

ภาษาอังกฤษ Writing

CEFR C1

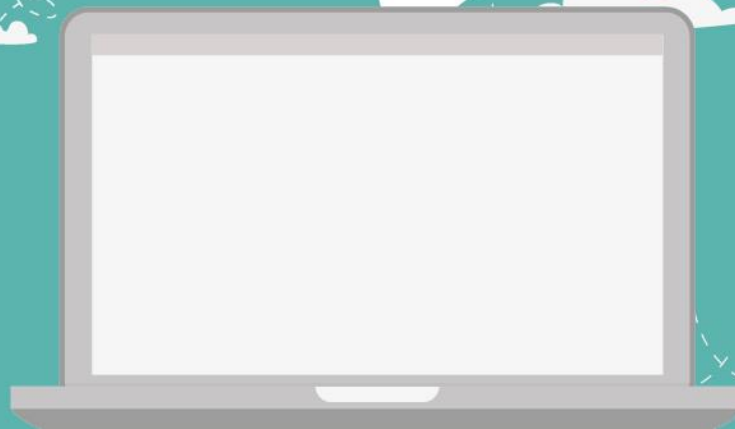
Writing for Test 2

ครูพี่อณ

A

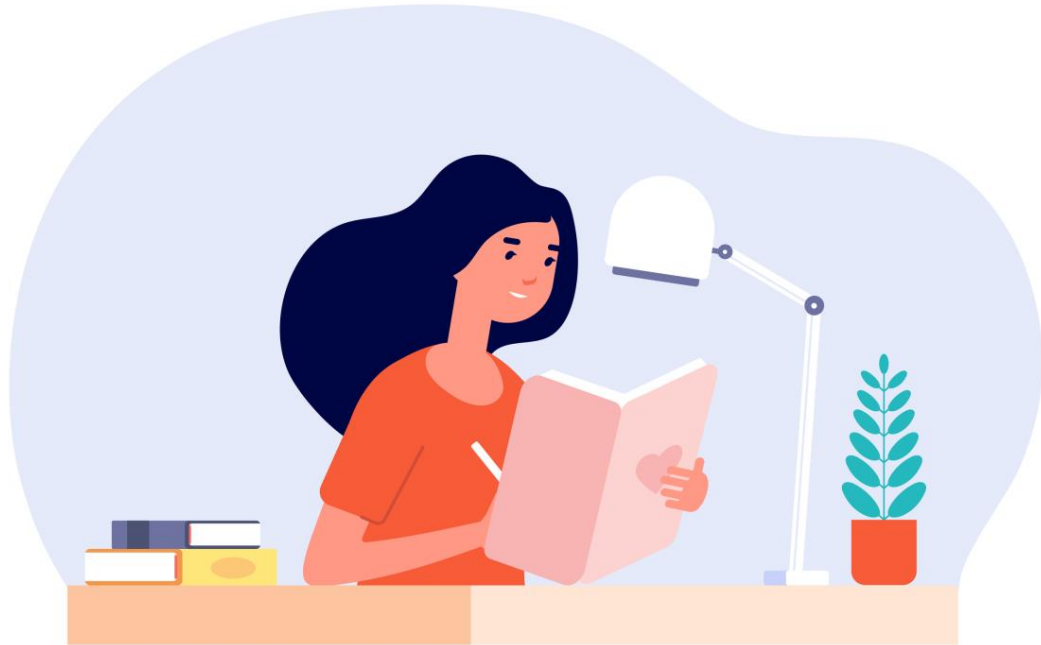
B

C



Writing for Test 2

(Charts and Diagrams Description for any presentation)



1. Overview of IELTS Task 1
2. Common Rules
3. Specific Rules
4. Model Writing

Writing for Test 2

1. Overview of IELTS Task 1

Writing for Test 2

1. Overview of IELTS Task 1 IELTS.org

The Writing test takes 60 minutes.

There are two tasks to complete.

Task 1: It is suggested that about 20 minutes is spent on Task 1, which requires candidates to write at least 150 words.

Task 2: This task requires at least 250 words and should take about 40 minutes. Task 2 contributes twice as much as Task 1 to the Writing score.

Writing for Test 2

1. Overview of IELTS Task 1 IELTS.org

Task type and format:

- describe facts or figures presented in one or more graphs, charts or tables on a related topic; or a diagram or a process
- write in an academic or semi-formal/neutral styles and include the most important and the most relevant points in the diagram
- spend no more than 20 minutes and write at least 150 words

Writing for Test 2

1. Overview of IELTS Task 1 IELTS.org

Task focus:

- the ability to identify the most important and relevant information and trends in a graph, chart, table or diagram,
- a well-organised overview of it using language accurately in an academic style.

Writing for Test 2

Band Description

Examiner มองหาอะไรจากเรา?

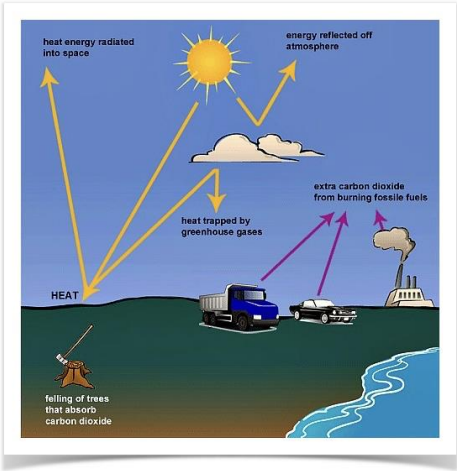
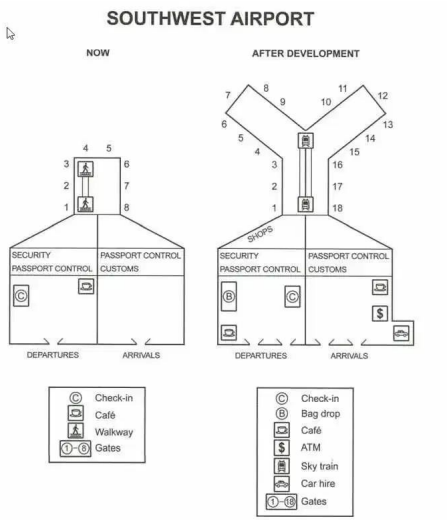
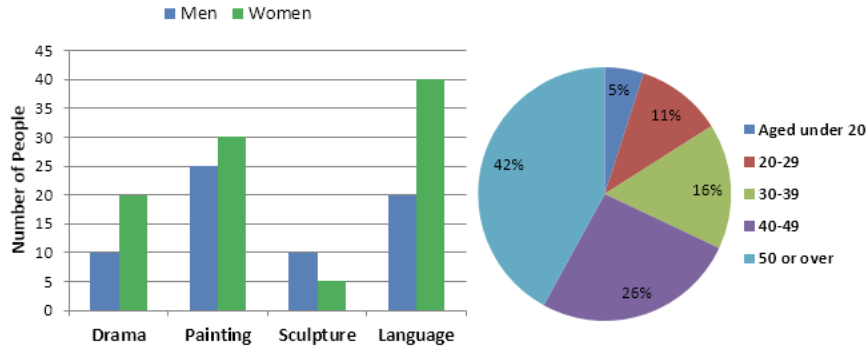
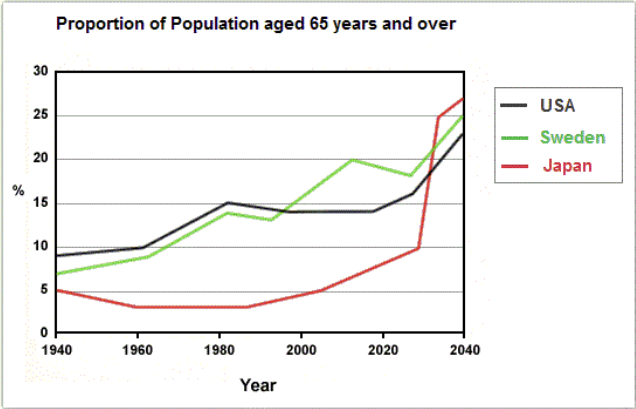
IELTS™

WRITING TASK 1: Band Descriptors (public version)

Band	Task achievement	Coherence and cohesion	Lexical resource	Grammatical range and accuracy
9	<ul style="list-style-type: none"> fully satisfies all the requirements of the task clearly presents a fully developed response 	<ul style="list-style-type: none"> uses cohesion in such a way that it attracts no attention skilfully manages paragraphing 	<ul style="list-style-type: none"> uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips' 	<ul style="list-style-type: none"> uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'
8	<ul style="list-style-type: none"> covers all requirements of the task sufficiently presents, highlights and illustrates key features/ bullet points clearly and appropriately 	<ul style="list-style-type: none"> sequences information and ideas logically manages all aspects of cohesion well uses paragraphing sufficiently and appropriately 	<ul style="list-style-type: none"> uses a wide range of vocabulary fluently and flexibly to convey precise meanings skilfully uses uncommon lexical items but there may be occasional inaccuracies in word choice and collocation produces rare errors in spelling and/or word formation 	<ul style="list-style-type: none"> uses a wide range of structures the majority of sentences are error-free makes only very occasional errors or inappropriacies
7	<ul style="list-style-type: none"> covers the requirements of the task (A) presents a clear overview of main trends, differences or stages (GT) presents a clear purpose, with the tone consistent and appropriate clearly presents and highlights key features/bullet points but could be more fully extended 	<ul style="list-style-type: none"> logically organises information and ideas; there is clear progression throughout uses a range of cohesive devices appropriately although there may be some under-/over-use 	<ul style="list-style-type: none"> uses a sufficient range of vocabulary to allow some flexibility and precision uses less common lexical items with some awareness of style and collocation may produce occasional errors in word choice, spelling and/or word formation 	<ul style="list-style-type: none"> uses a variety of complex structures produces frequent error-free sentences has good control of grammar and punctuation but may make a few errors
6	<ul style="list-style-type: none"> addresses the requirements of the task (A) presents an overview with information appropriately selected (GT) presents a purpose that is generally clear; there may be inconsistencies in tone presents and adequately highlights key features/ bullet points but details may be irrelevant, inappropriate or inaccurate 	<ul style="list-style-type: none"> arranges information and ideas coherently and there is a clear overall progression uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical may not always use referencing clearly or appropriately 	<ul style="list-style-type: none"> uses an adequate range of vocabulary for the task attempts to use less common vocabulary but with some inaccuracy makes some errors in spelling and/or word formation, but they do not impede communication 	<ul style="list-style-type: none"> uses a mix of simple and complex sentence forms makes some errors in grammar and punctuation but they rarely reduce communication
5	<ul style="list-style-type: none"> generally addresses the task; the format may be inappropriate in places (A) recounts detail mechanically with no clear overview; there may be no data to support the description (GT) may present a purpose for the letter that is unclear at times; the tone may be variable and sometimes inappropriate presents, but inadequately covers, key features/ bullet points; there may be a tendency to focus on details 	<ul style="list-style-type: none"> presents information with some organisation but there may be a lack of overall progression makes inadequate, inaccurate or over-use of cohesive devices may be repetitive because of lack of referencing and substitution 	<ul style="list-style-type: none"> uses a limited range of vocabulary, but this is minimally adequate for the task may make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader 	<ul style="list-style-type: none"> uses only a limited range of structures attempts complex sentences but these tend to be less accurate than simple sentences may make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader

