

## MULTIPLE TASK TYPES IN IELTS WRITING

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### ANNOTATION

This article suggests crucial tips to complete writing task 1 in IELTS exam as the applicants may face difficulties dealing with describing line graph and pie chart. Some structures and essential vocabularies are introduced as well to lessen the hardship in writing task of IELTS.

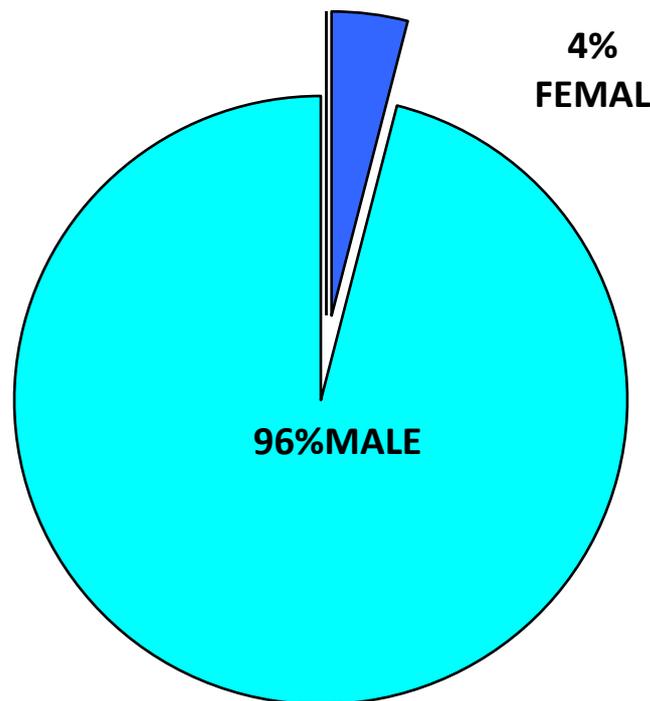
### INTRODUCTION

It is no secret that writing is considered one of the most significant language skills. It allows to communicate either in academic fields or formal occasions. While writing different types of essays and articles as well as fulfilling certain job or university application forms it is probable that particular difficulties and problems can be faced up by non-native English learners in the writing process. At present many students may find writing essays intricate on condition that they take examinations such as CEFR or IELTS. For this reason the work hits several tips to achieve a successful writing when describing two visuals together in IELTS TASK 1. In brief, general principles of **Line graph** and **Pie chart** with their similarities and sensible differences, tips for logically arranging these figures, common unavoidable rules and special lexical resources for upward and downward trends are clearly analysed and informed throughout this paper. All the information mentioned and discussed is summarized in the conclusion part.

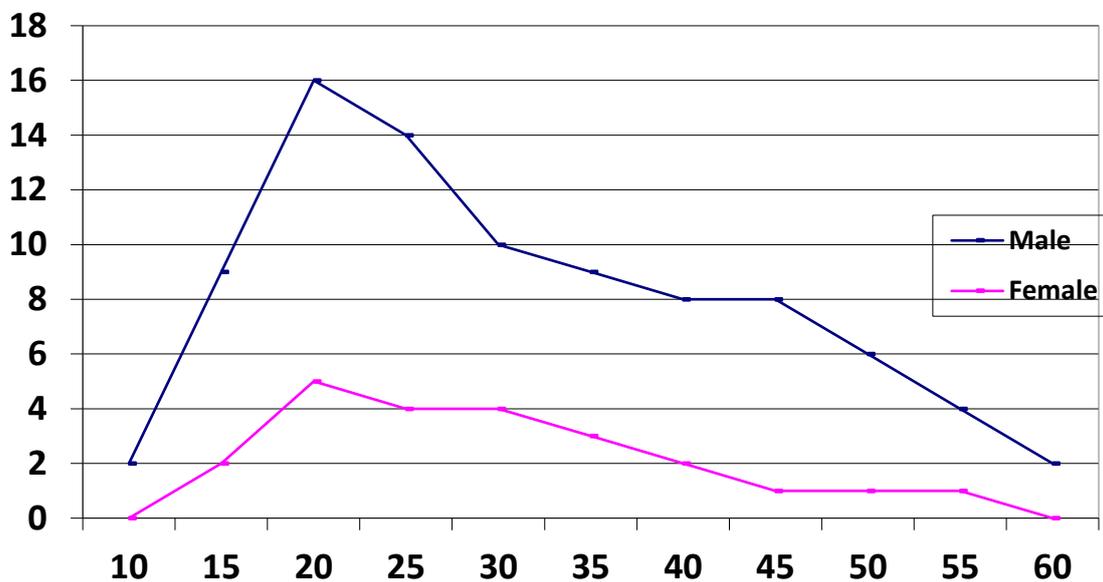
There are several question types in IELTS Task 1. In this task some figures like Pie Chart, Table, Bar graph, Line graph, Column graph, Diagram (Process) or Map should be described by candidates. It would be better that general information about Line graph and Pie chart is given first. *The Line graph* is the figure that shows statistics changed in the given period. As usual, there are two axis: horizontal axis indicates particular periods (years, ages, etc.) and vertical axis represents amounts (percentages, numbers, proportions, etc.). Moreover peaks, troughs, fluctuations, stabilities are observed in this figure. However *Pie chart* is different. It helps to write descriptive report on visual data and consists of sectors or 'pie slices'. Size of each sector is illustrated by percentages. It is clear that these figures are totally different but may have to be described together in some cases.

