- facing
  - first / second turning
- in the middle / centre of
  - on the left
- behind, between
  - straight ahead
- next to / by, in front of
  - opposite
- left-hand side
  - across the road
- right-hand side
  - same side
- turn right to your right
  - before you get to
  - pass through

# Giving Directions

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- south
- east
- West
- Near
- just southeast of
- northeast
- northwest
- southeast
- on the other side
- beyond
- along
- corner
- go straight
- beside
- north
- southwest
- to the north / to the south ...
- in the northeast / in the southwest ...
- north side / east side / west side / south side
- heading east
- slightly west of

# Landscape

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- Strait: narrow waterway connecting two large bodies of water
- Stream: very small river
- Summit: highest point of a mountain
- Tide: rise and fall of sea level
- Tributary: stream leading to a bigger river
- Valley: long depression between two hills



# Landscape

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- Bay: small sea
- Archipelago: a group of islands
- Bog: wet spongy ground, swamp
- Canal: man made navigable water way
- Canyon: deep, narrow valley with steep sides, carved by a river
- Hedge: row of shrubs forming a boundary
- Moor: open land on hills with shrubs, heath

# City / town

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- Community greens: Shared open green spaces in residential neighborhoods.
- Green belt: A policy used in urban planning to retain a “belt” of the natural environment around urban areas.
- Greenfield land: Untouched and pristine land. Fields and forests.
- Greyfield land: Buildings or real estate land that is economically useless. Disused car parks or abandoned factories.
- Grid plan: A plan in the shape of a grid.
- Pavement / sidewalk: The part of the street dedicated to just pedestrians.
- Roundabout: circular intersection for leaving and entering other roadways.

# City / town

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# Map description verbs

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- **Buildings**– demolished, knocked-down, flattened, replaced, renovated, built, constructed, reconstructed, developed, extended, expanded, relocated, converted and modernized.
- **Area:** length, width, depth and height