

## Part 1 writing tips and keywords

There are 6 categories of diagram, four of which belong together in the general category of "DATA", and two of which belong on their own. These are (in no particular order as to how likely you are to meet them).

Remember that **you must write at least 150 words** (although 145 **good** words will almost certainly be OK!) with a **paraphrase** of the information in the question, an **overview** of the most noticeable feature(s), followed by some more **specific details**. Make sure to spend a little time looking at the diagram first, focusing your thoughts on what is **the most noticeable feature** (for the overview), and on how to "tell the story" when it comes to the details. This process is in some ways similar to the way that you need to plan a part 2 essay, as you will be thinking about where to start and what to write in your paragraphs.

Also, in part 1, the rules are very strict, and you **will be penalised** if you write too much (let's say the **absolute maximum** is 170). Of course in most cases it is unlikely that you will come close to writing too much, and the problem is normally the opposite one of not finding enough things to say!

### 1. Process diagrams

**Intro:** "The diagram illustrates/shows/demonstrates....."

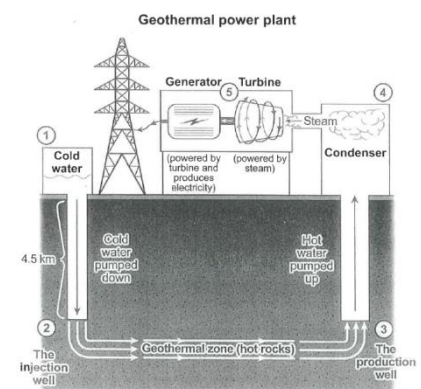
**Overview:** This is difficult sometimes for these diagrams, but you must always write one, and typically it can be something ridiculously obvious like "The process consists of seven steps."

**Key grammar:** passive verbs in many or most cases, but not all. **For example** (see book 12 test 8):

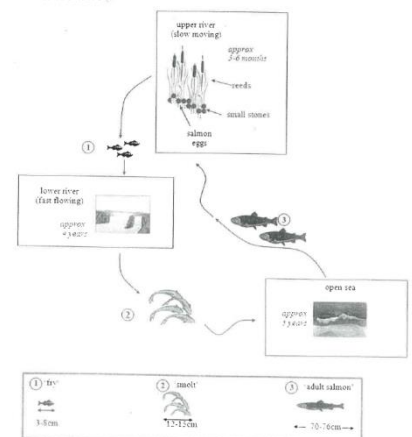
"Water is pumped deep down into the earth, where it is then transmitted across/through the hot rocks. As it passes over the rocks, the water becomes superheated, and is eventually converted into steam, which returns to the surface and powers the turbine in order to generate electricity."

**However**, beware of automatically choosing passive verbs for diagrams. Look at book 10 test 4. Does it make sense to use passive verbs here? The answer is NO! Salmon are active sentient beings, which DO things, so you need to use active verbs. For example: "In step 1, the young salmon (or 'fry') swim downriver. Over a four-year period, they grow into larger 'smolt', eventually reaching the open sea, where they remain for a further five years, maturing finally into fully grown adult salmon." (You could add the figures given for their sizes, of course!)

**Key vocabulary:** There really isn't any, because your diagram could be about more or less anything!! That is, of course, what makes diagrams particularly difficult.



Write at least 150 words.



## 2. Maps

**Intro:** "The two maps show/reveal/illustrate several significant changes....."

**Key grammar:** passive verbs will be quite commonly used, e.g. (re)built, (re)developed, (re)constructed, demolished, replaced, transformed, left untouched, (re)routed, restored.....

Also, of course, it is very important to get the prepositions right.

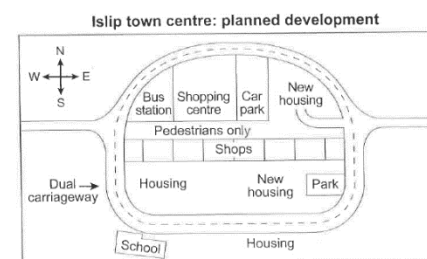
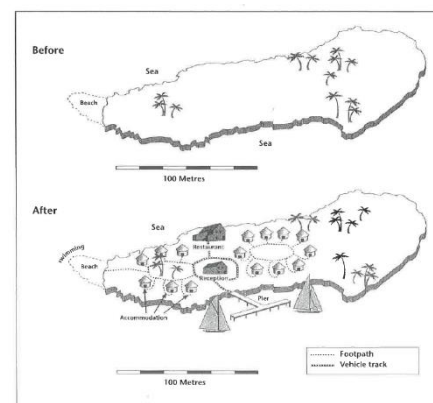
Other useful **example phrases:**

"Building X has taken / took the place of....."

"The western side of the island has been completely transformed, with the building of many tourist facilities, while the east has been left untouched, possibly leaving room for future development." (Book 9, test 1)

"Several new developments will be carried out on the site of the shops to the north of the main road." (Book 12 test 6)

"The park in the south-east is to be reduced in size, in order to make way for the development of new housing" (Book 12 test 6, again)



3-6 **DATA: key point to remember** - always remain aware of whether the quantities that you are describing are for something **countable** (people, animals, cars, trees, housing units, cups of coffee consumed per person, etc.) or **uncountable** (carbon dioxide emissions, water, petrol, annual coffee imports, etc). Depending on this, you need to remember whether to speak about the **\*number** (of people, cars, etc) as opposed to the **\*amount** (of petrol, water, etc). Also: **\*fewer** cups of coffee, but **\*less** coffee. LOL.

