

Phrase practice: 30 situations, with four useful sentence patterns in each. Replace bracketed words with information that the task actually supports. Choose the shortest accurate pattern; do not insert every phrase into one answer. A pattern is a language tool, not evidence. The worked examples use invented teaching data.

Task 1: describing information accurately

1. Introduce a chart without copying its title word for word.

The chart compares [bus use] in [three towns].

The table shows [monthly water use] over [one year].

The diagram illustrates how [glass bottles] are [recycled].

The maps show changes to [a school site] between [2010 and 2020].

Name the measure, place and period only when supplied. A diagram of a process does not compare town statistics. Keep the unit or population clear.

2. Write an overview which selects a main feature.

Overall, [rail travel] increased, while [bus travel] declined.

Overall, [Town A] recorded the highest [attendance] in both years.

The main change was the replacement of [a car park] with [a garden].

The process has [five] main stages, beginning with [collection] and ending with [packing].

An overview is a summary of important visible features. Do not add a forecast or explain causes unless the source supplies them. Count stages before stating their number.

3. Describe an increase from 20 to 35 units.

The figure rose from 20 to 35 units.

There was an increase of 15 units.

The final figure was 15 units higher than the initial figure.

The value increased by 75% from its initial level.

Use from/to for endpoints and by/of for the change. The percentage change is 15 divided by 20, multiplied by 100. A rise of 15 units is not automatically a rise of 15%.

4. Describe a decrease from 80 to 60 units.

The figure fell from 80 to 60 units.

There was a decrease of 20 units.

The final value was three quarters of the initial value.

The value declined by 25% from its initial level.

The change is measured against the initial value: 20 divided by 80 is 25%. Do not describe the final value as 25% of the initial value; it is 75%.

5. Compare a share which rises from 20% to 30%.

The share rose from 20% to 30%.

It increased by 10 percentage points.

The final share was 1.5 times the initial share.

This was a 50% increase relative to the initial share.

Percentage points measure the subtraction of two percentages. Relative percentage change divides that difference by the initial share. These describe the same data in different ways; choose the clearest.

6. Compare two values: Town A has 40 users and Town B has 25.

Town A had more users than Town B.

Town A recorded 40 users, compared with 25 in Town B.

Town B had 15 fewer users than Town A.

The figure for Town A was 1.6 times that for Town B.

Fewer modifies countable users; lower modifies a figure. Use the same measure and period for both places. The ratio 40/25 is 1.6, not a difference of 1.6 users.

7. Describe a value which stays at 50 for all four recorded years.

The figure remained at 50 throughout the recorded period.

There was no change in the recorded value.

The value was the same in all four years.

Each annual observation was 50.

These claims concern the observations shown. They do not prove that the value stayed constant between measurements. Avoid fluctuated when every displayed value is identical.

8. Describe observations of 30, 45, 25 and 40 in successive years.

The figure rose, then fell, before rising again.

It fluctuated between 25 and 45 across the recorded years.

The highest recorded value was 45.

Despite the variation, the final value exceeded the initial value by 10.

The overall change and intermediate movement are different facts. Do not call the sequence a steady rise. Recorded peaks do not establish what happened between observations.

9. Describe approximate values without pretending to know exact numbers.

The figure was approximately [40].

It stood at just under [50].

The value was slightly above [60].

Around [one third] of the total belonged to [Category A].

Use approximation when the chart cannot be read precisely. Just under means below, not equal to. One third is approximately 33.3%; do not label a clearly different share that way.

| 10. Group categories with a real shared feature.

[A] and [B] both increased over the period.

Unlike [A] and [B], [C] declined.

The two largest categories were [A] and [C].

Together, [A] and [B] accounted for [60%] of the total.

Grouping reduces repetition only when the feature is shared. Add shares only if they refer to the same total and do not overlap. An alphabetical pair does not necessarily form a meaningful group.

| 11. Refer to units and populations precisely.