Writing for Test 2

Types of Question



World Population 1950–2050

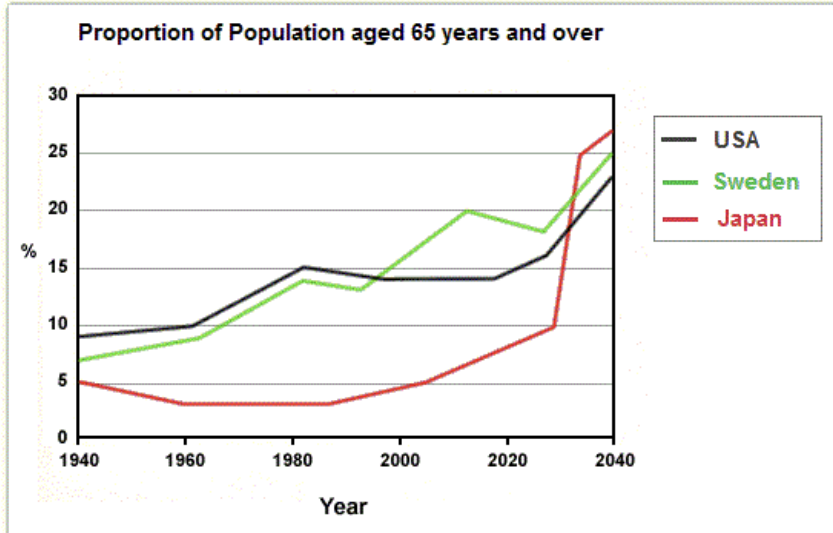
World Population (billions)	1950	2000	2050
	2.5	6.0	9.0 (estimate)

Distribution of World Population by Region

Region	1950	2000	2050
Africa	9%	13%	20%
Asia	56%	60%	59%
Europe	22%	12%	7%
Latin America	6%	9%	9%
North America	7%	5%	4%
Oceania	<1%	1%	1%

Writing for Test 2

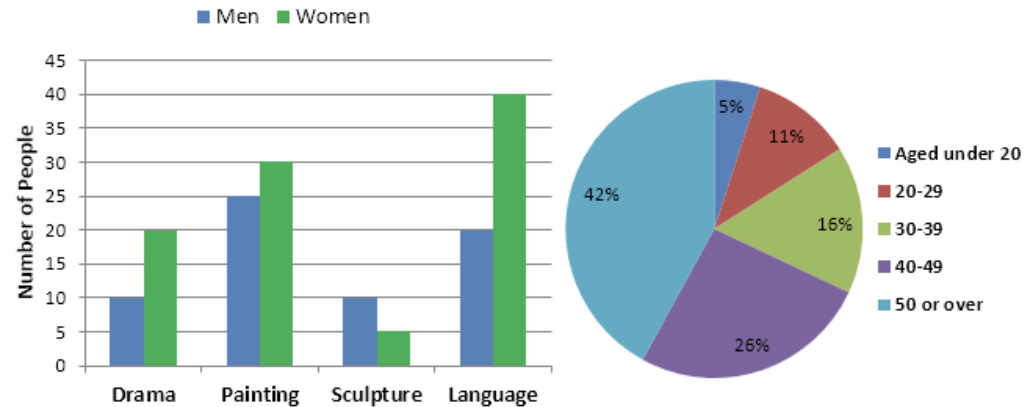
Types of Question



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 feature and make comparisons where relevant. Write at least 150 words.

Writing for Test 2

Types of Question



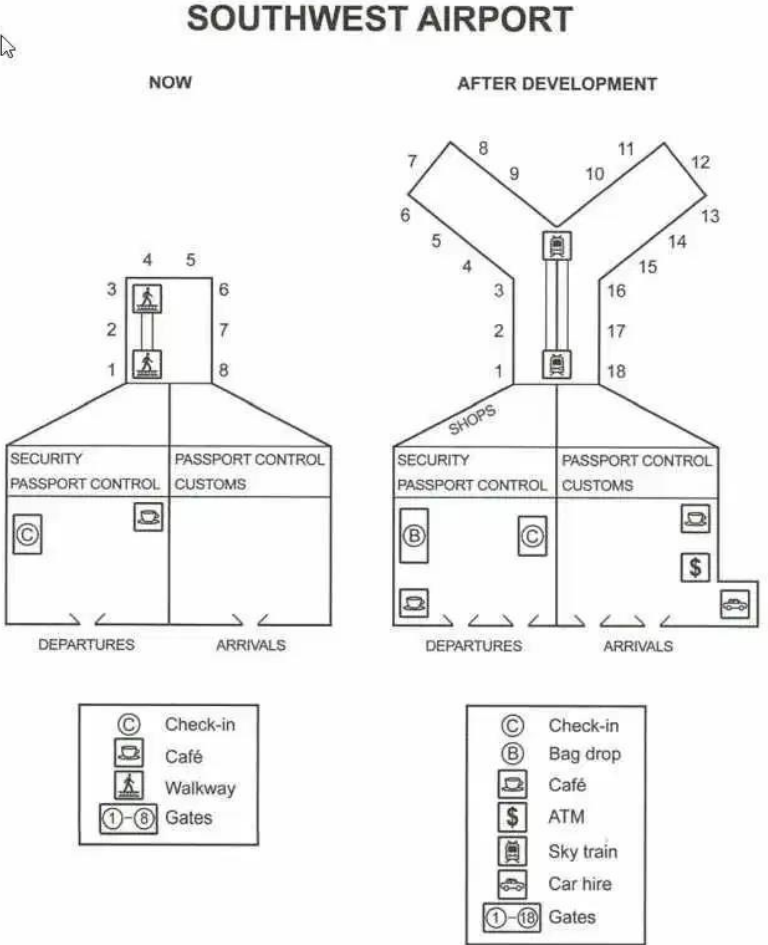
The bar chart below shows the numbers of men and women attending various evening courses at an adult education centre in the year 2009.

The pie chart gives information about the ages of these course participants.

Summarise the information by selecting and reporting the main features and making comparisons where relevant. Write at least 150 words.

Writing for Test 2

Types of Question

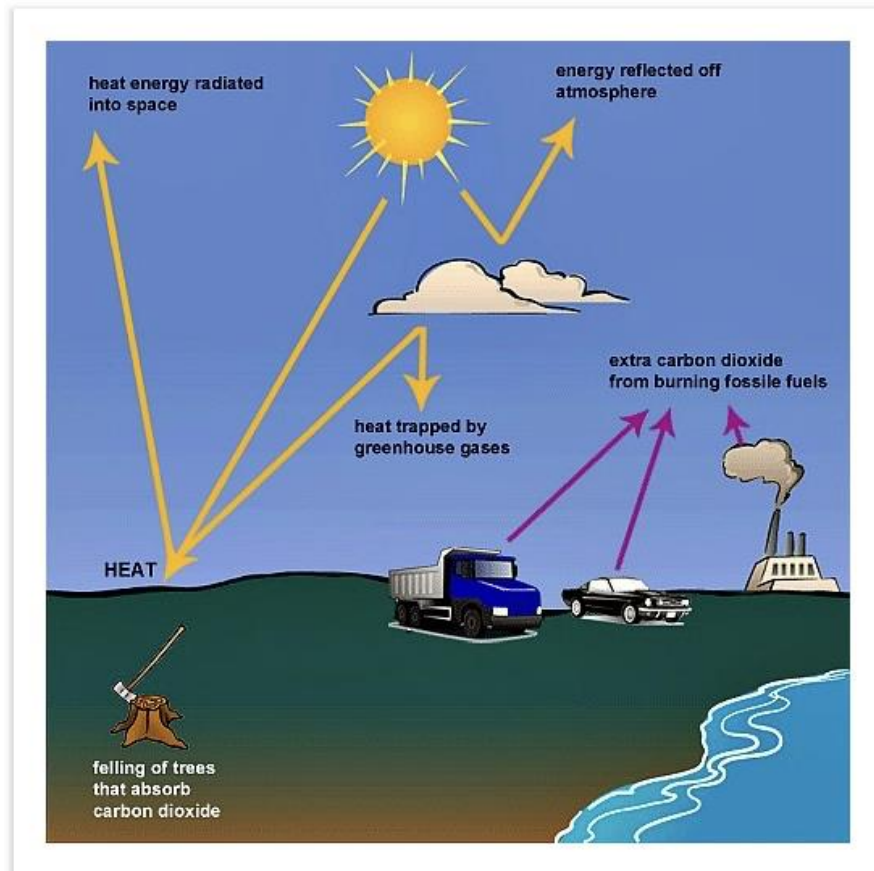


The plans below show the site of an airport now and how it will look after redevelopment next year.