It is true that logical arrangement costs a high score. There could be confusion while candidates need to report two figures together even though it seems to be less complex to deal with individual figures. In this sense, the work is expected to be helpful finding the ways for double figure arrangement. Line graph and Pie chart are chosen to be described in the example.

Gender of prison inmates in the UK



Criminal Convictions in the UK by Age and Gender



Age of offenders

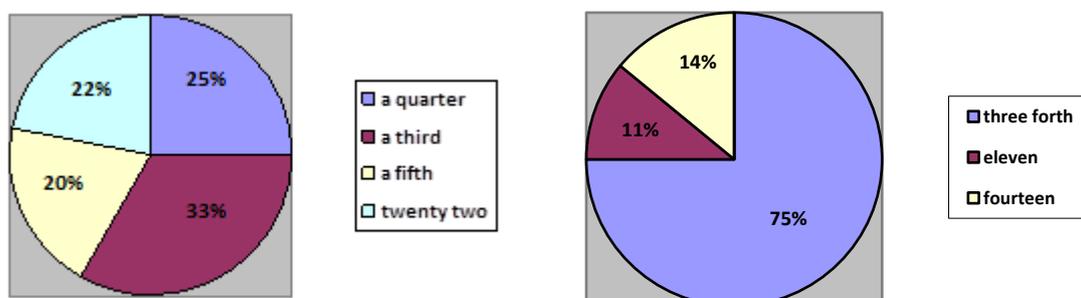
Firstly, it is better to inform that the given data for both figures is always in the same topic. Statistics shown in the Line graph and the Pie Chart are related to the numbers of British prisoners. In more specific, the line graph illustrates criminal convictions in the UK in terms of age and gender and Pie chart reveals percentages of male and female prison inmates. As can be seen, both figures give the information in the same topic but in different aspects. It is time to arrange double data source logically. First, candidates should pay attention to the points which are identical to both figures. The former one shows that men are registered with higher

percentages in committing crime in all ages while 96% of prisoners in the UK are males according to the latter figure. So there is a similarity. It is evident that candidates should write overview to show males' priority in number, percentage and all age categories right after the introduction. After selecting and reporting main features as an overall part two body paragraphs are enough for each figure with a good comparison.

Let the paper move on *'Do' and 'Do not' statements*. According to **Adam Smith**, it is advisable to describe visuals depending on some common rules.

Statements	Do	Do not
own words; paraphrasing	+	
copying the question without any changes		+
clear individual paragraphs	+	
the two-sentence overview	+	
separate descriptions for each single trend	+	
comparison where relevant& management of time	+	

In fact, candidates in writing are assessed in accordance with the lexical resources used. In simple words, suitable vocabularies that are used to demonstrate upward and downward changes or percentages in Line Graph and Pie chart are considered as lexical resources. Candidates should pay attention to the broad acquisition of wide range of vocabularies since choosing appropriate words and avoiding repetition are important. Instead of using the verb *'to increase'* or *'to decrease'* for changes overtime in the Line graph it's better to practice other verbs like *'to rise, to grow, to jump, to leap, to boom, to peak, to recover, to climb,* or *'to decline, to fall, to drop, to reduce, to slump, to plunge, to dip, to collapse, to slide, to dwindle, to nosedive,* . It must be noted that candidates do know that these lexical resources have certain individual meanings and separate usage context in spite of being synonyms with *'to increase'* or *'to decrease'*. Moreover, the essay could be more fruitful with the noun forms of this verbs as well as the use of passive voice. However, different lexical resources are required for representing Pie chart as it is shown with percentages. Writing 13%, 25%, 30%, 33%, 81% or so on may look like repetition. *Fractions* like **a quarter** (25%), **a third** (33%) or **a half** (50%) could be introduced. The value of the essay is predicted to increase with such lexical items.



### CONCLUSION

We believe that the points mentioned at the very beginning of the paper can be covered by hot discussions. General descriptions of the chosen figures were introduced in detail. Importance of reporting double data source was explained by addressing the example. By following this, the

work discussed common principles that candidates cannot avoid. Finally, it seemed to be preferable to provide appropriate lexical resources for each figure. Hopefully, candidates may find the work useful and sufficient while there is a necessity of reporting visual data on the Line graph or Pie chart.

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