The figure is measured in [thousands of people].

[45%] of the [surveyed students] selected [cycling].

Average use was [12 litres per person per day].

The total for [the three centres] was [900 visits].

People, visits and litres are different measures. Surveyed students are not all students in a country. A per-person average is not a household total; copy the scope accurately.

| 12. Describe steps in a process without inventing an operator.

First, [the material] is [sorted].

Next, [the pieces] are [washed].

Once [washing is complete], [the material] is [dried].

Finally, [the finished product] is [packed].

The passive voice is useful when the process identifies an action but no person. It is not compulsory in every sentence. Preserve the diagram order and do not add a missing treatment stage.

| 13. Describe an input, transformation and output.

[Water] enters [the tank] through [a pipe].

[The mixture] passes through [a filter].

During this stage, [large particles] are [removed].

The resulting [liquid] is transferred to [a storage vessel].

Name only shown materials and equipment. A filter removing large particles does not necessarily make water safe to drink. The phrase resulting describes an output without inventing a property.

| 14. Describe a repeated or branching process.

[Unused material] returns to [the first stage].

The cycle begins again when [new water enters].

At this point, the material follows one of two routes.

[Route A] leads to [storage], whereas [Route B] leads to [further treatment].

Use these patterns only if the diagram shows a loop or branch. A sequence of arrows in a straight line is not automatically a cycle. Explain what distinguishes the routes when that information is supplied.

I 15. Describe a map location using the map orientation.

[The library] is located to the north of [the hall].

[The garden] lies between [the entrance] and [the classroom block].

[The path] runs along [the eastern boundary].

[The new building] occupies [the south-west corner].

Use north/east only when the map orientation supports them. Between requires two reference points. If no compass is provided, a clear phrase such as on the left side may be safer.

I 16. Describe changes to a mapped site.

[The old store] was replaced by [a classroom].

[The road] was extended towards [the station].

[The garden] was enlarged by removing [the adjacent car park].

[The central hall] remained in the same position.

A new use is not necessarily a new building. Replacement, enlargement and relocation are distinct changes. The map may show what changed without explaining why.

I 17. Compare actual data with a labelled projection.

The recorded figure in [2020] was [50].

The chart projects a rise to [70] by [2030].

According to the projection, [A] will exceed [B].

The projected value is [20] higher than the last recorded value.

Keep observed and projected values separate. A projection is not an established outcome. Use will only within wording that makes the forecast status explicit, not as an unsupported personal prediction.

I 18. Avoid claiming a cause from a chart that shows only values.

The fall occurred during [the same period].

Both measures increased, although at different rates.

The chart shows the change but does not explain its cause.

[A] reached [40], while [B] stood at [25].

At the same time does not mean because of. Usually the third pattern is a drafting reminder rather than a sentence needed in the report. Describe the evidence; omit a guessed cause.

Task 2: building and limiting an argument

I 19. State a position that answers the actual command.

I agree that [a change is needed], but not that [the proposed rule should apply to everyone].

In my view, [the first benefit] outweighs [the main drawback] because [a reason].

I would give priority to [A], while retaining [B] where [a condition applies].

I see this as a positive development, provided that [a stated risk is managed].

Choose a position you can defend in the body. An outweigh question needs a comparison of importance, not simply a list. A qualification should narrow the position, not reverse it without explanation.

| 20. Explain a mechanism rather than repeating a claim.

This can help because [the action changes a specific difficulty].

When [a situation occurs], [the proposed action] allows [a useful response].

As a result, [a directly connected consequence] may follow.

The benefit comes from [the mechanism], rather than simply from [a label].

The relationship needs real reasoning. Writing as a result does not prove that a consequence follows. Show the intermediate step and use may where the outcome depends on conditions.

| 21. Introduce an example honestly.

For example, a [student] might [face a particular situation].

Consider a [worker] who [needs a specific service].