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

Writing for Test 2

Types of Question



The following diagram shows how greenhouse gases trap energy from the Sun. Write a report for a university lecturer describing the information shown in the diagram.

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Write at least 150 words.

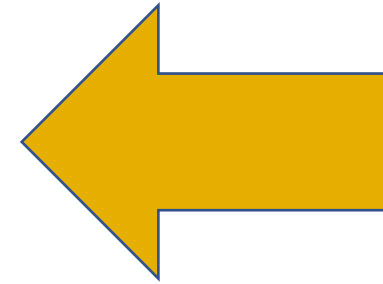
Writing for Test 2

2. Common Rules

Writing for Test 2

2. Common Rules

Paraphrase



Give an Overview

Plan and Organize

Writing for Test 2

2. Common Rules

The supplied/
presented/
shown/
provided/
given

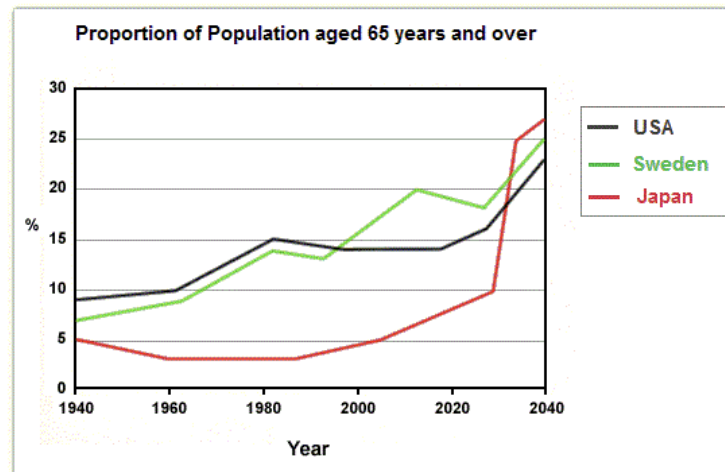
table/ figure/
illustration/
diagram/
graph/ chart/
process/ map/
pie chart/
picture

shows/ provides/
describes/
expresses/ indicates/
presents
information about/
gives data on/
denotes/ illustrates/
enumerates/
demonstrates

the comparison
of.../ the number
of.../ the amount
of.../ data about.../
information on.../
how the.../ the
proportion of...

Writing for Test 2

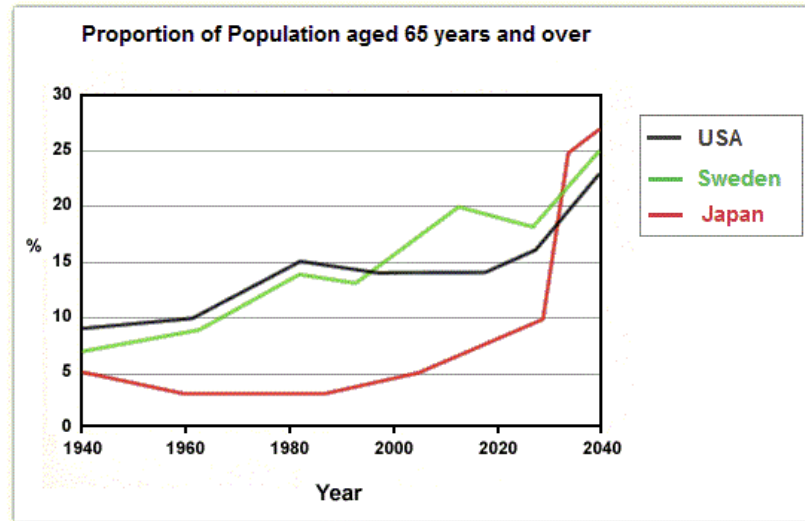
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Writing for Test 2

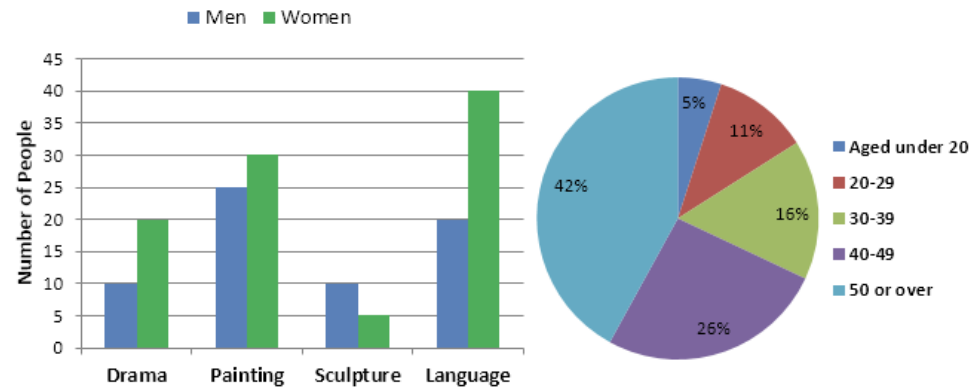


The graph below shows the proportion of the population aged 65 and over between 1940 and 2040 in three different countries.

The given line chart illustrates the number of elderly living in the United States, Sweden, and Japan within a span of 100 years.

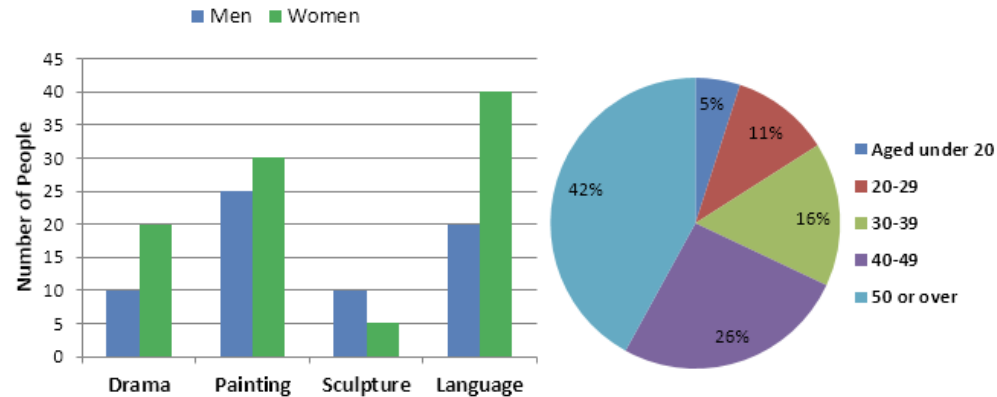
Writing for Test 2

Types of Question



The bar chart below shows the numbers of men and women attending various evening courses at an adult education centre in the year 2009. The pie chart gives information about the ages of these course participants. Summarise the information by selecting and reporting the main features and making comparisons where relevant. Write at least 150 words.

Writing for Test 2

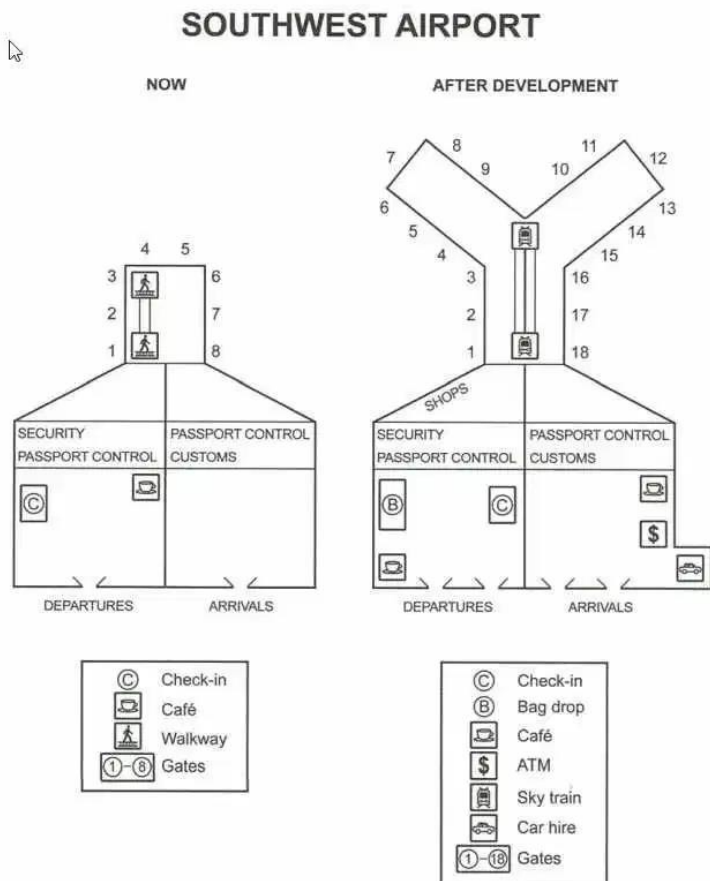


The bar chart below shows the numbers of men and women attending various evening courses at an adult education centre in the year 2009. The pie chart gives information about the ages of these course participants.

The first given visual provides information on the amount of the population of all genders who attended the evening classes at an education centre for adults in 2009, whereas the second chart shows data on the attendants' age.