## 3. Line graphs (change over time)

**Intro:** "The line graph illustrates changes over a period of X years in....."

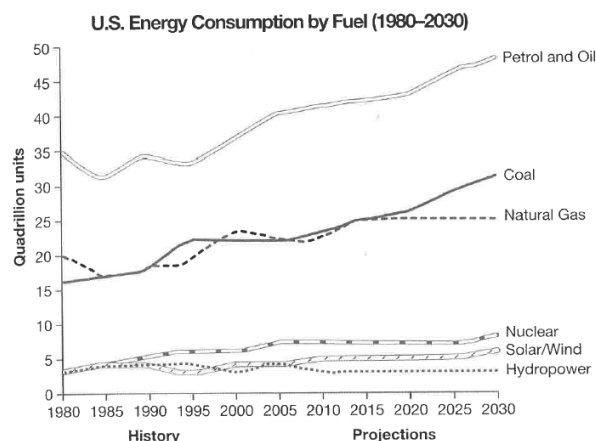
**Grammar:** active verbs

**Key verbs and/or nouns:** increase, rise, go up/down, decrease, decline, drop, fall, ebb, peak, trough, plateau, fluctuate/fluctuation, hover, rocket, surge, shoot up, plunge, plummet, nose-dive....

**Adjectives/Adverbs:** steady (steadily), gradual(ly), sharp(ly), dramatic(ally), significant(ly)

**Examples:**

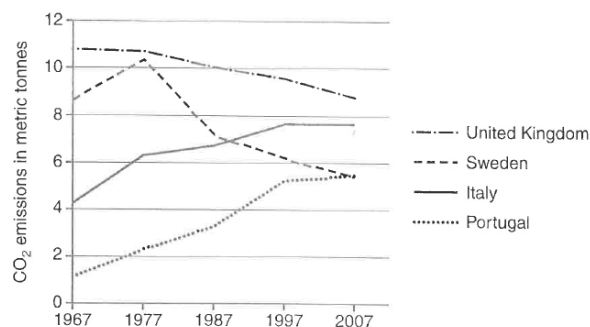
"While the use of nuclear energy grew steadily during the first twenty years, and sustainable energy hovered around the same level, there was a noticeable



fluctuation in the consumption of fossil fuels over the same period." (Book 9 test 4)

"Swedish emissions rose sharply during the first ten years, peaking in 1977 at just over ten metric tonnes and almost reaching the same level as the UK, then plummeting to little more than 7t in 1987. Meanwhile, the amount of carbon dioxide emitted in Italy and Portugal rose steadily and significantly, more than doubling in the case of Portugal." (Book 11 test 3).

Average carbon dioxide (CO<sub>2</sub>) emissions per person, 1967–2007



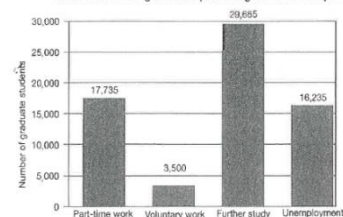
#### 4. Bar charts

The language that you use for a bar chart (and for pie charts, for that matter) will depend very much on exactly what you see. If it's mostly changes over time, you can use pretty much the same language that you would use for a line graph, but otherwise you are looking at simple comparisons at a particular moment in time. **Examples of language** you might use (see book 10, test 3):

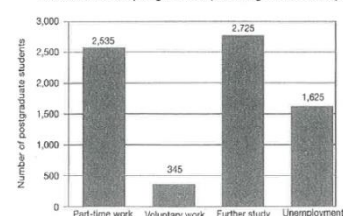
"Nearly twice as many graduates decided to continue their studies as those who chose to move into part-time work. By comparison, the number of postgraduates opting for part-time work (2,535) was almost the same as those who stayed in university (2,725)."

"The proportion of those who took up voluntary work was approximately the same in both cases."

Destination of UK graduates (excluding full-time work) 2008



Destination of UK postgraduates (excluding full-time work) 2008



#### 5. Pie charts

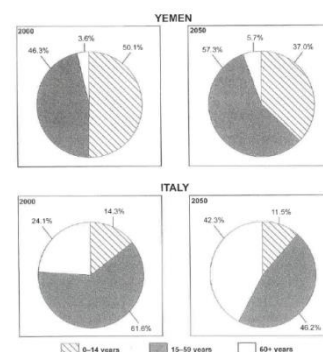
**Key vocabulary:** proportion, segment, percentages or fractions (slightly more/less than a half, approximately two thirds, etc.), majority, minority, account for, taken up by (and keep going - make your own list!)

##### Examples:

"In 2000 the overwhelming majority of the population of Yemen were under the age of 60, with slightly more than half being aged 14 or less. By contrast, nearly one quarter of the Italian population was aged 60 or more."

"While the proportion of those of retirement age in 2050 was not predicted to increase significantly in Yemen, in Italy it was expected to increase by 18%, approaching a half of the population."

(Both examples from book 9 test 3)



#### 6. Tables

Be careful!!!

**Try to convert the data into a line graph, bar chart or (maybe) a pie chart.** Which of those three seems most appropriate to you? The language that you use will be based on this decision.

Sales of Fairtrade-labelled coffee and bananas (1999 & 2004)

Coffee	1999 (millions of euros)	2004 (millions of euros)
UK	1.5	20
Switzerland	3	6
Denmark	1.8	2
Belgium	1	1.7
Sweden	0.8	1

Bananas	1999 (millions of euros)	2004 (millions of euros)
Switzerland	15	47
UK	1	5.5
Belgium	0.6	4
Sweden	1.8	1
Denmark	2	0.9

\* Fairtrade: a category of products for which farmers from developing countries have been paid an officially agreed fair price.