In such a case, [the proposal] could [help in a stated way].

This example illustrates [the reason]; it does not establish how often it occurs.

Hypothetical examples can explain an argument. Do not invent a survey, a named researcher or a percentage to make them sound factual. The final pattern is chiefly a reminder to control the claim.

| 22. Limit a claim when the evidence is limited.

This may be useful for [a particular group].

The effect depends on [a stated condition].

It is unlikely to solve [a separate problem] by itself.

The proposal could help, although [a limitation] would remain.

A limited claim is often more defensible than an absolute one. Do not add may mechanically to a numerical fact supplied by the task. Explain which condition or group creates the limit.

| 23. Present an opposing argument fairly.

Supporters of [the alternative] argue that [its strongest relevant reason].

This concern is reasonable because [an explanation].

However, it does not follow that [an overly broad conclusion].

A narrower response would be to [address the concern directly].

Represent a real reason, not a foolish version that is easy to attack. Acknowledging a concern does not require abandoning your position. The response must address the same concern.

| 24. Match a solution to a cause.

One cause is [a specific behaviour or obstacle].

This creates the problem by [an explained link].

To address it, [an actor] could [a practical action].

The action would reduce [the obstacle] by [a matching mechanism].

The bracket names a slot, not a phrase to copy. Every solution needs an actor, a feasible action and a link to the identified cause. A general call to improve society does not explain how the problem is reduced.

I 25. Compare benefits with costs.

The main gain is [a benefit], whereas the main cost is [a drawback].

Although [a benefit matters], [the drawback] affects [a more important goal].

This trade-off is acceptable when [a condition applies].

On balance, [the chosen side] carries more weight because [a clear criterion].

Name the criterion: access, learning, fairness, time or another relevant aim. More paragraphs on one side do not prove that side outweighs the other. Compare importance, not the number of points.

I 26. End without adding a new argument.

Overall, [the same position as the opening] remains the stronger option.

The combination of [reason one] and [reason two] supports this view.

I therefore favour [the proposed balance], with [the condition already discussed].

The priority should be [the established aim], rather than [the rejected alternative].

The conclusion brings together the existing reasoning. Do not introduce a new statistic, policy or personal story. A short conclusion is enough when the body has already made the case.

Speaking: developing a real answer

I 27. Give a direct answer and a relevant detail.

Yes, I usually [do the activity] because [a personal reason].

Not very often; I tend to [an alternative activity].

My favourite [place] is [a particular place], mainly because [a detail].

It depends on [a genuine circumstance]; when [that circumstance applies], I [an action].

These are possible openings, not four sentences to recite together. Adapt grammar to the inserted words: I tend to play, not I tend to playing. A detail should explain your own answer.

I 28. Organise a short personal story.

This happened when I was [a relevant age or stage].

At first, I [an action or feeling].

The turning point was when [a specific event occurred].

Looking back, I [a reflection linked to the event].

Use an event you can describe naturally. A sequence is useful when it shows a change; filling time with unrelated background weakens it. Adjust verb forms: I felt, not I a feeling.

I 29. Discuss a wider issue without pretending to represent everyone.

One reason people may [do something] is [a plausible reason].

This may be more important for [a particular group] than for [another group].

There can be a trade-off between [two relevant aims].

I would expect [a possible change], but it would depend on [a condition].

The discussion moves beyond your own experience, but your experience does not prove a universal claim. Explain the trade-off or condition. Predictions should remain predictions rather than invented certainty.

I 30. Clarify or repair wording while keeping the idea clear.

What I mean is that [the same idea stated more clearly].

More precisely, [a corrected detail].

I cannot remember the exact [word], but it is [a useful description].

Let me give a specific example: [a relevant example].

A brief repair can improve clarity. Do not repeatedly restart to search for an impressive word. If the problem is pronunciation, this typed practice cannot assess it; spoken feedback requires someone to hear you.