Writing for Test 2

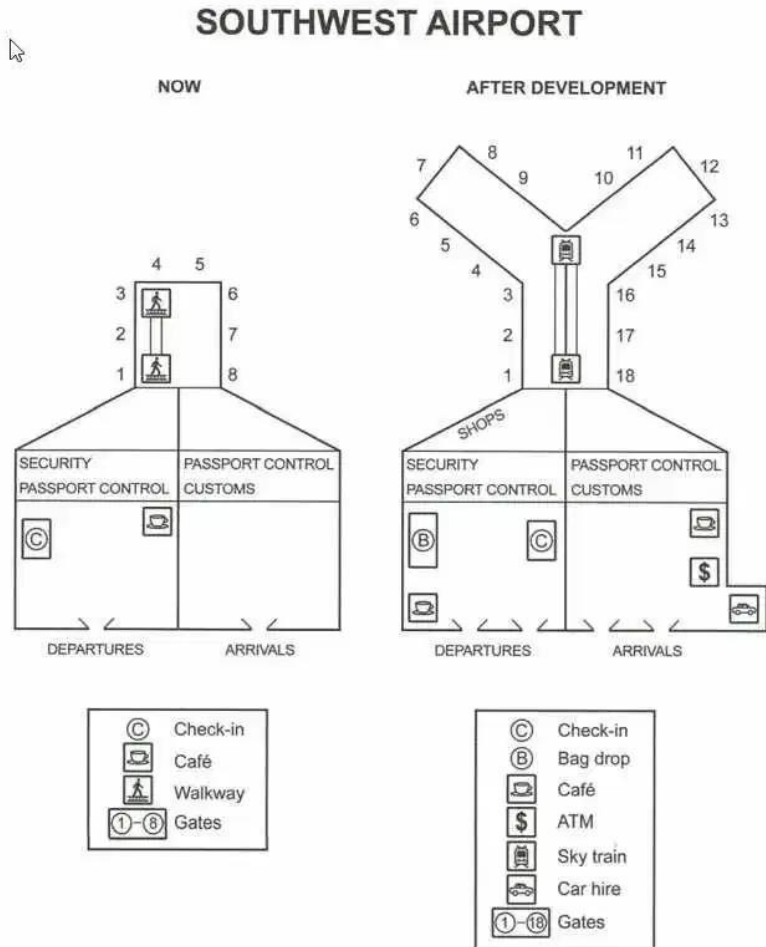
Types of Question



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

Writing for Test 2

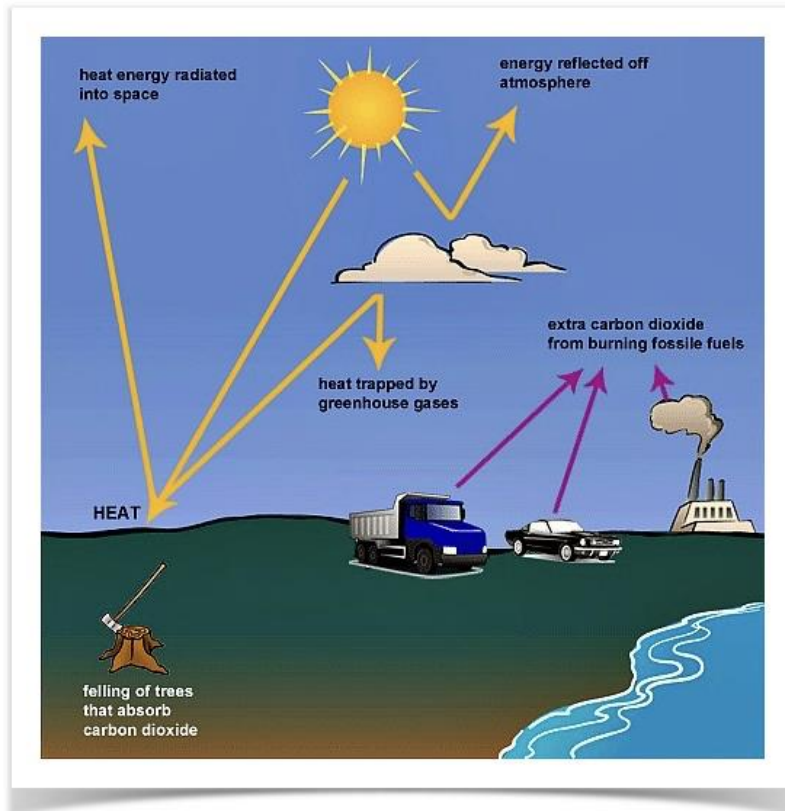


The plans below show the site of an airport now and how it will look after redevelopment next year.

The given blueprint provides a visual representation of an aviation station in the present time and a year after it is developed.

Writing for Test 2

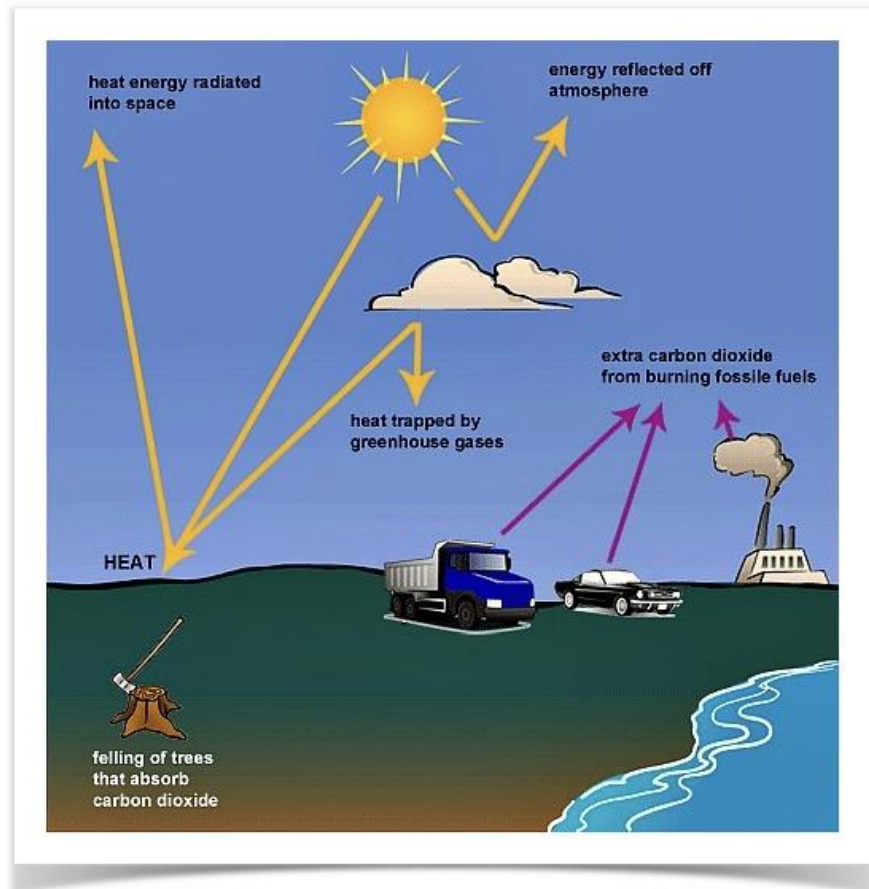
Types of Question



The following diagram shows how greenhouse gases trap energy from the Sun. Write a report for a university lecturer describing the information shown in the diagram.

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Writing for Test 2

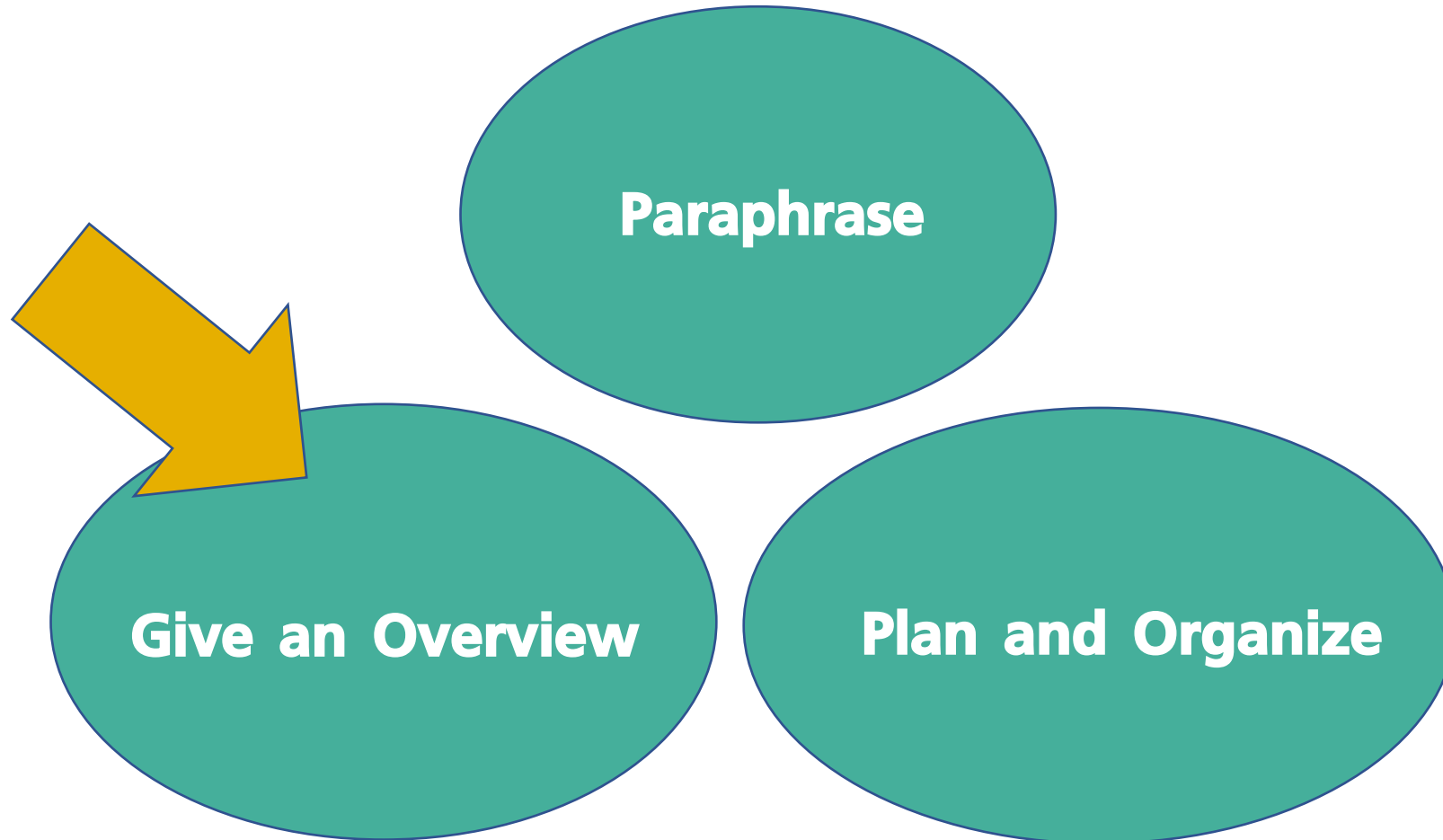


The following diagram shows how greenhouse gases trap energy from the Sun.

The provided labelled image illustrates the sequences of the global climate change creation.

Writing for Test 2

2. Common Rules



Writing for Test 2

Task 1 Give an Overview idp

1. Use linking words or phrases to introduce a summary of what you see.

Overall,

To summarise,

In summary,

In brief,

It can be clearly seen that

At the first glance,

Writing for Test 2

Task 1 Give an Overview idp

2. Write the main trend(s) or overall picture of what you see in the visual(s).

Depending on the type of visual, ask yourself these questions:

- Can you see an overall increase, decrease or fluctuation in the visual diagram?

- Can you see very high or very low points?

- Can you see more or less of something

(E.g. more males, less females, more employed, less employed)?

- Has the map or plan changed over time?

- Have features been added or taken away?

- What is the main relationship between the visuals?

- Is there a predicted change that will happen in the future?

Writing for Test 2

Task 1 Give an Overview idp

Overall, it can be clearly seen that the total numbers of people employed have increased over the period, whereas the number of women employed has decreased.

In brief, Germany was the major producer of vehicles over this period followed by France and then Norway.

It can clearly be seen that there are six steps involved in the production of cloth starting with the raw materials and ending with the final product.

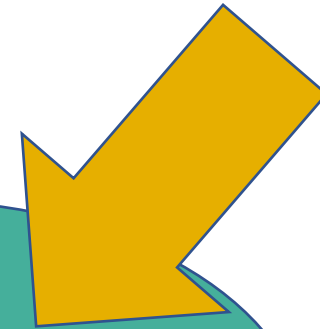
Writing for Test 2

2. Common Rules

Paraphrase

Give an Overview

Plan and Organize



Writing for Test 2

Task 1 Plan and Organize

1st Paragraph Introduction (Paraphrase the question)

2nd Paragraph Overview of key features

3rd Paragraph Key feature 1

4th Paragraph Key feature 2

Writing for Test 2

General Vocabulary for Writing Task 1

Condition

As

Because of

Even if

If

Since

Unless

Whenever

Concession

Although

Although/Even though

And still

Even so

Even though

Illustration

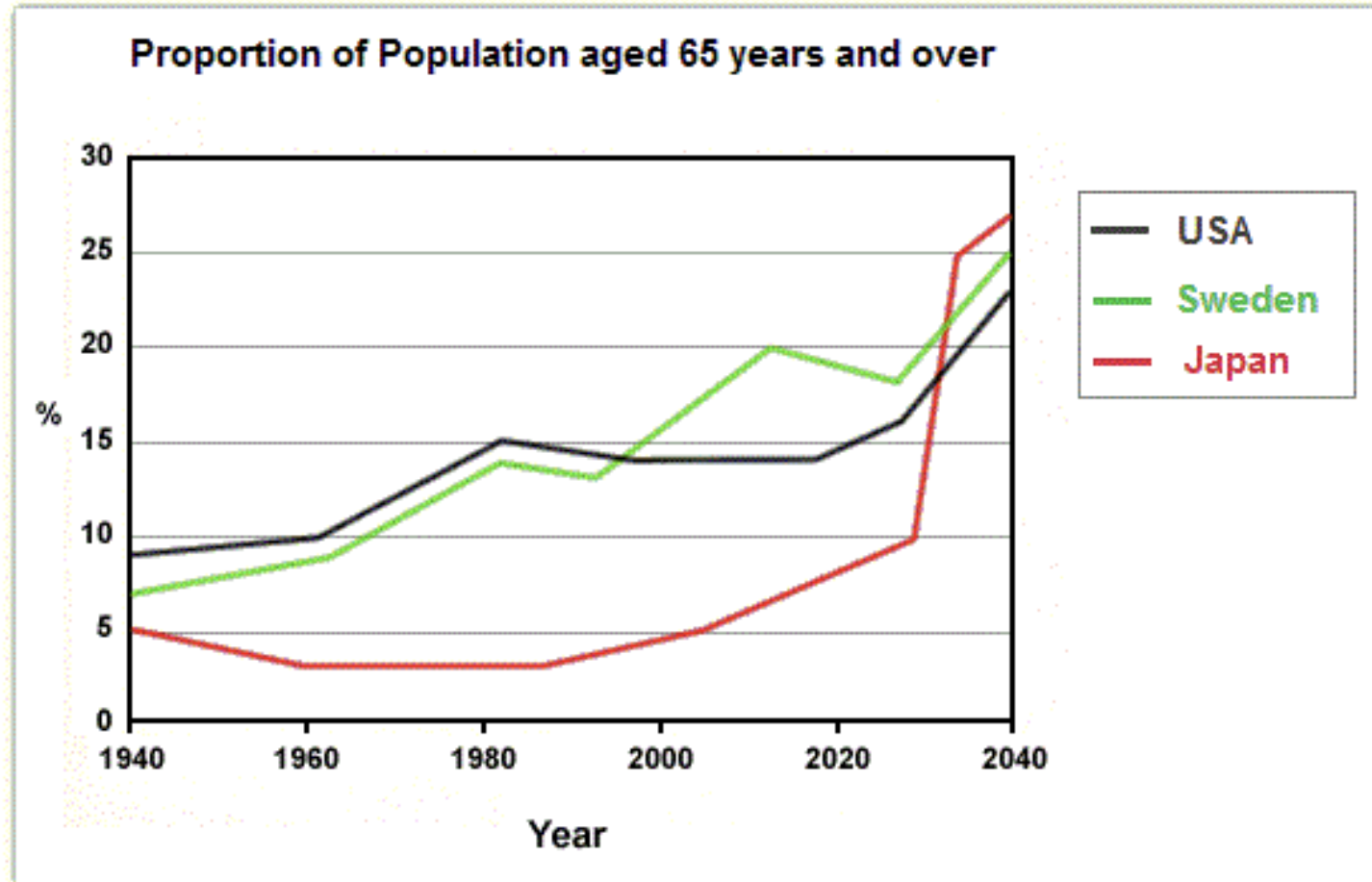
Namely

Such as

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3. Specific Rules

Writing for Test 2



Writing for Test 2

Trends	Verb	Noun
เพิ่มขึ้น	Increase/ go up/ grow/ uplift/ climb/ rocketed/ raise	a rise/ an increase/ an upward trend/ a growth/ a climb
ลดลง	Decline/ go down/ reduce/ drop/ decrease/ fall/ plummet/ plunge	a fall/ a reduction/ a downward trends/ a decrease/ a decline/ a drop/ a downfall
คงที่	Unchanged/ remain stable/ remain the same/ remain steady	a stability/ no change/ a plateau/ a steadiness/ a flat

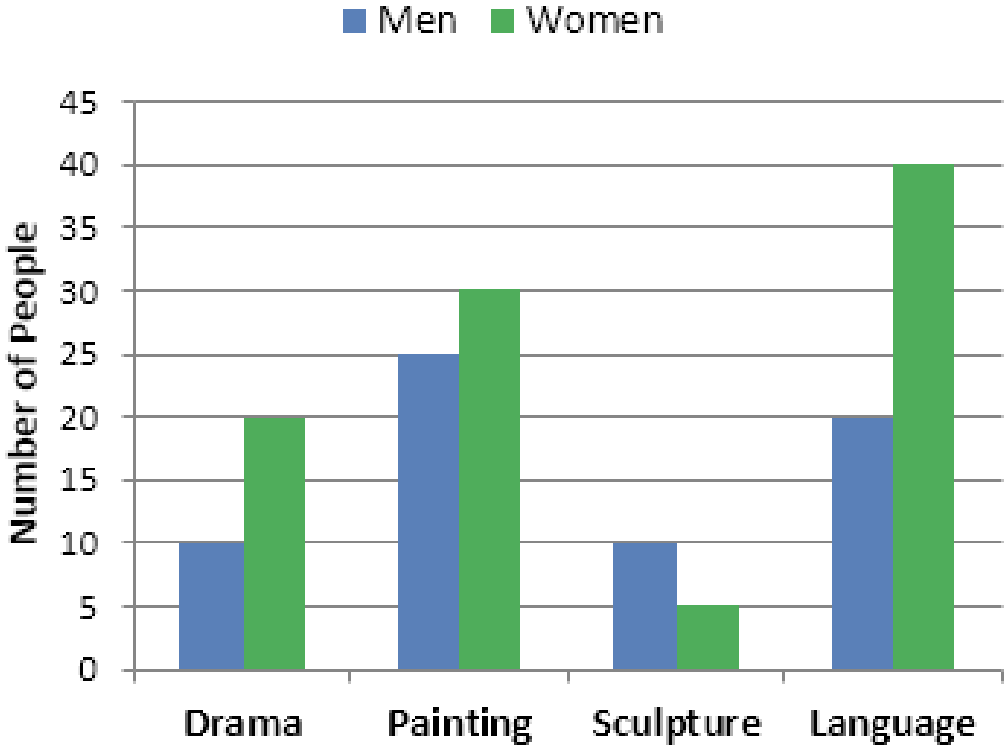
Writing for Test 2

Trends	Adj.	Adv.
มาก	Sharp, significant, steep, dramatic, considerable	Sharply, significantly, steeply, dramatically, considerably
ปานกลาง	Steady, moderate	Steadily, moderately
เล็กน้อย	Gentle, slight, modest, gradual, relative	Gentle, slight, modest, gradual, relative

Writing for Test 2

World Population 1950–2050			
World Population	1950	2000	2050
(billions)	2.5	6.0	9.0 (estimate)

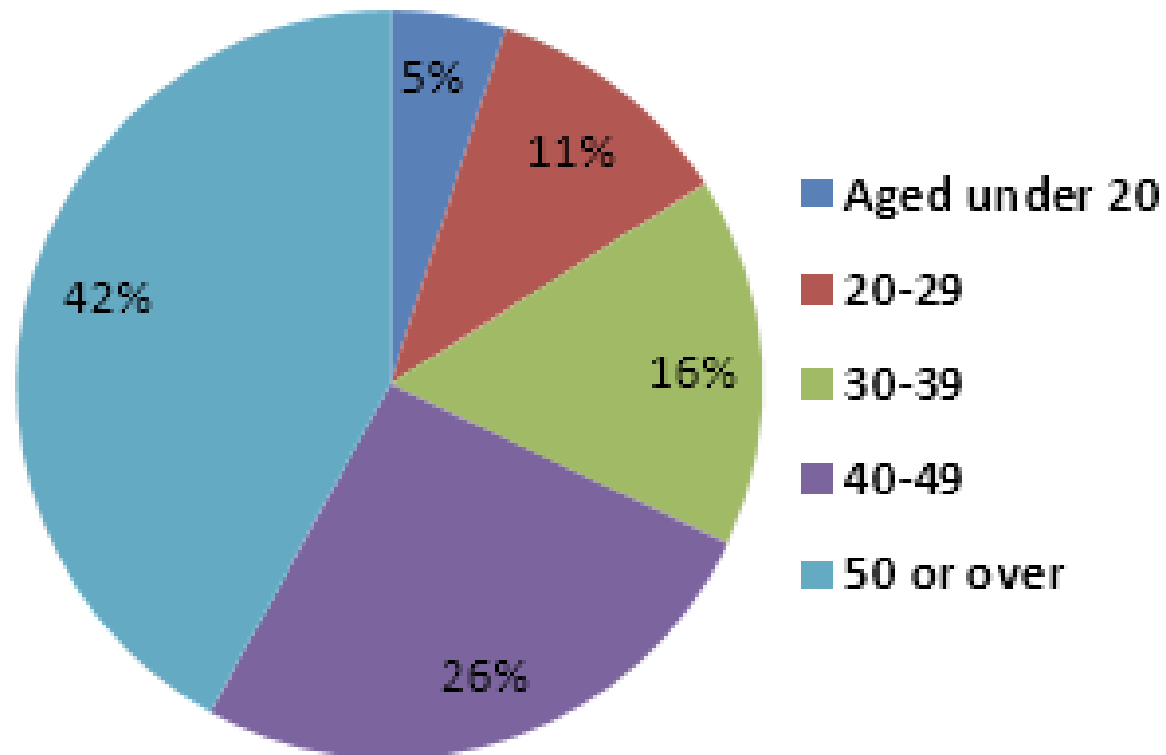
Distribution of World Population by Region			
Region	1950	2000	2050
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Writing for Test 2

Trends	Verb	Noun
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Writing for Test 2



Writing for Test 2

Fractions

A tiny fraction
almost a quarter
nearly one-third
around a half
approximately three quarters

80% - four-fifths
70% - seven in ten
50% - half
30% - less than a third
20% - a fifth
10%- one in ten

Writing for Test 2

Direction

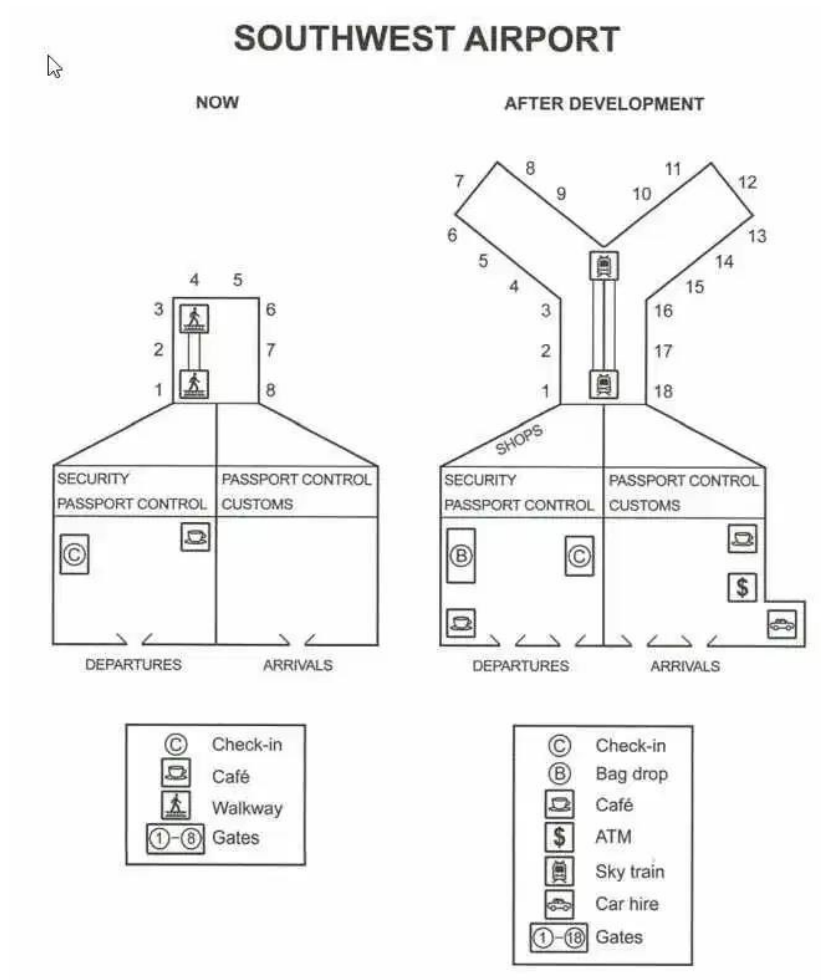
Fluctuation

Fluctuated

Reached a peak of...

Stood at...

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Writing for Test 2

Location

Be located/ situated in

In the north

Opposite

To the north

Next to

In the southwest

Across from

To the southwest

Along

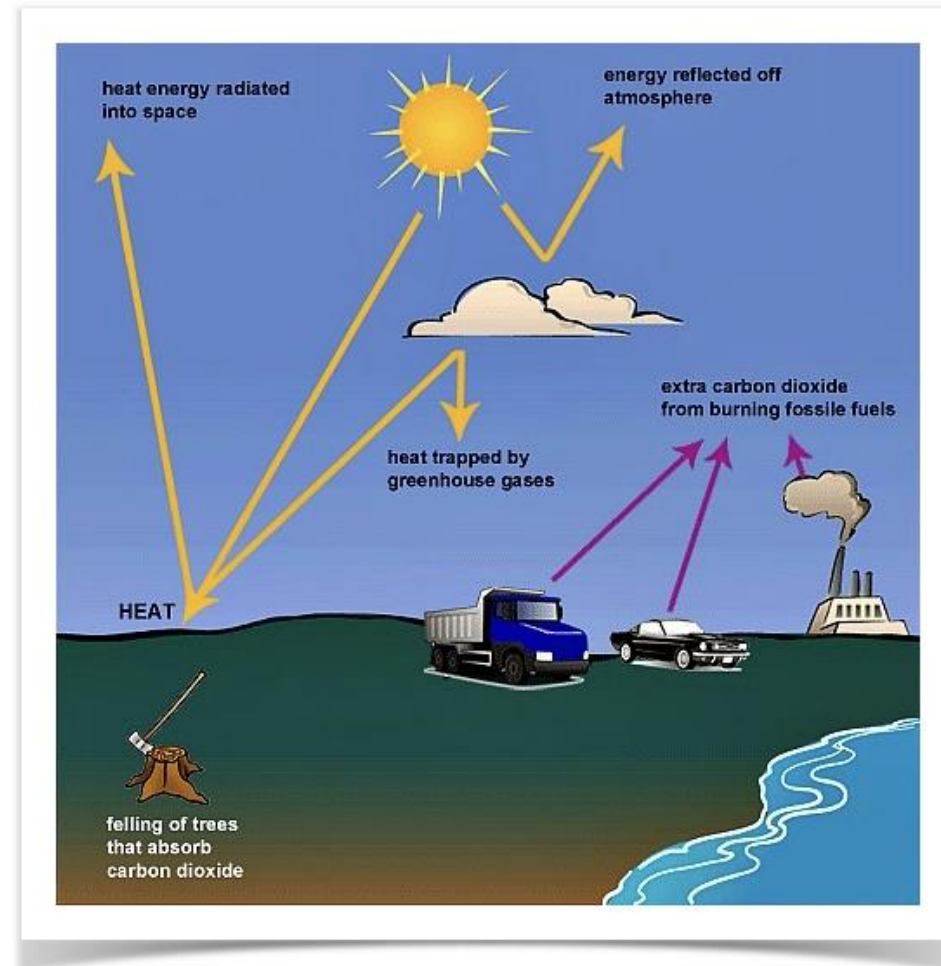
an urban area – a city

a rural area – a countryside

residential area – houses

an industrial area – factory, manufacturing, processing

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Writing for Test 2

Diagram

Man-made process

- Use passive voice
- Use sequencers
- Paraphrase the main things in the process

Natural process

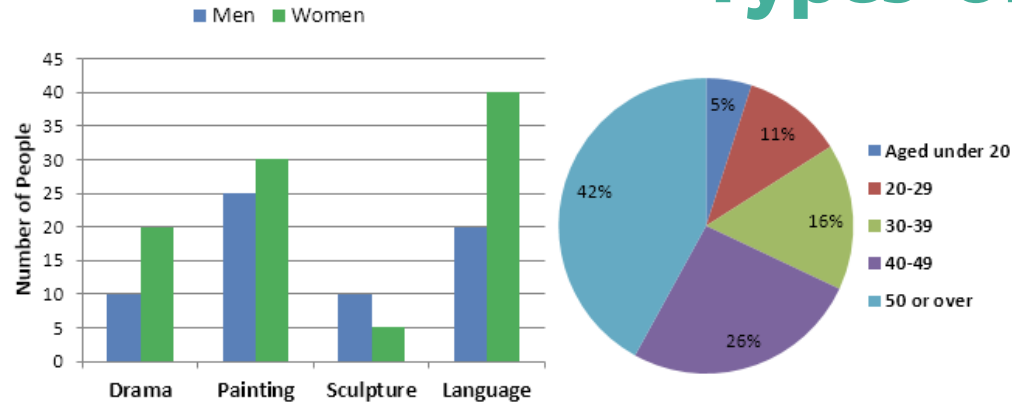
- Basic science knowledge
- Mostly a cycle (ไ้ญ้ 1st step ที่ไ้ญ้)
- -----
- Gradually, As a result of this, The step after this, Overtime, Eventually
- Once A has finished, B is able to start
- A happens, which leads to B

Writing for Test 2

4. Model Writing

Writing for Test 2

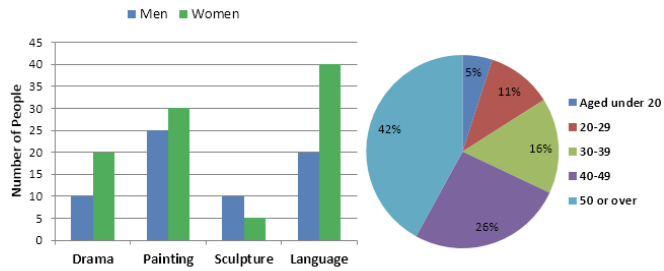
Types of Question



The bar chart below shows the numbers of men and women attending various evening courses at an adult education centre in the year 2009.

The pie chart gives information about the ages of these course participants.

Summarise the information by selecting and reporting the main features and making comparisons where relevant. Write at least 150 words.



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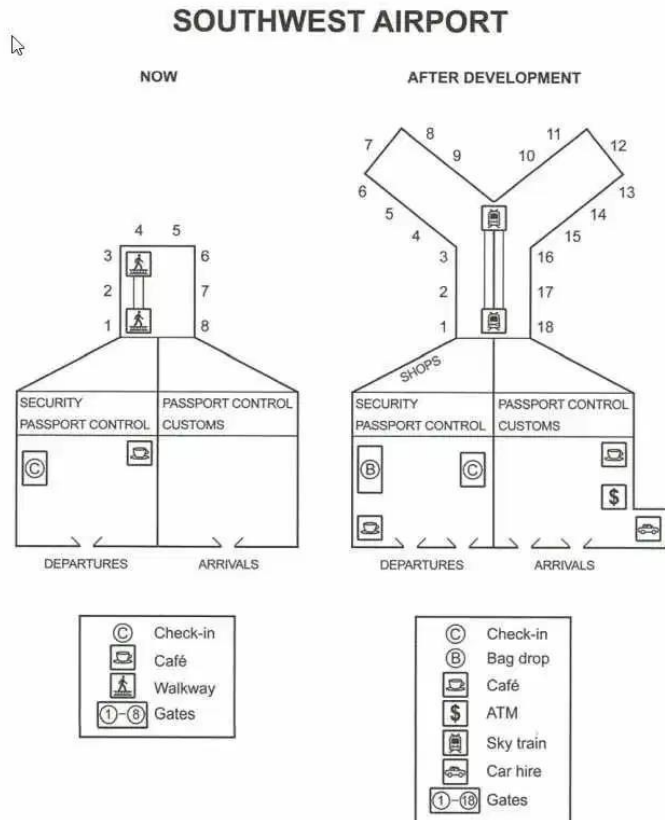
At the first glance, it can be clearly seen that female students participate more than males in almost every course except Sculpture. Moreover, more than forty per cent of all learners of the institution are aged over fifty years mature.

Language seems to be the most interesting subject for women in 2009 as there were forty students enrolled in the session, which doubled the number of men. In the same period of time, men studied Painting the most at thirty people. This number is higher than women by five people. Drama and Sculpture were attended by the same number of men at ten people, while female students enrolled in the first subject at four times higher in terms of amount.

For the age of the learners, 42% of all are fifty years and over, considered the highest percentage. The smallest group, or five per cent, participating in the classes aged younger than twenty years. (192)

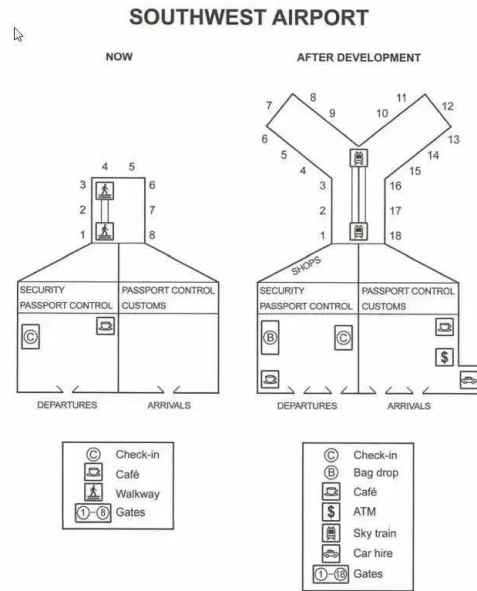
Writing for Test 2

Types of Question



The plans below show the site of an airport now and how it will look after redevelopment next year.

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The given blueprint provides a visual representation of an aviation station in the present time and a year after it is developed. Overall, there will be a huge change in the aircraft gates in the future and a number of services will be available for people to use.

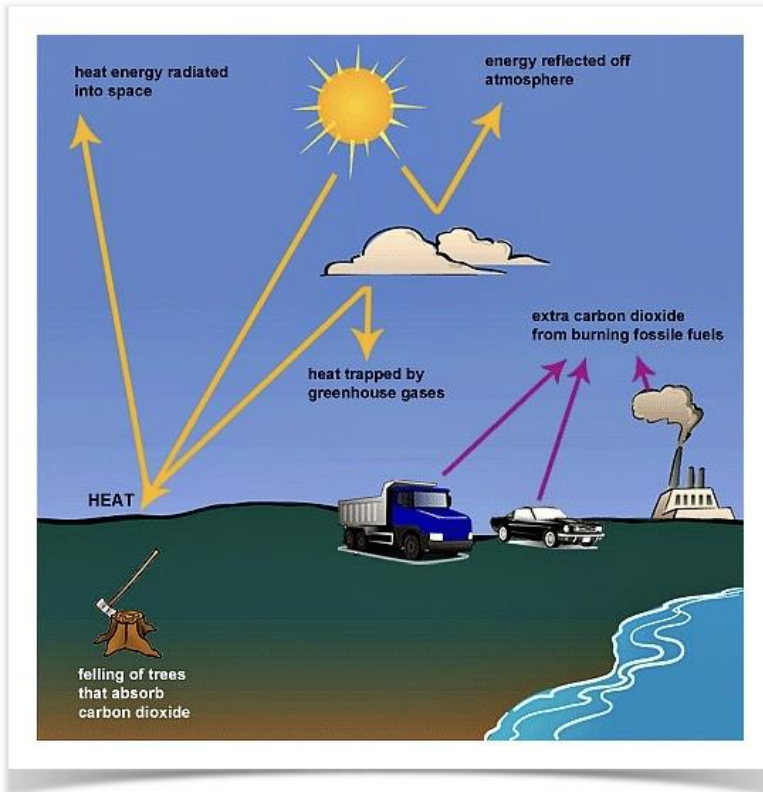
From the south to the west, there is now a booth for departing passengers to check in on the left whereas the coffee shop is on the opposite. However, it is planned that the cafe will be relocated to be closer to the door due to the fact of the replacement of the airline registration unit while the luggage drop machine will be put at its former corner. Towards the southeastern part, there is no service provided nowadays but in the future, the visitors can buy beverages, deposit cash, and even rent cars to drive around the city. In the middle, there will have been passport screening points for both departing and arriving travellers as the same. Between the travel document checkpoints and all eight gates for departure located in the northern part of the building, there is now a completely empty area. Nonetheless, another ten gates will be added with more convenient indoor transportation to commute within the airport and the shop will be opened up for customers to buy necessary goods before getting on board. (225)

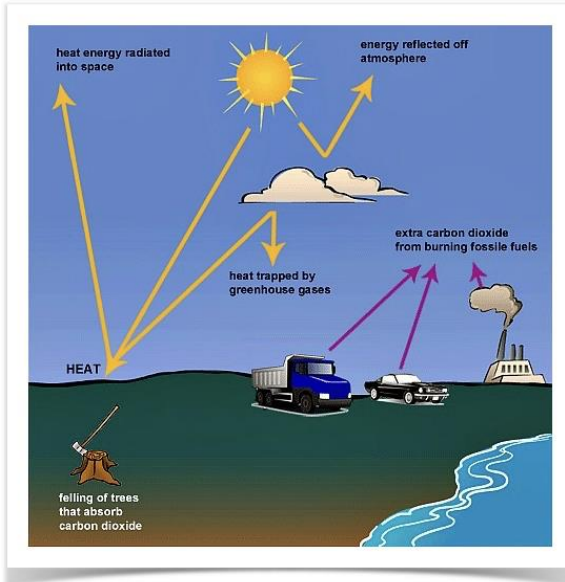
Writing for Test 2

Types of Question

The following diagram shows how greenhouse gases trap energy from the Sun. Write a report for a university lecturer describing the information shown in the diagram.

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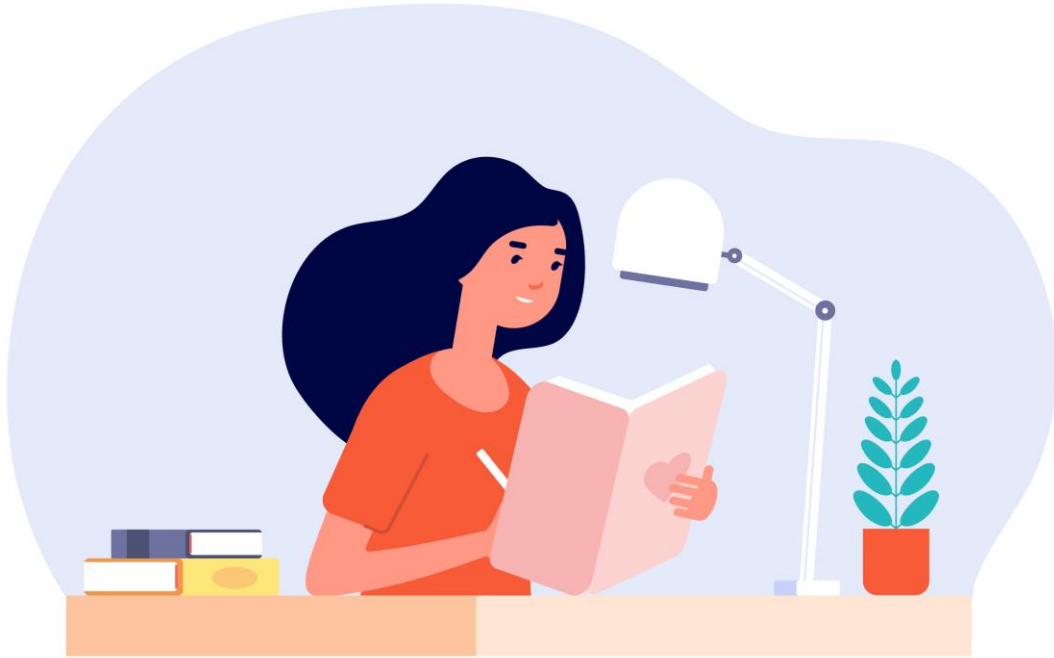
The given labelled image illustrates the sequences of the global climate change creation. Overall, a glance at the diagram reveals that it contains two types of production - the process occurred by nature and by humans.

For the natural procedure, the heat of sunlight is shined on the ground. After the energy from the Sun has reached the Earth, it is reflected back into the sky. However, sometimes greenhouse gasses could trap the heat power from either top or bottom and then cause the reflection to their original sources. In the man-made production, carbon dioxide is the main part causing the global warming crisis, which could be directly happen to vehicle uses, such as cars and trucks, for private transportation or logistics. In addition to the engine, the burnt fossil fuels from numerous factories are also able to be produced as emissions while their machines are working to make goods or products. (153)

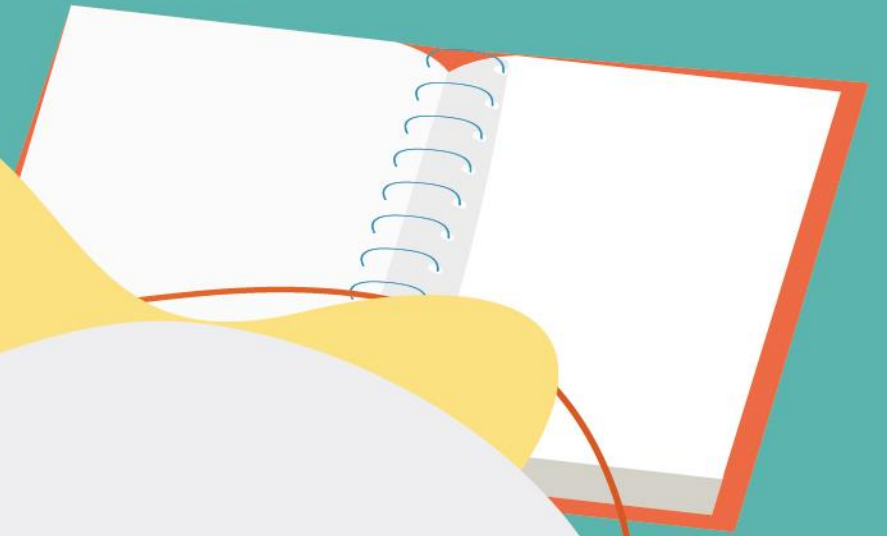
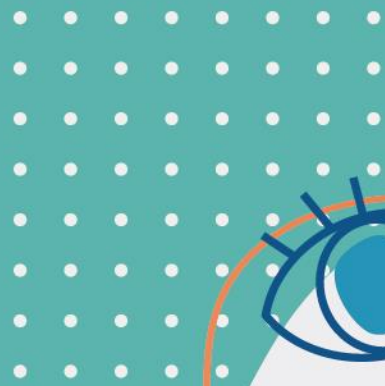
Writing for Test 2

(Charts and diagrams description for any presentation and report)

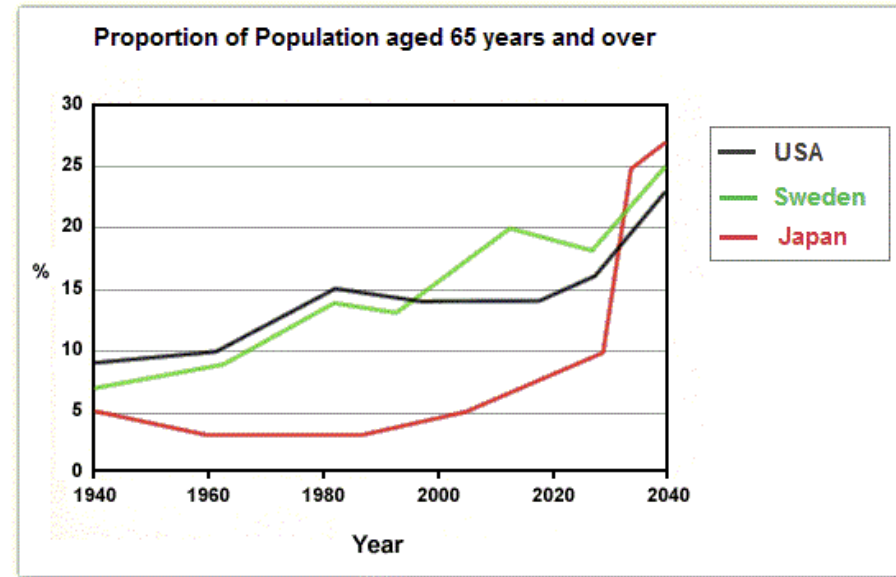
- ~~1. Overview of IELTS Task 1~~
- ~~2. Common Rules~~
- ~~3. Specific Rules~~
- ~~4. Model Writing~~



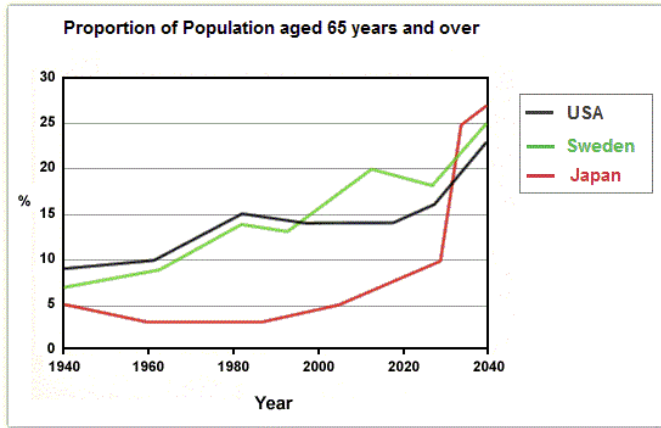
Exercise



Types of Question



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 feature and make comparisons where relevant. Write at least 150 words.



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 feature and make comparisons where relevant. Write at least 150 words.

The given line chart illustrates the number of elderly living in the United States, Sweden, and Japan within a span of 100 years.

In 1940, the rate of American elder people was the highest among three countries at almost a billion, while the Japanese are the lowest at five million. There were the old-aged Swedish population during the same time. However, the amount of retired residents in Japan had never climbed up until around 1986, before it is expected to rocket from ten million to 25 million within two years - between 2030 and 2031. With regards to people from Sweden and America, there were slight drops in the numbers in 1980 but started to go up again from 1990 and from 2020, respectively, until the next twenty years.

Overall, the main trends of people aged over 64 in all three nations have been increasing, yet the Japanese are predicted to have the most dramatic rise to hit the peak in the last decade. (164)

ภาษาอังกฤษ Writing

CEFR C1

Writing for Test 2

ครูพี่อณ

A

B

C

